



Special Educational Needs/Disability (SEND) Information Report and School Offer 2024-2025

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	2
5. SEN information report	3
6. Monitoring arrangements	8
7. Links with other policies and documents	8

1. Aims

At Sandal Magna, we believe that all children have the right to a broad and balanced curriculum. We recognise that not all children learn the same way and we aim to adapt our teaching styles and resources to suit the needs of all our learners and ensure that our curriculum is inclusive and accessible to all.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Becky Abernethy and can be contacted on 01924 767080.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying Pupils with SEN and Assessing Their Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and Working with Parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Children moving to high school from our setting will have chance to visit their new school for at least one 'transition' day and sometimes more can be arranged depending on individual circumstances.

5.6 Our Approach to Teaching Pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those identified as having Special Educational Needs and/or Disabilities.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We can also offer a range of more specialised interventions for those children that need this such as:

- Rainbow Words
- Phonics Catch Ups
- Precision Teaching
- Fit to Learn
- 'Write from the Start'
- Sentence Smart
- Circle of Friends
- Learning for Living
- Social Skills groups
- Speech and Language Support
- Well Comm
- The Zones of Regulation
- Ticking Texts
- The Write Reason
- Phonicability
- Early Play Routines

5.7 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Introducing a 'Safe Space' and sensory opportunities for children who require this as a de-escalation strategy and to help with emotional regulation.

5.8 Additional Support for Learning

We have 10 teaching assistants who are trained to deliver interventions to support the teaching and learning of children with SEND.

Teaching assistants will support pupils on a 1:1 basis when this is written into any Education Health and Care Plan (EHCP) or when this is deemed necessary by the school in order to safeguard the individual/others in the short term.

Teaching assistants will support pupils in small groups when a lower level of support is required or when a group of children are displaying similar needs/difficulties that can be best managed in a group scenario.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists

- WISENDSS
- Educational Psychologist
- Sensory Service for children with visual or hearing needs
- Children and Adolescent Mental Health Service (CAMHS)
- Future in Mind (FIM)
- Children Families Inclusion Team (CFIT)
- School Nurse
- Occupational Therapy

5.9 Expertise and Training of Staff

Our SENCO has 7 years experience in this role and holds the NASENCO qualification.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of 11 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision to anyone who may need access to this.

5.10 Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their targets each term
- › Reviewing the impact of interventions after a full term.
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans and My Support Plans.

5.11 Enabling Pupils with SEN to Engage in Activities Available to Those in the School who Do Not Have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All Upper KS2 pupils are encouraged to go on our residential trip to Kingswood.

All pupils are encouraged to take part in sports day/school plays/special workshops and other school trips organized by class teachers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavor to make the necessary adaptations to ensure all pupils are able to be included if this is their choice.

Our Accessibility Plan can be found here and sets out how we aim to do this as a school.

5.12 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in afterschool sporting events.
- There are opportunities for children who have difficulties with their social and emotional development to speak to a member of our pastoral team at breaktimes and lunchtimes.
- We use The Zones of Regulation to support children to recognise and begin to regulate their feelings and emotions.
- Our older children and some younger children with more high-level needs have a 'mentor' that they have chosen. This person is a member of staff who will be available for the young person to talk to should they need some help and support.

We have a zero-tolerance approach to bullying.

5.13 Working with Other Agencies

There are times when it is necessary for school to work with outside agencies, including individuals who work in the health and social care fields. We will liaise with professionals to gather information and expertise in order for us to better support any child who is under any specific service. Where possible, outside agencies will always be invited to contribute towards any annual review that is taking place for anybody with an Education Health and Care Plan (EHCP).

The SENCo will attend termly Planning Meetings with services such as WISENDSS and the Educational Psychology Service (EPS) to plan how they will support pupils with SEN in school.

5.14 Complaints About SEN Provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact Details of Support Services for Parents of Pupils with SEN

- WESAIL - **Telephone:** 07961 897036 **Email:** WESAIL@barnardos.org.uk
- SENART – 01924 302465
- CAMHS SPA 01977 465865

5.16 Contact Details for Raising Concerns

Any concerns can be raised by calling the main school number on 01924 767080 and speaking to the headteacher, Mr Craig Elliott or the school SENCO, Miss Becky Abernethy.

5.17 The Local Authority Local Offer

Our contribution to the local offer is: <https://wakefield.myllocaloffer.org/search-page-lo/education/?id=8d634d16-e560-4add-a8a7-af0a00893fe3&returnUrl=https%3A%2F%2Fwakefield.myllocaloffer.org%2Fsearch-page-lo%2F%3FsearchTab%3DeducationSearchTab%26templateId%3Da9de29a9-bff2-429b-a638-aef500eb05da%26searchText%3DSandal%2520Magna%2520%26sortOption%3DName%253Basc%26pageNumber%3D1%26pageSize%3D10%26distance%3D1609%26filters.distance%3D1609>

Our local authority's local offer is published here: <https://wakefield.myllocaloffer.org/>

6. Monitoring Arrangements

This policy and information report will be reviewed by Becky Abernethy (SENCo) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with Other Policies and Documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions