Outwood Primary Academy Bell Lane SEN Information Report

Document control table	
Document title:	SEND Information Report Secondary and P16 Academies
Owner (name & job title):	Trust Strategic Lead for Inclusive Practice and Vulnerable Pupils
Version number:	V1
Date approved:	October 2025

Approved by:		Executive Team	
Date of next review:		October 2026	
Document History			
Version	**Date**	**Author**	**Note of revisions**
V1	June 2024		• Job titles updated throughout the document • References to LIFE/PSHE lessons replaced with new nomenclature - Personal Development & Growth
	9.10.25	L Barker	• Merged the Primary/Junior SEND Information into Secondary/Post-16 this document to V1. • Included information regarding contact with parents and SENDIASS service. • Replaced 'Directors of SEND' with Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice. • Included a 'You Said, We Did/We aim to' section which includes student and parent/carer voice.

What kinds of special educational needs does Outwood Academy Primary Bell Lane make provision for?

Outwood Primary Academy Bell Lane is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential.

We support students with a range of needs, including: physical and sensory needs, social, emotional and mental health needs, communication and interaction difficulties and cognition and learning needs (students who have more difficulty with learning than the majority of children of the same age). We believe that all our students should be valued equally, treated with respect and be given equal

opportunities in all forms of school life.

Where children need additional support to meet our high expectations of being safe, respectful and responsible, we will ensure they have access to appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and any previous schools attended prior to the child's entry into the academy. The academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014).

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015

Throughout this report, the reference to parents also applies to carers and those with guardianship rights.

If you think your child may have special educational needs, you should contact the Academy in the first instance and speak with your child's class teacher**.** If after speaking to your child's class teacher, they feel further exploration around your child's needs is required, or your concern cannot be resolved please contact the SENDco.

How does the academy evaluate the effectiveness of its provision for students with special educational needs?

In order to evaluate the effectiveness of SEND provision the school encourages feedback from staff, parents and students throughout the year. This is a continuous process including student reviews, parents' evenings, provision mapping and the analysis of data.

Student progress will be monitored through our Praising Stars© system, through discussion at parents' evenings, as published on the academy's calendar, and other academy-led progress events. For students on the SEN register, termly reviews are held in line with the SEND Code of Practice (2015). Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention. As part of this process, an evaluation of the effectiveness of the academy SEND provisions for each student will be considered.

In primary schools the Core Progression Pathways Assessment system is used alongside Praising

Stars to produce reports on progress which are shared with parents half termly. Targets from this assessment system support the academy in producing targets for pupils SEND Support Plan to support pupil progress. In addition, students with Social, Emotional and Mental Health needs (SEMH), are tracked via the SEMH Tracker on a termly basis. This informs any necessary reasonable adjustments, additional support and targeted interventions that will assist and develop the key skills for pupils socially, emotionally and in terms of their mental health and wellbeing.]

In accordance with Section 69 of the Children and Families Act 2024, our academy gathers information from different sources such as: child/parent surveys/ teacher and staff surveys/ parent evenings/ feedback forms/ school forums. Evidence collated from these sources helps inform academy development and improvement planning and is published annually.

The SEND Policy is reviewed annually by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice but where there are Government legislative updates, the policy is amended as and when required.

You Said, We Did / We Aim to…

What our students say	**Our academy response** **What we plan to do**
We want a quieter space for social times.	Development of a new inclusion hub during social times to support those children who find social time more challenging. This will be run by the learning manager and provide options for social interaction. Use of the school garden for children who need a quieter space.
What our parent/carers say	**Our academy response** **What we plan to do**
We get excellent support and clear communication. We really feel like conversations are always positive, supportive and constructive. We feel like everyone knows our child, really cares about them and wants to help us. It's a stark difference from our experience at a previous school. Parent concerns are always listened to and addressed. Different support and resources are	Relationships between the adult and child are extremely important but we know that if an adult is poorly or not in the academy, we have to change our cover at the last minute. To minimise this, children and parents with an EHCP will develop relationships with more than 1 key adult. Development of a new inclusion hub during social times to support those children who find

regularly trialled to provide the best outcomes for Although I feel that generally they go above and beyond across the board if anything needs improving I would say interaction at lunch time. My children really struggle with the longer, less structured. Potentially a school-led way of bringing all SEND parents and carers together? We seem to find each other by ourselves, but a school-led approach of a coffee morning or similar would allow any parents or carers that are not as familiar with the community around them a chance to see the support that is there.	social time more challenging. This will be run by the learning manager and provide options for social interaction. We will be hosting termly coffee mornings with key people and will be asking parents to help set up a community parent partnership to support new parents or those whose child has just been recently diagnosed.

