Southdale
C of E Junior school
Shining like stars in the universe

Southdale
C of E
Junior School

SEND Information Report

SEND Information Report

Version: 5.0 **Date Issued: October 2026**

Our commitment to pupils with SEND

At Southdale Junior School, we are committed to providing an inclusive education in which pupils are supported to participate, learn, develop independence and achieve their potential. We recognise that children have different strengths, needs and ways of learning. We work with pupils and their parents or carers to identify barriers to learning and participation and to agree appropriate support.

All teachers are teachers of pupils with special educational needs and disabilities (SEND). High-quality teaching, adaptive teaching and early identification are central to our approach. Where a pupil needs provision that is additional to or different from that normally available, we use the graduated approach and work with the pupil, family and relevant professionals to plan, deliver and review support.

This report explains how our school identifies and supports pupils with SEND, how parents and pupils are involved, and where families can find further information and advice.

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Southdale Junior School SEND information report

1. What should I do if I think my child has special needs?

If you think that your child may have special educational needs that have not been previously identified, please initially speak with the class teacher. Further meetings may then be arranged with the Special Educational Needs and Disabilities co-ordinator, **Mrs L Helliwell**.

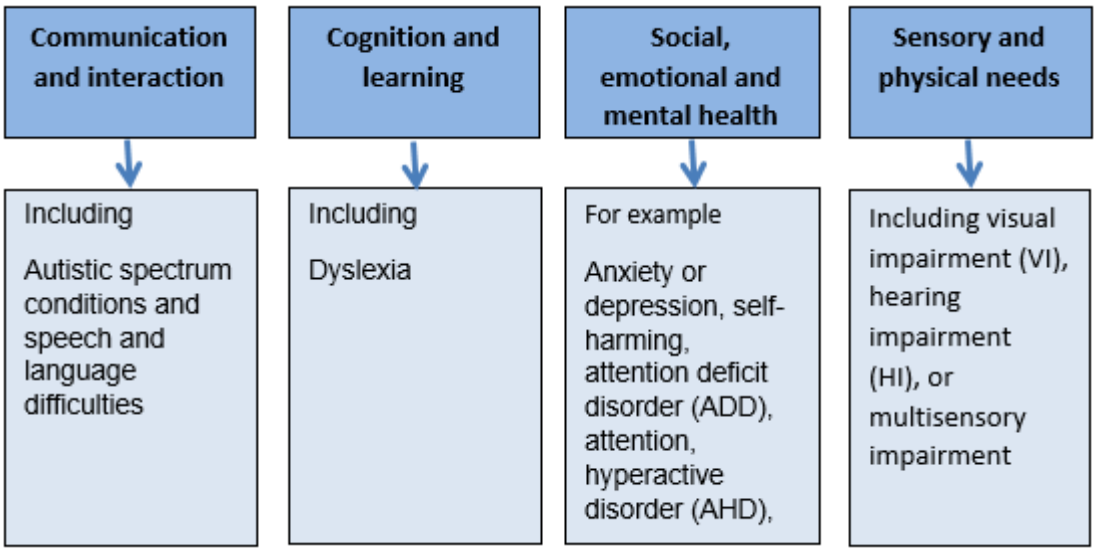
(l.helliwell @southdale.wakefield.sch.uk – 01924 277965)

2. The kinds of SEND 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, 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
- Moderate/severe/profound and multiple learning difficulties

The examples above are illustrative, not exhaustive. We consider each pupil as an individual and identify the support required in light of their needs, strengths, views and circumstances.



3. Identifying pupils with SEND and assessing their needs

Before pupils join us in Year 3, the headteacher, relevant year-group staff and SENDCo liaise with feeder primary schools to share relevant information and plan transition support. During the first weeks and months at school, teachers assess pupils' skills, attainment and wider development, building on information from their previous setting and key stages.

Class teachers monitor progress and may raise concerns where a pupil:

- makes progress significantly more slowly than peers who started from a similar baseline;
- does not sustain their previous rate of progress or is not making expected progress despite appropriate teaching and support;
- has an attainment gap that is not closing or is widening;
- experiences barriers affecting learning, communication, participation, independence, social development or emotional wellbeing.

