



Special Educational Needs and Disabilities (SEND) Information Report 2025 - 2026

To be read in conjunction with the school's SEND Policy

Our Inclusive Ethos

In order to provide the best possible education for all our pupils we set ourselves high standards and clear aims:

To provide a happy, safe and inspiring environment for all children through a culture of high aspirations and a love of learning. We are committed to ensure all children feel valued, confident and included in all aspects of school life.

This is expressed through our motto of 'Be the best you can be!'

Admissions for pupils with Special Educational Needs and Disabilities

Pupils with EHC plans

The School Admissions Code states "Children with a Statement of Special Educational Needs or Education, Health and Care Plan are dealt with under a different mechanism. Any child with a school named on their Statement or EHCP will automatically gain a place at the school named via the statementing process. Any child with a Statement of SEN or EHCP who is admitted to a mainstream community/voluntary controlled school will be counted against the school's admission number." [School Admissions Code 5.3]

Other pupils with SEND

Paragraph 1.27 of the DfE's SEND Code of Practice 2015 emphasises that admission authorities:

- Must consider applications from parents of children who have special educational needs or disability (SEND) but do not have an Education, Health and Care Plan (EHCP) on the basis of the published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEND but does not have an EHC Plan because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHC Plan.
- Must not discriminate against any child or young person who has a SEN or disability and must make reasonable adjustments as set out in the Equalities Act (2010) so that they can be admitted to the school where they do not have an Education, Health and Care Plan.

Questions you may want to ask

Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

At Purston Infant School, we have an open door policy; please feel free to come in and talk. We also have class email addresses and Class Dojo to enable you to directly contact your child's class teacher if you would prefer to do this away from drop off/ pick up times.

Your first point of contact is your child's **Class teacher** who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, precision teaching) and letting the SENDco know as necessary.
- Creating and reviewing a Support Me To Learn Plan in consultation with the SENDco and yourself - these will be reviewed with you each term and planned for the next term.
- Ensuring that all staff working with your child in school are helped to deliver additional interventions/support for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and targeted work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENDco, Mrs A Gascoyne**, is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get consistent, high quality provision to meet their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning.
 - Kept informed about the support your child is getting.
 - Involved in reviews around your child's progress.
- Liaising with all specialists who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologists, Advisory teachers etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils are known).
- Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring the impact of interventions.
- Mapping all additional provision for children with an identified special educational need or disability [SEND].
- Providing specialist support for teachers and support staff in school so they can help children with SEND achieve the best progress possible.

The **Headteacher, Mr P Barnett**, is responsible for:

- The day to day management of all aspects of school, including support for children with SEND.
- Making sure that the Governing Body is kept up to date about any issues in school relating to SEND.
- Ensuring that our school has clear yet flexible strategies for working with parents to encourage your involvement in your child's education.

The **SEND Governor, TBC**, is responsible for:

- Making sure that quality support is provided for any child who attends the school who has SEND.

What is special educational provision?

Definition of special educational provision:

“A child has SEND when their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age.” (SEND Code of Practice 2015)

Any child may have additional educational needs at some point during his/her time in school. Approximately 1 in 5 children will have Special Educational Needs at some time during their school career. A few children will need extra-targeted support for some or all of their time in school.

Categories of need:

- 1. Cognition and Learning**
- 2. Speech, Communication and Language (SLCN)**
- 3. Social, Emotional and Mental Health (SEMH)**
- 4. Hearing, Vision & Physical**

Children's needs and requirements may fall into at least one of the four areas though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

What are the different types of support available for all pupils?

At Purston, we use a 'graduated approach'. This means that we assess, plan, do and review the progress of all children every half term.

Wave 1: Class teacher input via targeted classroom teaching also known as 'Quality First Teaching'.