How will both the academy and I know how my child is progressing and how will the academy help me to support their learning?

Outwood Primary Academy Bell Lane believes that a close working relationship with parents is vital in order to ensure:

A. early and accurate identification and assessment of need leading to the correct intervention and provision
B. the holistic progress of students with SEND is monitored
C. personal and academic targets are set and met effectively
D. attendance to school is regular and consistent

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEN may be signposted to the local Authority Parent Partnership Service also known as SENDIASS (SEND Independent Advice Support Service) in some local authorities, where specific advice, guidance and support may be required. Wherever appropriate, parents will also be signposted to the Local Authority's Local Offer for other appropriate resources, pathways and supportive mechanisms.

If an assessment or referral indicates that a pupil has additional special educational needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Parents are kept up to date with their child's progress through Praising Stars© reports, Parents' Evenings and SEND Support Plan review meetings and/or Education, Health and Care Plan (EHCP) reviews. In addition, if applicable for students working below ARE (Age Related Expectation), a Core Progression Pathway report is produced every half-term in line with the Praising Stars reports. This gives information on the pupils progress this half term and their targets for the next half term.

What is the academy's approach to teaching students with special educational needs?

We believe that provision for students with special educational needs is a whole school responsibility, involving all staff. We believe our teachers are teachers of students with SEND and this is central to our Universal Inclusive Classrooms approach. This approach ensures that all staff are continually considering: the environment in the classroom and around school; the use of physical resources; as well as their approach and strategy to delivery in the classroom across the 4 broad areas of SEND (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory). Teaching staff have access to information on individual student's special educational needs via their Management Information System and the student's SEND Support Plan or EHCP to enable them to plan with appropriate adaptations and implement appropriate reasonable adjustments.

How will the curriculum and learning be matched to my child's needs?

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Students identified as requiring SEND support will, where appropriate, be supported by the teacher, alongside teaching assistant(s) and a full time Learning Manager We will ensure that all staff know and understand the needs of students to allow students with SEND to thrive within a broad and balanced curriculum. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Wherever possible we aim to foster high quality adaptive teaching in the classroom, with appropriate scaffolds and reasonable adjustments. This is to enable pupils to access the same learning opportunities as their peers whilst developing their independence which is a vital part of preparation for adulthood.

How are decisions made about the type and amount of support my child will receive?

There are many forums where decisions are made about the type and amount of support a student will receive; from transition and historical information to the identification and meeting of emerging needs. Where there are emerging or identified needs a collaborative approach will be conducted through a graduated response. Information will be gathered from parent/carers, SEND Support Plan reviews, academy staff and external professionals input.

Each academy has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced or an extra budget and the DfE gives academies the freedom to make their own decisions about how much of their budget to dedicate to SEN support given the needs of their students.

When planning budgets OGAT academies will take into account the additional support required for students with SEND. To support student progress and meet individual needs, academies will aim to

use SEN funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. EHCP 'top-up' (element 3), Pupil Premium and Pupil Premium Plus. Where individual students require additional provision that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority.

In partnership with other members of the Inclusion Team, the SENDCo will advise where this is appropriate and initiate processes with students, parents and the Local Authority to access the funding and support required.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive academy, we ensure that students with SEND take as full a part as possible in all academy activities. We deliver practice that ensures that statutory obligations with regard to SEND are met, including the duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics. No student is omitted from a trip due to their specific needs. If necessary, an Individual Health & Care Plan or risk assessment will be completed to mitigate risk. We will ensure the staff are fully aware of students with special educational needs, and what those needs are. Staff will be given training and support to help them meet those needs, both in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that students are included in all aspects of academy life. We believe that all our students should be valued equally, treated with respect and be given equal opportunities at all times. Relational approaches are used to enable consistent and effective ways to help students better manage their emotions and develop their own unique toolkit to self-regulate. For students with SEND, and any other students that do not feel socially confident, support is available to build their confidence in social situations to enable pupils to thrive.

Pupils who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors in addition to identification, tracking and monitoring through the SEMH tracker.

The Learning Manager, Safeguarding and Attendance Officer or members of the support staff team within the school, support students' needs through pastoral care or specific interventions. Support agencies also offer school advice and support sessions for individual pupils through their local offer.

Students will receive further support from the outside agencies as required. Our support partners include:
Future in minds

Educational Psychologist

CAMHS

WISENDSS

Support with mental wellbeing:
The academy supports students and parents in any way it can to assist positive mental wellbeing. Please contact the academy if you have any concerns about the mental wellbeing of your child. In addition, please visit the Mental Wellbeing 'green button' on the academy website home page that gives access to organisations that can help. The academy has a dedicated mental wellbeing Governor.