Slow progress or low attainment alone does not automatically mean that a pupil has SEND. We consider the whole picture, including teaching and learning opportunities, attendance, development, the views of the pupil and family, previous progress and, where relevant, advice from other professionals.
Where a pupil may need special educational provision, the class teacher and SENDCO analyse the pupil's needs and discuss appropriate next steps with the pupil and parents or carers. We explain the support being considered, the intended outcomes and how its impact will be reviewed. Decisions about SEN Support and

changes to support are discussed with parents and are based on the pupil's needs and provision required, rather than attainment alone.

4. Consulting and involving pupils and parents

We aim to work in partnership with pupils and their parents or carers. When concerns arise, we seek an early discussion so that everyone can share their understanding of the pupil's strengths, needs and barriers to learning.

These discussions aim to:

- take account of parents' observations, concerns and aspirations;
- seek the pupil's views in a way appropriate to their age, understanding and communication needs;
- share relevant observations and assessment information from school;
- agree intended outcomes and the support or adjustments to be put in place;
- make clear who will do what, when support will be reviewed and how progress will be shared;
- consider whether advice from external services may be helpful.

Relevant records of discussions and decisions are kept securely in accordance with the school's information-management and data-protection procedures. Staff share information with colleagues who need it to support the pupil, following the school's confidentiality and safeguarding procedures.

We will discuss changes to a pupil's support with parents. If the school considers that a pupil may no longer require SEN Support, this will be based on a review of the pupil's needs and the provision required, with parents involved in the discussion. A pupil should not be removed from the SEND register solely because they are achieving age-related expectations.

5. Assessing and reviewing progress towards outcomes

We use the graduated approach: assess, plan, do, review. This is an ongoing cycle intended to ensure that support responds to the pupil's changing needs.

Assess

The class teacher, working with the SENDCo and parents or carers, considers the pupil's needs using classroom assessment, progress information, previous records, the pupil's views and, where relevant, advice from external professionals.

Plan

We agree outcomes, the adjustments or additional provision to be put in place, who is responsible and when the impact will be reviewed. Outcomes should be meaningful to the pupil and family and appropriate to the pupil's needs.

Do
The class teacher remains responsible for the pupil's learning and progress, including where teaching assistants or specialist staff provide support. Staff working with the pupil are informed of relevant needs, outcomes and strategies.

Review
We review progress and the impact of provision regularly with the pupil and parents or carers. Where support is not having the intended effect, we consider what needs to change and whether further advice or assessment is required.

Pupils may have a Learner Profile setting out key strengths, needs, strategies and short-term targets. Where appropriate, a My Support Plan may help coordinate support from school and other professionals. These are school or local arrangements and do not replace statutory duties or an Education, Health and Care (EHC) plan where one is in place.

Progress is considered through assessment and pupil progress discussions. The school currently reports that pupil progress is discussed at pupil progress meetings three times each year, and that individual targets and interventions are reviewed at planned intervals. The school must confirm the precise review timetable and ensure it is consistently followed.

Where a pupil has an EHC plan, the school delivers the provision specified in the plan and participates in formal annual reviews in line with statutory requirements. Parents and pupils are involved in reviewing progress and outcomes.

EHC needs assessments and Education, Health and Care plans
Some pupils may need support beyond that ordinarily available through SEN Support. In such circumstances, an Education, Health and Care needs assessment may be considered. Parents or carers and young people have rights to request an EHC needs assessment from the local authority. The school can discuss concerns with the family and, where appropriate, provide information and evidence to support a request.

The local authority decides whether to carry out an EHC needs assessment and whether an EHC plan is required. A school or local My Support Plan may help record provision and progress, but completion of a particular school plan should not be presented as a universal legal precondition to a parent or young person requesting an assessment.

An EHC plan sets out a child or young person's special educational needs, the outcomes sought and the special educational provision required, alongside relevant health and social care information. Where a pupil has an EHC plan, we work with

the pupil, family, local authority and relevant professionals to implement and review the provision.