All children in school should be getting this as a part of excellent classroom practice. **For your child this would mean:**

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and understand.
- Different methods and strategies of teaching are in place so your child is fully involved in learning. This may involve things like using more practical learning opportunities, advice from SENDco, a variety of resources.
- Your child is set challenging yet achievable next steps.

What does this look like at Purston?

- Teachers and support staff provide small group and sometimes 1:1 support in the classroom. They enhance learning by providing specifically tailored support to the needs of the children they work with.
- Work in class is planned by teachers for all pupils. It is differentiated by task, support, resources and expectation to personalise learning for pupils individual needs in order to ensure that all children make good progress.

- Visual Timetables, Class rules and examples of children's successes are consistent in all classes across school to ensure children are aware of the daily routine and expectations.

Wave 2: Specific group work within a smaller group of children (otherwise known as interventions).

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

For your child and yourself this would mean:

- He/she will engage in group sessions with specific targets to help him/her make more progress.
- A trained teacher or teaching assistant will run intervention groups in the classroom or in other small learning spaces using the teacher's plan.

Wave 3: Increasingly individualised programmes based on evidence of what works, e.g. the support of a specialist teacher, smaller group/individual support.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Class teachers and/or the SENDco will identify these children as needing individual specialist support from a professional outside of school.

This may be from:

Outside agencies such as the Speech and Language Therapy (SALT) service, Educational Psychologist, Occupational Therapist, Sensory Impairment Team etc.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDco (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to give your permission for the school to refer your child to a specialist professional if this is appropriate. This will help our staff and yourself understand your child's particular needs better and be able to support them better in school.
- Professionals will work with your child, you, class teachers and the SENDco to understand their needs and make recommendations which may include: changes to how your child is supported in school, support to set specific targets relevant to their expertise, individual work with an outside professional.
- School may suggest that your child needs individual support in school. We will tell you how this support will be used and the strategies we will put in place.
- Adaptations to working environment, e.g. a writing slope/ individual workstation, ear defenders, concentrator toys.

At Wave 3 level, where your child needs support that is additional to, or different from other children of the same age, they will be recorded on our SEND register as 'SEND Support'. This may only be for a short period of time and you will always be notified when your child is removed from the SEND register. If you need any further advice about the SEND process, please ask your child's teacher or SENDco who will discuss it with you.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and potentially lifelong.

This is usually provided via a My Support Plan (MSP) or an Education, Health and Care plan (EHC). This means your child will have been identified by the class teacher/ SENDCo as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside of school.

For your child this would mean:

- The SENDCo will arrange a meeting with yourself to create a My Support Plan (MSP) for your child to ensure your child makes as much progress as possible. This often includes advice, outcomes suggested by outside professionals centred on the long-term aspirations your child and you hold for their future in education.
- My Support Plans are reviewed every six months or sooner to ensure the specific targeted support put in place is impacting upon your child's progress. - If progress continues to be limited, the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level within school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and potentially lifelong and that they need additional support in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the previous level of support on the My Support Plan.
- The EHC plan will outline the levels of support that your child will receive from the LA and what strategies must be put in place. It will also have long term outcomes your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups, which would include your child.

How is Wave 3 support, or an EHC plan, tracked and monitored?

Provision Mapping

All children with an identified special educational need or disability [SEND] have extra provision that is mapped by year group and in some cases individually.

Provision Map's state interventions and support your child receives and are updated termly to review impact.

Professional Meetings

These meetings take place as part of the 'Assess-Plan-Do-Review' process to review individual targets. These are multi-agency meetings with all professionals working with a

pupil and their family. These are often held where the school are working towards a request to the Local Authority for an Education, Health and Care Plan [EHCP].

Person Centred Review Meetings

Pupils who have an EHC plan will be involved in planning the annual review meeting. This is called a 'Person-Centred Review'. It is very important that pupil and parent/carer views are included in the plan. We do many activities to collect information and talk about what is working/not working and what our aspirations are for the future.

