



De Lacy Primary School

Special Educational Needs Information Report

Implementation Date	5 th September 2022
Planned Review Date	6 th September 2023
Web Access	Internet
Owner:	Inclusion Leader – Michelle Winter

SEN Information Report



The Special Educational Needs and Disability (SEND) Regulations 2014 require our school to publish certain information regarding our provision for pupils with SEN. This information should be read alongside our SEN Policy, our Assessment Policy, and our Accessibility Plan.

We will ensure that this information is easily accessible by children and parents by including it being on our school website. If information is required in paper copy a request can be made at the school reception. Our SEN information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy details our philosophy in relation to SEND. Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

Our Special Educational Needs Co-ordinator (SENCo) has several years' experience in the field of SEND. She acquired her Post Graduate accreditation for the role of SENCo in July 2017. Michelle Winter is our Inclusion Leader and Assistant Headteacher. Our team of learning support assistants have extensive experience and training in planning, delivering and assessing intervention programs.

All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and learning support assistants and is organised in accordance with the needs of the students. The school works closely with other local schools, sharing training opportunities including professional development days and outside experts. The Inclusion lead and SENCO contribute to senior leadership team meetings and meet once per half term with other SENCO's / Inclusion Leaders within the trust to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students. Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.



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What are school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.

If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher will speak to parents/carers about anything that might have happened at home. The class teacher/SENCo will gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations will be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. Our SEND Policy gives further information relating to behaviour support.

Parents are always informed if school considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At De Lacy Primary School a range of specific, more specialised tests are used (usually by the SEND team) to assist in the identification of an individual child's needs in order to plan targeted programs for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- Meares-Irlen Assessment (or Intuitive Overlays)
- Nessy Screening
- SNAP assessment profiles
- Age Appropriate Mile Stones Checklist such as B Squared or Wakefield Primary Steps
- 3rd Space Learning Diagnostic Tests
- Thrive Baseline Assessments

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Strengths and Difficulties Questionnaire, Emotional Literacy Support Assistant (ELSA) materials, Boxhall Profiles
- Observation schedules e.g. for behaviour, concentration, attention.



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- Assessment of Hand and Fine Motor Skills.

In addition, the school commissions the services of a Speech and Language Therapist – Mrs. Maria Mearis who supports our school in identifying the speech and language needs of our children using a range of specialist assessments.

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy.

What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care (EHC) Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- use of a provision map to measure progress and achievement
- Evaluation of individual education plans - 'One Page Profiles' and 'Supporting me to Learn Plans'.
- Twice yearly reviews of My Support Plans
- use of assessment information/progress rates etc. pre- and post-interventions
- use of attainment and progress data for children with SEN across the school
- part of whole school tracking of children's progress generally
- use of pupil/parents interviews/questionnaires
- monitoring by the SENCo

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- our school's Assessment Policy outlines the range of assessments regularly used throughout the school
- evaluation of Supporting Me to Learn Plans
- tracking of pupil progress generally as part of whole school tracking system
- The use of Wakefield Progression Steps and 'B Squared' is used to measure and assess smaller steps of progress or when children are not yet accessing the National Curriculum
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the Speech and Language Therapist (SALT therapist) commissioned by school – Mrs. Maria Mearis.
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with an Educational Psychology service we commission from Wakefield M D Council
- Twice yearly reviews of My Support Plans – however these can be more regular if professionals feel that this is appropriate
- An Annual Review is held for children with EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary
- initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programs as deemed appropriate



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c) What is our approach to teaching pupils with SEN?

- the fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can embrace and fulfil their unique potential
- Unlocking potential and removing barriers to learning is the promise and commitment of our school.
- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole. The School Governance Committee provide overview and challenge on whether our provision provides the support our children need for their learning. In addition our, Headteacher, SENCo and all staff members have important day-to - day responsibilities. All teachers are teachers of children with SEND
- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- Children with SEND will receive support that is additional to or different from the provision made for other children.
- SEND pupils are further supported through pre teach and misconception sessions.

All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

At De Lacy, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.

In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programs and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements.

Potential areas of difficulty are identified and assessed at the outset, without the need for disappication.