6. Supporting pupils moving between phases

We plan transitions with the pupil and family and share relevant information with the receiving or previous setting, subject to appropriate information-sharing arrangements. Transition arrangements may include liaison between SENDCos, meetings with parents, visits, familiarisation activities, visual information, social stories or other individualised support.

We work with feeder primary schools to support pupils entering Year 3 and with receiving secondary schools to support pupils moving on after Year 6. Additional arrangements are considered according to each pupil's needs. For pupils with EHC plans, transition planning takes account of the plan and relevant review arrangements. Preparation for adulthood is considered where appropriate to a pupil's age and circumstances.

7. Our approach to teaching pupils with SEND

All teachers are responsible and accountable for the progress and development of pupils in their classes, including pupils with SEND. High-quality teaching is our first response to supporting pupils. Teachers adapt teaching, resources, explanations, questioning, tasks and scaffolds to help pupils access learning and make progress.

We aim to remove barriers to learning and enable pupils to participate in lessons alongside their peers wherever appropriate. Some pupils may also benefit from targeted small-group work or individualised support. Any additional support should complement classroom teaching and be reviewed for its impact.

The school should be able to demonstrate how teaching approaches and additional provision are matched to individual needs and how staff evaluate whether these approaches are helping pupils learn and participate.

8. Adaptations to the curriculum and learning environment

We consider and make appropriate adaptations to help pupils access the curriculum and school environment. Depending on individual need, these may include:

- adapting teaching methods, task presentation, grouping, questioning or lesson content;
- providing additional processing time, pre-teaching of vocabulary, spoken instructions or checks for understanding;

- using visual timetables, IPads, assistive technology, larger print, coloured overlays, ear defenders or other recommended aids;
- considering seating, noise, lighting, sensory demands and the organisation of the learning environment;
- using accessible formats and communication approaches where required;
- planning reasonable adjustments for visits, residential trips, clubs, events and other aspects of school life.

The school aims to provide a calm and accessible learning environment. Dyslexia-friendly approaches, including suitable fonts, buff-coloured paper where helpful, IPads, voice recording and coloured overlays where helpful, may be used according to pupils' needs. These strategies are not suitable for every pupil, so their usefulness should be considered individually.

We review adjustments as needs change and seek advice from the pupil, family and relevant professionals where appropriate.

9. Additional support for learning

The school employs teaching and support staff who help pupils access learning and school life. Staff may deliver targeted interventions or support recommended strategies, subject to their training and the pupil's needs. Teaching assistants may support individuals or groups where this is appropriate.

The school reports working with services including:

- Learning Support Services (SENDIASS);
- Communication Interaction Team (CIAT);
- Social, Emotional and Mental Health services (SEMH);
- Educational Psychology Service (EPS);
- Speech and Language Therapy (SALT);
- Occupational Therapy (OT);
- school nursing services;
- The Children's First Hub;
- Child and Family Interaction Team (CFIT);
- physiotherapy;
- WeSail;
- Child and Adolescent Mental Health Services (CAMHS);
- hearing impairment services;
- other services as appropriate to a pupil's needs.

Access to external services depends on the service's criteria, referral pathways, availability and the needs of the pupil. The school will explain relevant options to families and work with professionals where appropriate.

Where a pupil is looked after by the local authority, the school works with the relevant professionals and carers and considers SEND needs in appropriate planning meetings, including Personal Education Plan (PEP) meetings where applicable. The designated teacher for LAC is Mrs Lynn Helliwell.

10. Expertise and training of staff

The school's SENDCo coordinates SEND provision and works with teachers, support staff, parents and external professionals. Our SENDCO has completed the National Award for Special Educational Needs Coordination.

The headteacher and SENDCo identify staff training needs through school development planning, pupil needs and review of provision. Training may be delivered by the SENDCo, educational psychologists, speech and language therapists, mental health services or other relevant professionals. The school evaluates whether training improves staff knowledge and the support pupils receive.