Support Me To Learn Plans

Some children in school have a Support Me To Learn Plan. This tells other people about what is important to them and how to support them best. This also includes the current interventions that they are receiving and includes achievable targets and outcomes to ensure that progress is being made. These are reviewed each half term. These are discussed and put together with the pupil using person-centred review tools.

How can I let school know I am concerned about my child's progress in school?

- If you are concerned about your child's progress you should speak to your child's class **teacher** initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the **SENDco** or **Headteacher**.
- If you are still not happy you can speak to the school **SEND Governor**.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress with their learning or needs help with their communication, independence, or managing their emotions and feelings, the class teacher will set up a meeting to discuss this with you in more detail and to:

- *Listen to any concerns you may have.*
- *Plan any additional support your child may receive by creating a Support Me To Learn Plan*
- *The SENDco may set up a meeting with you to discuss any referrals to outside professionals to support your child.*

How is extra support allocated to children?

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 SENDco, on the basis of needs in the school. The Headteacher and 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.*
- *Deciding on what training/resources and support is needed.*

Who are the other services providing support to children with SEND at Purston Infant School?

Directly funded by the school:

- SENDco
- SEND Teaching Assistant
- Teaching Assistants
- Educational Psychology Service
- Speech and Language Therapist

What other help and support is available for families?

Directly funded by the school:

- Our class teachers/ parent support worker are available to help parents/carers in completing forms and paperwork.
- The SENDco works closely with parents/carers completing the necessary paperwork involved in SEND processes.
- Our open door policy, however, allows parents/carers to approach any member of staff that they feel comfortable with.
- Our school office manager also helps with school admission forms.

Information, advice and guidance:

- SENDCo, class teachers, teaching assistants can provide advice and guidance for any issues.
- As a school, we also provide support and advice regarding transition to junior schools as our pupils move on.
- Our website is a source of information about the school and also provides links to other support systems, including websites and activities, outside of school.

How is Purston Infant School accessible to children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school clubs are accessible to all children including those with SEND. - Extra-curricular activities are accessible for children with SEND.
- All children are able to go on school trips and special arrangements will be discussed surrounding the needs of your child.
- Every classroom has blinds that can allow lighting levels to be altered to help with light sensitivity.
- All differentiated work, planned by class teachers, ensures immediate engagement that all children can access. These activities are aimed to develop independent learning. The support put in place for identified children, aims to equip them with the necessary skills they need to access the curriculum independently, without a high level of support.
- We work with external agencies such as: Educational Psychologists, Speech and Language therapists, Occupational Therapists, Learning Support Advisory Teachers, Communication and interaction advisory teachers, Sensory Impairment advisory teachers and Social, Emotional and mental health advisory teachers to provide support, guidance and individual pupil plans and targets for us to implement in school.

How are the teachers in school helped to work with SEND and what training do they have?

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of children in their class/ school, e.g. speech and language, social, emotional and mental health.
- All staff have a secure understanding of SEND and are supported by the SENDco and Senior Leadership Team. Regular staff training ensures that all teachers are up to date with current reforms and interventions to continue to ensure all children make good progress in all subjects.
- We also have a range of skilled teaching assistants who are trained in supporting children with: Speech and Language difficulties; Autistic Spectrum Disorders and Social, Emotional and Mental Health Difficulties.
- Staff throughout the school are trained in synthetic phonics to develop the teaching of reading and spelling. There are a number of interventions which are implemented across the year groups, by both teachers and teaching assistants to develop numeracy and literacy skills.
- The SENDCo has undertaken training and professional development in a variety of areas regarding SEND.
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How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff (SENDco and 1:1 support) can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What arrangements are made for reasonable adjustments and support during tests?

Decisions and plans for tests are made on an individual basis. Access arrangements, including the use of a reader, scribe and extra time, are in place for children where appropriate. All teachers are informed of children's particular needs so that they can support them accordingly. Support staff for children with additional needs, are chosen carefully and ensure that children have the best opportunity to succeed.