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Teachers plan enough time for the satisfactory completion of learning support assessments; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style; lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- school always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with Meares-Irlen syndrome; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- we endeavour to ensure that all class rooms are Autism spectrum disorder (ASD) friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. We commission the services of a SALT therapist (Mrs. Maria Mearis) to work directly with children in our school and provide training, support and advice to staff
- small group areas are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEN?

- Most teaching/learning support assistants employed in school are trained to deliver a number of intervention programs throughout the school.
- Some teaching/learning support assistants are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.
- we follow the Code of Practice for SEN
- we teach a differentiated curriculum to ensure that the needs of all children are met



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- we implement individual education plans ('Supporting me to Learn') with specific measurable achievable realistic timely (SMART) targets
- Every child with additional needs has a One Page Profile in place that they have written with the support of a member of staff in their classroom
- a large number of intervention programs are in place for children who require additional support e.g. Precision Teaching; Boosting Reading Sessions; Numicon; Time to Talk; Dealing with Feelings; Teodorescu's Perceptuo-Motor Programme; Nessy
- The Thrive programme is being developed and launched through school to support children with social and emotional barriers to their learning
- individual laptops are used for children with recording needs employing programmes such as 'Clicker 6' to support recording across the curriculum
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers).
- Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- We commission the services of a speech and language therapist – Mrs. Maria Mearis who works directly with children in school and provides training, advice and support to staff with regard to individual children and general or specific speech and language issues
- specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- all extra-curricular activities are available to all our children
- Access to a Thrive adapted curriculum and sensory space
- Smaller taught groups for maths and English in both key stages
- Access to Learning Mentors in school
- Our trips and residential trips are available to all our children
- Lunch Time Clubs – at lunch times for children with social communication/interaction issues

g) What support is available for improving the emotional and social development of children with SEN?

- specialist advice from WIESENDS for children with social communication/interaction difficulties specialist and advice from our Educational Psychologist
- specialist advice from colleagues at Future in Mind as part of termly 'Team around the School' meetings
- areas designated for 'quiet retreat' within or outside many classrooms including the sensory space
- assessment tools and intervention programmes e.g. Social and Emotional Aspects of Learning (SEAL) materials, Time to Talk, Dealing with Feelings, Structured Play and Play Scripts, Lego Therapy, Thrive, ELSA, Drawing and Talking

h) What are the arrangements for children who are looked after by the Local Authority and have SEND?

- We aim to ensure that all looked after children expect and experience the same outcomes as their peers.
- For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum.



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- Accurate attendance records are maintained for all Looked after Children and regular meetings with social workers and members of the Local Authority Looked After Children service.
- Looked after children have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately.
- Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close the gap between themselves and other children. Parents/carers are given support and regular information.
- Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.

What is the name of the SENCo/Inclusion Lead and contact details?

Michelle Winter
(Assistant head, Inclusion lead)

Kate Odle
(SENCo)

Our Inclusion Team support the SENCO and can also be contacted on matters relating to SEND:

Helen Dancy - Learning Mentor

Contact us

You can contact our SENCo or any member of our Inclusion team by: Email

admin@delacy.patrust.org.uk

Telephone: 01977 722620

What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- Our SENCo has several years' experience of working with children and has previously worked with pupils with a range of needs including, Downs Syndrome, ASD, Mutism and SLD. Our school SENCo holds the national qualification for SEND at postgraduate level.
- Most teaching and learning support assistants are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Precision Teaching; Catch Up reading; Numicon; Time to talk; Dealing with Feelings; Teodorescu's Perceptuo- Motor Programme; Stories for Talking; Play scripts; Quick as Qwerty
- The school has a team of staff trained in First Aid (level 2, however, there are paediatric trained first aid trained staff in Early years and Key Stage 1)
- Staff are trained bi-annually by the School Nurse Team with regard to asthma, epilepsy, diabetes and anaphylaxis.
- The School Nurse Team based at County Hall also provides training to staff regarding specific low incidence medical conditions as needs arise.
- As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Wakefield MDC Learning Support Service, Occupational Therapy, Wakefield MDC Educational Psychology Service) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or teaching/learning support assistant working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies.
- general support and advice from SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of Supporting Me to Learn Plans, tracking of children



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with SEN

- Particular support is given to newly qualified teachers and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the SENCo will pursue relevant training, in the first instance, for the class teacher and support staff concerned.
- Our SENCo attends regular 'Inclusion Leader Team Meetings' where all SENCos and SEN Support staff in the Pontefract Academies Trust meet together to support each other in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- At the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- The SENCo contributes to Senior Leadership Team meetings which means that inclusion is high profile within DeLacy School.
- Our SENCo organises training on a needs basis and also staff may request specific training.