11. Securing equipment and facilities

Where a pupil needs specific equipment or facilities, the school considers the pupil's needs, advice from relevant professionals and available resources. The SENDCo liaises with the headteacher and appropriate school staff, including the school business manager and governors where relevant, to consider costs and arrangements.

The school will ensure that decisions about equipment and support are made in a timely way and that resource or funding discussions do not delay action required to meet a pupil's needs or the school's legal duties.

12. Evaluating the effectiveness of SEND provision

We evaluate SEND provision by considering whether it is improving pupils' access, progress, outcomes, participation, independence and wellbeing. Evaluation may include:

- reviewing individual outcomes and progress at planned intervals;
- checking the impact of interventions and additional provision;
- monitoring the use and effectiveness of strategies in Learner Profiles and other plans;
- seeking feedback from pupils and parents or carers;
- reviewing advice from relevant external professionals;
- monitoring by the SENDCo and discussion with class teachers and support staff;
- reviewing EHC plans through the statutory annual-review process;
- using findings to adjust provision, training and resource allocation.

Where a strategy or intervention is not having the intended impact, we consider why and agree appropriate next steps.

13. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Pupils with SEND are encouraged to participate in the curriculum, clubs, before- and after-school activities, school visits, residential trips, sports days, workshops, pupil voice opportunities and wider school events. The school plans appropriate support and reasonable adjustments to reduce barriers to participation.

All pupils are encouraged to go on our residential trip(s) to: Year 3 – Bradley Woods Activity Centre, Year 4 – Newby Wisk Hall, Year 5 – Boggle Hole and Year 6 – France and Belgium.

All pupils are encouraged to take part in: sports day and any special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The use of Ipads enable all children to have access to new technologies to support their learning. In certain instances, children are provided with Ipads and appropriate software so they can access the full curriculum.

Supporting pupils with disabilities:

- Southdale Junior School has wheelchair access. There are facilities for disabled changing and a disabled toilet which can accommodate wheelchairs and support individuals with a disability
- The arrangements for the admission of pupils with disabilities are the same as those applied to pupils without disabilities. The admission arrangements can be found in the **school admissions policy in the policies section of the school website**. The parents/carers of any pupil refused admission can appeal to the Admissions Appeal panel.
- The school's **accessibility plan can be found on the SEND page of the school website**. This ensures we provide the necessary facilities to help disabled pupils access our school. The school's Accessibility plan includes information about the steps we take and have taken to prevent disabled children from being treated less favourably than others and the facilities we will provide to help disabled pupils to access the school.

14. Support for improving emotional and social development

At Southdale Junior School, the emotional and social development of our pupils is of paramount importance in order to help children develop into independent young

people. We ensure that all children are supported socially and pastorally by staff who know their children.

School offers a wide range of activities both within school and the community to support their social and emotional development such as residential trips, school visits, educational trips, links with the community and a range of cultural visits.

School has a **medicine policy** which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma, diabetes and the use of Epi pens. If a child comes into school with a specific need, the school nurse will provide the relevant staff with training. The school also has trained first aiders within school and at least one will be present on any visit outside of school.

School has a behaviour policy which is known, used and adhered to by all staff across the school. We have three rules at Southdale Junior School. We have the right to be safe, the right to learn and the right to be treated with respect. We have high expectations of children's learning and behaviour and the support from parents/carers. Children who need specific support with their behaviour will be identified and support will be provided. This support may range from additional support in the classroom, to interventions and support from the Social Emotional and Mental Health Team. Good behaviour choices are celebrated across school and are celebrated in our special mention's assembly every Friday morning. School uses the 'Emotion coaching' model to manage emotional regulation of pupils.

Good attendance is monitored across school. School will ring home to query a child's non-attendance at school. If families need support to improve attendance, school will meet with parents/carers to facilitate this from children being dropped off at school early; flexible starting times before the register closes to home visits being facilitated. School uses an Education Welfare Officer (EWO) when necessary who will support school and parents with ensuring children attend school regularly and on time.