How will my child's overall well-being be supported?

Start and End of School Day Arrangements

- EYFS and KS1 children are brought to their class door by their parent/carer before coming in and sitting on the carpet/assigned seat in the classroom. Some children with My Support Plans or EHC plans have an individual handover to an assigned support assistant.
- At home time, class teachers and teaching assistants only allow children to go when a known adult arrives to collect them.

Playtimes & Lunchtimes

- Two members of staff are on duty at playtimes in the KS1 playground.

- Foundation stage have their own outdoor area where there is always a minimum of two staff members.
- Our children with EHC plans have 1:1/1:2 support during these times and are able to access the Rainbow Room (sensory area) if needed.
- Lunchtime supervisors are on duty at lunchtimes.

Administering Medication

- All prescribed medication is stored safely. Written consent must be provided for any medication that has to be given in school.
- Care plans are in place for all identified children.
- All staff have been trained to support children with Asthma and Epilepsy and medication is administered by staff who are first aid trained.
- Further training is provided when a particular need arises within the school.

What would the school do in the case of a medical emergency?

Follow stated procedures:

- Call 999
- Contact a qualified first aider
- Contact parent/carer or emergency contact if parent/carer unavailable. Assist them in getting to school or the hospital.
- In absence of parent/carer, a first aider would accompany the pupil to the hospital with any relevant notes held about the child.

How does the school ensure that staff are trained/qualified to deal with a child's particular needs?

- Where a child has specific health needs, training for staff is provided by medical professionals.
- Each year group has a qualified paediatric first aider.
- All staff have up to date child protection and safeguarding training.
- Review of systems and procedures is planned into staff training sessions and all documentation is reviewed and updated regularly.

Which health or therapy services can children access on school premises?

- School works closely with our school nurses.
- Height, weight, hearing and sight screening for all younger children takes place in school.
- We work closely with the Educational Psychologist, Speech and Language Therapist and Occupational Therapist to support the health and well-being of our children.

How will my child's overall well-being be supported?

Children First Hub/ Early Help

- Sometimes, a family might need support. Wakefield's 'Early help strategy' is a process that is available to all families.
- Early Help is about supporting families in helping things to get things going well again. If you feel that you may need support in any area of your family life, please do not hesitate to speak to our Pastoral Lead and SENDco, Mrs A Gascoyne.

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Social Care

- Sometimes, the support that a family needs, may be more than the school can offer. Advice and support may be sought from Wakefield Social Services in order to support a family where Early Help may not be enough.

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Where can parents find details of policies on bullying?

- The school Behaviour Policy and Anti-Bullying Policy can be found on the school website and copies are available on request from school.

Working Together:

Communication with parents and carers

How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child?

Our school website has a section which introduces each member of staff and their role.

- We work closely with parents, addressing their family’s needs, as well as directing parents/carers to the most appropriate staff member in school.
- Our open door policy allows parents to speak to class teachers, teaching assistants and senior members of staff at any convenient time of the day. Mornings and home times are a frequent discussion point, as this addresses issues straight away.
- More serious issues may be discussed more formally, and appointments can be made to suit parents/carers involved. We ensure that the communication with parents/carers is a priority, and phone calls to inform parents of events in the school day are regularly made.
- We also share good work, assemblies and celebrations with all family members.

Pupil Voice

Pupils regularly get to have their say through:

- School council meetings
- Listen to them on an informal basis: children are made aware that they can approach any member of staff at any time.

Parent Voice

Opportunities for parents to have their say in their child’s education:

- Informal/ formal conversations.
- Annual questionnaires
- Parents/Carers of children with Education, Health and Care plans are encouraged to contribute to annual review meetings.
- Parents are always welcome into school to meet the Head Teacher and/or other members of the Senior Leadership Team to raise concerns about their child’s education.
- Parents Evenings - open door policy.