How is equipment and facilities to support children with SEN secured?

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Headteacher
- equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASD; provision of coloured overlays/exercise books for children with Meares-Irlen syndrome; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues - we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
- Our school's Accessibility Plan, available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- throughout the year there are two Parents' Evenings and there is an end of year annual report to parents;
- parents are invited to review their child's 'Supporting Me to Learn' on a termly basis – these are usually through the parents evening cycle. Plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the homeshetting
- Children with My Support Plans are invited into school at least twice yearly (more frequent if required) in order to review the My Support Plan document with the SENCO, other professionals and class teacher. These meetings are additional to that of parents evenings
- Our parents appreciate the 'open door' policy whereby the school SEND team are easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN;



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we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any Educational Psychologist assessments/observations



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- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers or Wakefield MD Council Fair Access Team)
- The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary).
- At Year 5 annual reviews, transition to secondary school is considered with discussion involving parents. At Year 6 annual reviews, the SENCo of the receiving high school is usually invited to attend.
- Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

What are the arrangements for consulting children with SEN about and involving them in their education?

- children with SEND are represented in proportion to their numbers in the school on our School Council
- targets set for children are reviewed with them
- children are involved in the writing of their One Page Profile
- children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development
- child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them

What are the arrangements relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. We urge parents/carers with any concerns regarding the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head of School.

If the concern remains unresolved The Pontefract Academies Trust Complaints Procedure ([click here](#)) should be followed. The Pontefract Academies Trust Complaints Procedure deals with such concerns or complaints made by any person, including members of the general public, unless separate statutory procedures apply (such as exclusions, admissions, statutory assessments of Special Educational Needs (SEN), matters likely to require a Child Protection Investigation).

If concerns are still unresolved parents may wish to use the Wakefield Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS).



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How does the school involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- School commissions the services of an independent speech and language therapist (Mrs. Maria Mearis) to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school
- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from The Advisory Service for children with sensory impairment or physical/medical difficulties or social communication difficulties or from specialist teachers from the Fair Access Team to consider behaviours presented by children in school.
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programs and contribute to the monitoring of progress and reviews of children
- School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- A Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.
- liaison meetings with pre-school groups are held in the summer term before children enter our nursery classes
- Wakefield M D Council's multiagency support procedures (including Early Help support) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate
- The school works with its Early Help link worker as part of the Team Around the School meetings on a termly basis

Where is the Wakefield M D Council's Local Offer published?

Wakefield M D Council's Local Offer at the following web address www.wakefield.gov.uk/localoffer

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32 of the SEND Regulations 2014?

BARNARDOS

The role of the Independent Supporter is to provide parents and carers, children and young people with impartial information and advice in relation to assessments leading to Education, Health and Care Plans and conversion of statements to Education, Health and Care Plans.

Address: Room 249, Castleford Civic Centre, Ferrybridge Road, Castleford WF10 4JH

Email: Wakefieldindependentsupport@barnardos.org.uk

Telephone: 01924 304152

WAKEFIELD EARLY SUPPORT, ADVICE, INFORMATION AND LIAISON SERVICE (WESAIL)



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Wakefield Early Support, Advice, Information and Liaison Service (WESAIL) offer a one stop shop for advice, support and signposting alongside early support through a key worker service promoting advice, information, emotional and practical support to families.

WESAIL provides free, impartial information, advice and support to parents and carers that are caring for a child or a young person, who have, or may have, special educational needs and/or disabilities (SEND) aged 0-25 years who are living within the Wakefield District.

This service is also available to young people themselves and those working with families.