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

- Pupils with SEND are encouraged to be part of all aspects of school life from the school council to supporting the running of lunch time activities
- Pupils with SEND are also encouraged to be part of after school clubs and school events such as the school discos and summer fairs to promote teamwork/building friendships etc.
- We run self-esteem interventions as needed
- We follow the Resilience Framework intervention which helps to target and support children who are struggling with their emotional needs

- We have an open-door policy and support both children and their parents and carers
- Where needed, we run interventions and provide additional resource to support the building of social skills
- We ensure we are flexible and sympathetic to the needs of our children and never give up on supporting them
- We use restorative practice to discuss challenging behaviour and give all children the opportunity to have their voices heard. We use event – response – impact to explain this to children.
- We run lunchtime games and activities to ensure all children have the opportunity to socialise in a way they feel comfortable to
- We have a zero-tolerance approach to bullying and all instances of bullying are dealt with in accordance with our behaviour policy.
- We use our whole-school mental fitness programme, One Life to support children who have struggles with their mental health.

15. Working with health, social care and other services.

The SENDCo and relevant school staff liaise with external services when advice or coordinated support may benefit a pupil. The school explains relevant referral options to families and promotes the local authority's SEND Local Offer.

Where a pupil has needs involving education, health and/or social care, the school works with the family and relevant professionals, within each organisation's responsibilities, to coordinate support and share information appropriately. The school does not control the eligibility decisions or waiting times of external services.

16. Equality, disability and accessibility

We recognise our duties under the Equality Act 2010 and are committed to ensuring that disabled pupils are not unlawfully discriminated against. We consider individual needs and make reasonable adjustments where required so that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled.

Reasonable adjustments may include changes to teaching, communication, resources, access arrangements, the physical environment or participation in school activities, and the provision of auxiliary aids or services where required. Decisions are considered individually and reviewed as needs change.

Our accessibility plan sets out how we seek to improve access to the curriculum, the physical environment and information for disabled pupils.

We work with pupils and parents or carers to identify barriers to participation and consider appropriate adjustments. Parents and carers can raise concerns through the school's complaints procedure. The school's duties under equality law apply alongside its duties under SEND legislation.

17. Complaints about SEN provision

Southdale values good school-parent relationships and aims to swiftly resolve any concerns promptly and constructively. Most concerns can be resolved informally and at an early stage.

Complaints about SEND provision in our school should be made to the class teacher informally in the first instance. If a resolution is not achieved, the concern should be passed to the SENDCo. The vast majority of issues are resolved by this stage. However, if the complaint is not resolved, parents/carers will then be referred to the school's **complaints policy**. This can be found on the SEND page of the website as well as in the policies section of the website.

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

18. Contact details of support services for parents of pupils with SEND

Parents and carers can seek impartial information, advice and support from the local SEND Information, Advice and Support Service (SENDIASS). The service can help families understand SEND processes and consider options available to them.

Wakefield SEND (IAS) Information, advice and support service provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service, including mediation.

Contact details are as follows:

https://www.family-action.org.uk/what-we-do/children-families/wesail/

Phone: 01924 965588
Email: wesail@family-action.org.uk

Address: Family Action WESAIL, Suite 6, Orion Office Express, Benton Office Park, 5 Bennett Avenue, Horbury
Wakefield
WF4 5RA

19. Contact details for raising concerns

If you ever have any concerns about a pupil or parent you can contact our safeguarding team on 01924 277965

k.partington@southdale.wakefield.sch.uk

r.mohebi@southdale.wakefield.sch.uk

v.foster@southdale.wakefield.sch.uk

20. The local authority local offer

The Local authority Local Offer provides information and support available for families with children and young people ages 0-25 years with special educational needs and/or disabilities. Use the web address below for more information. If you have any questions about the Local Offer or need any help, please contact our school SENDCo Mrs L Helliwell.

Our local authority's local offer is published here:
http://wakefield.mylocaloffer.org/Home

21. Monitoring arrangements

This information report will be reviewed by Mrs L Helliwell, SENDCo, **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 body.

The school SEND policy is also updated yearly and can be found at: www.southdalecofe.co.uk/policies/

The school also has a designated School Governor who monitors SEND across the school. The school SENDCo and the SEND governor meet to monitor SEND provision in the school.