



SEND Information Report

2025-26

(In accordance with section 65(3) of the Children and Families Act 2014)

Headteacher: Mr Michael Walker
Inclusion Team Lead: Mrs Sarah McConnell
SENDCO: Mrs Rachel Longfield
SEMHW Advocate: Mrs Emma Thorpe
SEN Governor: Mr Richard Wilkinson

Contact:

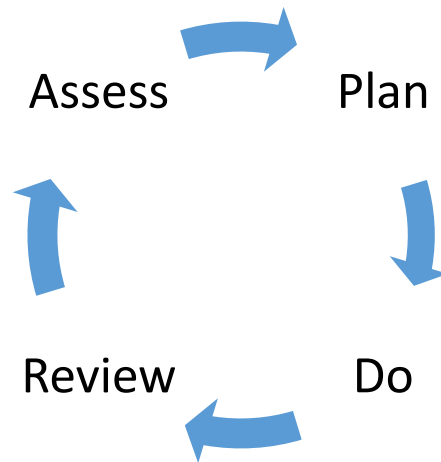
📍 Ackworth Howard CE (VC) Junior & Infant School, Station Road, Ackworth, Pontefract, WF7 7HH.

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Whole School Approach:

High quality first teaching and additional interventions are defined through dialogue across the school, which contributes to the provision available and the support provided. These documents help us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with all of our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. hearing impairments or autistic spectrum disorder.

How can we support this?

Your child may benefit from a school-based intervention that promotes and encourages correct use of language, such as Time to Talk, Musical Interaction or Socially Speaking. They may be part of a smaller group within their class and have extra support from their class teacher or Classroom professional at various times throughout the day. Your child may be encouraged to use pictures or symbols to support their communication if this is deemed beneficial.

School will work closely with you and your child to ensure we understand their difficulties. We may seek support from our Speech and Language Therapist (SALT) who will offer guidance, perhaps producing a programme of support for your child that we will share with you.

We may also seek support from WISENDSS (Wakefield Inclusion and Special Educational Needs Support Service) who offer advice on communication and social interaction difficulties due to Autistic Spectrum Disorder.

Cognition and Learning Difficulties

Children may display features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

How can we support this?

Your child may benefit from a school-based intervention that helps your child to develop their sight vocabulary, such as Rainbow Words. They may be part of a smaller group within their class and have extra support from their class teacher or classroom professional at various times throughout the day.

School will work closely with you and your child to ensure we understand their difficulties. We may seek support from WISENDSS (Wakefield Inclusion and Special Educational Needs Support Service) who will offer guidance, perhaps producing a programme of support for your child that we will share with you.

We may also seek support from the Educational Psychology Service (EPS) who offer advice on learning where there are more complexities surrounding your child's needs.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, lack of concentration, immature social skills, as well as displaying challenging, disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

How can we support this?

Your child may benefit from a school-based intervention that promotes and encourages positive mental health, wellbeing, social skills, and/or behaviour, with our inclusion team and SEMHW advocate. This support may be small group work within the classroom, or a specific intervention through accessibility to our Howard's Hub where we construct a bridge back to learning that meets your child's specific needs.

Howard's Hub offers:

- The Haven – a sensory and regulation room to support emotional stability, reduce escalation, and build readiness to learn.
- The Nurture Kitchen – a homely space for social interaction, therapeutic work, and family engagement.
- The Nest – a group and consultation room for targeted interventions, professional meetings, and SEND planning.
- The Sanctuary – a quiet office space for staff and external professionals to reflect, plan, and coordinate inclusion support.

We may seek support from the WISENDSS (Wakefield Inclusion and Special Educational Needs Support Service) who will offer guidance, perhaps producing a programme of support for your child that we will share with you.

Our inclusion team have a wealth of support and experience to draw upon, including Wakefield's comprehensive directory of services to support specific needs, accessed using Teams Around the School (TAS). These services include Futures in Mind (FIM), Child and Adolescent Mental Health Service (CAMHS) or the Educational Psychology Service (EPS) who will offer home and school guidance on seeking ways to help your child. The school will work closely with you and your child to ensure we understand their difficulties.

Sensory and/or Physical Difficulties

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How can we support this?

Your child may benefit from adapted resources in class or have access to specialised equipment. They may be part of a smaller group within their class and have extra support from their class teacher or classroom professional at various times throughout the day.

School will work closely with you and your child to ensure we understand their difficulties. It may be that their sensory needs can be met through provision available as part of our Howard's Hub. We may seek support from the Hearing or Visual Impaired Service who will offer us further guidance. We may also seek support from the Educational Psychology Service (EPS) if we feel your child's needs are significant. We may also seek advice from the Physiotherapists / Occupational Therapists or Physical Difficulties Team for children with physical or sensory difficulties. Children may also have access to specific programmes to support fine and gross motor skills, such as Fit to Learn.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND register or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all learners with special educational needs and ensure that such provision is made for those who need it. (**Reference:** SEN Code of Practice 2014)

How will we measure your child's progress in school?