Address: KIDS, Office Suite 7, Bizspace Business Park, Denby Dale Road, Wakefield WF2 7AZ

Email: wesail@kids.org.uk

Telephone: 01924 379015

WAKEFIELD MD COUNCIL SEN ASSESSMENT AND REVIEW TEAM (SENART)

Wakefield MDC SEN Assessment and Review Team (SENART) leads on the statutory processes of implementing and monitoring Education Health and Care Plans. This includes ensuring that assessments of Special Educational Needs are progressed in line with statutory time scales.

The service works with families, young people, schools and other agencies to ensure that advice is gathered and EHC plans are completed accurately and reviewed appropriately. This is done through providing advice and guidance on the statutory processes.

SENART facilitates the multi-agency EHC panel to consider and implements EHC Assessments and Plans and allocates levels of support and funding and for children and young people with EHCPs.

SENART also ensures effective commissioning of post-16 places for High Needs Learners and provision for out of district placements.

Address: Normanton Town Hall, High Street, Normanton WF6 2DZ

Email: SENART@wakefield.gov.uk

Telephone: 01924 30246

WAKEFIELD M D COUNCIL EARLY HELP HUBS

Wakefield M D Council is working with its partners, including the police, the NHS and Community and Voluntary Sector Organisations to provide more integrated, joined up, and community based services for families with children and young people pre-birth to 19yrs and 25yrs where there are Special Educational Needs or Disabilities. This is being done through the creation of 7 'Early Help Hubs' across the district, which offer a range of services for families and will intervene to help those who need support, at the earliest opportunity.

Pontefract & Knottingley Early Help Hub

Pontefract Library & Municipal Offices Pontefract
Library, Pontefract, WF8 1BD 01977 722451

ponteandknottingley@wakefield.gov.uk

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What are the contact details of support services for supporting children with SEN in transferring between phases of education?

Nursery/Early Years Provision to Starting School

Wakefield M D Council The Pre-5: SEN Service is for children 0 – 5 (usually up to their entry to Upper Foundation), who have additional needs and disabilities.

If a child attends a Children's Centre or a registered private, voluntary or independent setting, they can be referred directly by the setting. If the setting is concerned about a child's needs, staff will have spoken to parents about their child's needs and discussed what help they are giving the child. If they feel it would be helpful to make a referral they will talk to parents about this and ask them to sign their agreement.

The Pre-5 Service does not accept direct referrals from schools or other services.

Involvement in schools occurs if:

- the child moves from a registered setting with existing involvement
- the child has previously had Portage Service involvement
- the Service is named on a child's Education, Health and Care Plan
- The work that the Pre-5 staff might do includes:
 - observing the child as they play in the areas of provision in the setting or school
 - working individually with the child
 - working with staff to put strategies and interventions in place to help the child
 - supporting the setting or school to plan e.g. considering the environment
 - supporting the setting or school to develop individual programmes of support (e.g. Individual Education Plans, One-Page Profiles, My Support Plans) and to include parents and other services e.g. health professionals in this process
 - supporting settings to deliver small groups
 - supporting the child's transition into the setting or moving on from the setting (transition)
 - delivery of training for staff and parents around the individual needs of the child

When a referral from a setting has been received, a letter is sent to the child's parents inviting them to a meeting at the setting to discuss the child.

Advisory Teachers encourage settings to involve parents to the regular reviews of the child's progress and in the plans for the child's movement between groups in the setting and when they leave the setting.

Advisory Teachers takes the child's views into account by including the child's interests when planning activities and interventions.

The service keeps detailed records of all the work that is done with a child. The service takes account of Data Protection procedures and if parents are concerned about this they are asked to discuss this with the manager of the service.

Involvement with a child can continue until they transfer into Upper Foundation. The service then works with parents, the setting and other services to ensure a smooth move for the child (transition).

The Pre-5: SEND Service provides summary reports to parents, schools and settings and sends an evaluation form when the work with the child has ended.



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Address: First Floor Block C, Normanton Town Hall, High Street, Normanton WF6 2DZ

Email: eps@wakefield.gov.uk

Telephone: 01924 307403

Primary School to Secondary School

The SENCo from the receiving secondary school will attend the final annual review at our school and be closely involved in all transition meetings in school. The receiving SENCo will also attend the 'person centred transition planning meeting'