Parental Involvement

- Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand and a ballot is undertaken.

The Governing Body's involvement in meeting the needs of pupils with Special Educational Needs:

The SENDco feeds back regularly to the Governing Body about the progress of this group of children. The SENDco also updates the governing body on the work done with outside agencies. Some of the parent governors are directly involved in these processes.

How do we share educational progress and outcomes with parents?

- Individual written reports are shared annually with the option of follow up discussions if needed.
- Parents evening takes place twice a year, where teachers inform parents of their child's progress. Here, parents also have the chance to discuss any ongoing concerns.
- Additional meetings and informal discussions are arranged as needed.
- Annual reviews for children with EHC plans are planned into the school year.
- Meetings with outside agencies take place when are necessary, particularly when a child is new to an agency. Parents are invited to meetings with external agencies, as required, and their views are shared as part of the review of progress and outcomes.
- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed every half term.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDco is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible in a report.
- If your child has a Support Me To Learn Plan then this will be written and reviewed with your involvement each term.
- If your child has a My Support Plan or Education, Health and Care plan then we will hold an annual review but you can request a review at any time.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- A good behaviour chart may be used to communicate how each day has gone.
- We hold parents evenings twice a year, where you can look at your child's work and have a discussion with the class teacher.

How do we support your child when they are joining or leaving this school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting Nursery/ School:

- You may want to have a tour of the school. You can do this by calling school and asking to look around.
- When the administration details are collected we ask if your child has any SEND.

- The administrator then passes this information onto the SENDco who will contact you to arrange a meeting to discuss your child's SEND.
- If your child attends a private nursery or play-group we will ensure that we will arrange a transition meeting to discuss your child.
- Where possible a member of staff will visit the setting to observe your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place with both yourself and the new class teacher. All Support Me To Learn Plans/ MSP and EHC plans will be shared with the new teacher.
- All children receive a transition booklet to support them moving in to a new class.

Reviewing SEND Provision

All additional support is monitored and reviewed regularly to ensure that there is a positive impact on children's learning and development.

What arrangements are in place for review meetings for children with My Support Plans (MSP) or Education, Health and Care (EHC) plans?

- Parent's/carers and professionals receive a letter inviting them to the annual review meeting and are asked to think about their child's aspirations and what is important to them now and in the future.
- Person Centred Reviews and Team Around the Child meetings help us to work closely with parents and carers.
- Parents/Carer views are very important to us.
- If possible the class teacher and support staff worker, along with the SENDco attends the review meeting with the parents/carers and any outside professionals. The child is always at the centre of review meetings, in order to ensure the most effective next steps and provision.
- For children with EHC plans, transition to junior school begins with the Year 2 review in Autumn Term of their final year in our setting.
- At these reviews parents/carers, professionals and the SENDco will discuss the provision and resources necessary for the child to succeed and will support carers/parents with naming a chosen junior school.
- A series of supported transition visits will then take place in the year 2 summer term.
- Other children with SEND follow the usual process for applying to junior schools. Once the place has been accepted SEND staff will liaise with the receiving school. Regular visits for the pupil will be arranged to ensure a successful transition.

What arrangements are in place for children with other SEND support needs?

- SENDco support.
- Small group interventions, based on half termly assessments
- 1:1 interventions
- Outside agency assessment and strategies
- Individualised planning
- Same setting across classes where deemed suitable (phonics) - In-class support

Useful information

Headteacher:

Mr P. Barnett

Deputy Headteacher:

Mrs A. Gascoyne

SENDco:

Mrs A Gascoyne

SEND Governor:

TBC

All members of staff listed above can be contacted through the school office on:

01977 704 344

School email: admin@purston.wakefield.sch.uk

Mrs A Gascoyne (SENDco) email: sendco@purston.wakefield.sch.uk

[Wakefield Local Offer](#)

[Complaints Procedure Policy](#)

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