Your child's progress is continually monitored by his/her class teacher, as well as senior leaders. We know how well your child is doing by using the following:

- Assessments based on the Early Years Foundation Stage (EYFS) framework.
- In KS1/KS2 his/her progress is reviewed termly through SEND focus review meetings.
- Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo (nonsense) words.
- If your child is in Year 1 and above, but is not yet at National Curriculum band 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these are published nationally.
- Children with SEND will have a learner profile or supporting me to learn plan. SMART targets will be set for your child and will be reviewed at least termly with your involvement and plan for the next steps to be made.
- The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review or a Transition Review, with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress through discussions with class teachers, drop-ins to classes, discussions before review meetings, and analysing assessments and data collected.
- Outside professionals also provide school with further in-depth assessments, where appropriate.
- External support agencies will also review the progress of SEND children along with class teachers/SENDCo.

What is the school's approach to teaching children with SEND?

At The Howard School, inclusion is not an intervention for a few, but a lens through which we design for all. This principle underpins every aspect of school life — curriculum, pedagogy, pastoral care, and environment — ensuring that the voices and experiences of pupils facing barriers to learning and well-being inform our provision from the outset.

Rooted in our Christian foundation and our calling to educate for life in all its fullness (John 10:10), we believe that every child should experience the security, belonging, and purpose embodied in the image of the Good Shepherd. Our aim is for every pupil to be known, valued, and equipped to flourish, developing fully in mind, body, and spirit.

We recognise diversity as a strength that enriches the whole school community. We are committed to creating a culture where difference is respected, represented, and celebrated. Through early identification, high-quality teaching, and targeted support, we remove barriers to learning and promote confidence, resilience, and self-esteem in all pupils.

The school works collaboratively with parents, carers, and professional partners to ensure that the individual needs of every child are understood and addressed. We monitor the progress and attainment of pupils with additional needs or disabilities to inform our practice and raise achievement for all.

How does the school adapt the curriculum and learning environment for children with SEND?

We are committed to the ongoing development of a broad, balanced, and inclusive curriculum. By making reasonable adjustments to our environment, resources, and approaches, we ensure accessibility and equity of opportunity. Through this, every learner is empowered to participate fully in school life, achieve their potential, and thrive both within and beyond the classroom.

Adaptations are carefully considered through observing the needs of the pupil, and gathering the views of parents, carers, classroom professionals and (where appropriate) external agencies to ensure they can access the curriculum and school environment. These adaptations then form part of our graduated response and are reviewed regularly.

How do we identify children who may have a SEND need?

Children entering our nursery and reception are baselined according to the Early Learning Goals and any needs are identified here. Learner progress meetings/discussion are every term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress where possible.

School holds joint planning meetings and consultations with a member of the school's advisory team and an Educational Psychologist. These meetings allow staff to share any concerns that they have in agreement with the parent and referral can be made.

Consulting with children, young people and their parents

Planning should start with the individual and take account of their wishes and aspirations, the outcomes they seek and the support they need to achieve them. Involving parents and learners in this process is central to our approach and we do this through:

- Parents evenings
- Drop-in sessions
- Informal discussions
- Involving parents/carers and children in target setting

Staff development / deployment

Considerable thought, planning and preparation goes into utilising our classroom professionals to ensure children achieve the best outcomes, gain independence and are prepared for the next steps in their learning and development.

What specific expertise is available to children with SEND?

- The senior leadership team have a wealth of experience and expertise linked to SEND
- SENDCo has achieved the National Award for Special Educational Needs Coordination
- A trained Social, Emotional and Mental Health in Schools (SEMHW) advocate
- All staff delivering interventions are appropriately trained

Additional training needs are identified throughout each year and provided according to need.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Wakefield LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and the School Business Manager, on the basis of needs in the school.
- The Headteacher, Wakefield Inclusion and Special Educational Needs Support Service (WISENDSS) and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

They decide what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

School Partnerships and Transitions

We recognise that transitions can be difficult for all children, particularly those with SEND, and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will hold a transition meeting
- We will support you in visiting schools, where possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance of your child moving classes. Any learner profiles/supporting me to learn plans, My Support Plans or EHCPs will be shared with the new teacher
- Transition meetings will be arranged for children with EHCP's. During this meeting the SENDCO, previous and new class teacher and classroom professionals discuss the end of the year and make plans for the forthcoming academic year and how we can best support the child.

In Year 6:

- The Year 6 class teacher, SENDCo and our SEMHW advocate (where appropriate) will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will have a programme for transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.

For all children a consultation with teaching staff, classroom professionals and other lead professionals are arranged annually to discuss how we can best support the academic, medical and social needs of both individual children / cohorts.

Who are the external partners we work with?

Directly funded by the school:

- Educational Psychology Service (EPS)

Paid for centrally to the Local Authority but delivered in school:

- Early Years Special Educational Needs Support Service
- Wakefield Inclusion and Special Educational Needs Support Service (WISENDSS)
- Hearing and Visual Impairment Team
- Behaviour Support Service
- Speech and Language Therapy for children with an EHCP (provided by Health but paid for by the Local Authority).

- CAMHS/Future in Mind Primary Practitioner
- Team Around the School (TAS) and Early Years Team Around the School (EYTAS)

Provided and paid for by the Health Service (Mid Yorkshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapists
- Speech therapy

Complaints

The school's complaints procedure is outlined on the school website. The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements.

Parents who wish to complain are strongly encouraged to initially speak to the class teacher to try and resolve any difficulties.

If parents feel that they need further clarification or support they can make an appointment to see the SENDCo and the Inclusion Team Lead or the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure. Parents/carers will be given the necessary information on request.

For the Wakefield LA Local Offer please visit: www.wakefield.gov.uk <http://mylocaloffer.org/Wakefield>

(Contact details for all services are available on this site)