Website link to the Mental Wellbeing green button:
Mental wellbeing: Bell Lane

A member of the senior management team is a Mental Health First Aid England certified Mental Wellbeing Lead who leads on the wellbeing of students. Students who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors. All academies also have at least one Senior Mental Health Lead trained member of staff initiated by the Department of Education.

Who is the Academy's SEND Governor?

The Academy's SEND Governor is Mrs Charlotte Fletcher

Who is the Academy's special educational needs and disability coordinator (SENDCo) and what are their contact details?

The Academy's SENDCo is Mrs Sammi Hemingway, who can be contacted via the academy enquires email

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

All staff have access to relevant SEND focused internal and external training opportunities. The SENDCo attends network meetings led by the SEND School Improvement Team. The SENDCo is appropriately qualified and receives additional training to recognise the difference between an unmet

need and dysregulated behaviour. External professionals are involved to give additional advice and guidance, if appropriate. Dysregulated or unsafe behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

We recognise the need for ongoing training concerning SEND and there is funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for all staff is organised as and when required. If a particular student's needs require specific staff training then this will be put in place, for example Manual Handling and Emergency Evacuation procedures for students with specific medical needs and or physical disability.

What specialist services and expertise are available or accessed by the academy?

Outwood Primary Academy Bell Lane invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The academy continues to build strong working relationships with external support services and shares information and links in order to fully support our SEND students. Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within our academy. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents in line with our safeguarding policy.

The following services will be involved as and when is necessary:

- CAMHS
- Social Care
- Early Help Support Services
- Educational Psychology Service
- Local Authority Specialist Services (including accessibility services)
- Speech and Language Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress, and keep staff up to date with legislation.

In cases where a child is working with an external agency, focused meetings will be arranged with the appropriate service. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How will equipment and facilities to support students with special educational needs be secured? How accessible is the academy?

Outwood Primary Academy Bell Lane may provide the following additional resources for our students with SEND:

Wobble cushion

Concentrator

Rocking chair

Fine motor skill support resources

Transition:
We work closely with all pre-school provisions and child minders and our feeder secondary schools to make sure that all students feel comfortable with their move to a primary/secondary academy. Students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future.

Lunch Support:
Support is provided for pupils that have lunchtime support specified in their EHCP.

Homework Support:
Homework can be adapted on an individual basis depending on the student's needs. The school uses a combination of paper based tasks and online learning tasks to support children with their home learning.

Teaching Assistants (TAs):
Students on the SEN Register who are externally funded may be allocated TA support, depending on needs of the student. The TA support may be allocated on a ratio basis in the classroom. All supporting adults work closely with the child, parent and staff to meet the child's needs within the academy.

Educational Testing:
Standard testing and assessments and tracking within school helps identify students who may need additional support within lessons or those that may benefit from a more individualised programme of support. It may also provide evidence for referral to a qualified Exam Access Arrangements Assessor to facilitate additional access arrangements for examinations, where appropriate.

Physical Environments

Outwood Primary Academy Bell Lane incorporates facilities for students and staff with disabilities. Facilities include:

- Sensory areas
- Accessible toilets

Here is a link to our Accessibility Plan

Accessibility plan: Bell Lane

Assistive Technology

The academy provides access to a limited number of laptops, ChromeBooks, Reading Pens, iPads or any other assistive technology requirements on a needs led basis to support students with temporary and long-term physical needs and/or other identified needs that are related to barriers to learning across all areas of the curriculum.

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, class Teacher will coordinate information and refer to the qualified assessor, where appropriate. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at www.jcq.org.uk

School Transport

Where students with SEND require specific transport to and from school, this is arranged by the Local Authority Transport Department. Contact details for this can be found on the Local Authority Local Offer.

What are the arrangements for consulting young people with SEND and involving them in their education?

All students have the right to express their opinions and to have that opinion taken into account. There will be opportunities for students to take an active role in sharing their views. Students are also encouraged to attend their SEND review meetings where they will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. This is formally documented on the student SEND Support Plan. For students who are unable to attend their review meeting, their voice will be captured through alternative methods.

Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through various student voice activities.

What do I do if I have a concern or complaint about the SEND provision made by the academy?

We value the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo in the first instance to discuss the issue.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to make their best endeavours to support. If the concern is not resolved the SENDCo, in liaison with the Principal, can advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the academy website.

How does the academy involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

Outwood Primary Academy Bell Lane invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The academy continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

The services used by the academy are listed in the above section. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

The Academy Council is kept informed about the involvement of other organisations and services through meetings with the SEND Governor and their subsequent reports to the Academy Council.

How does the academy seek to signpost organisations, services etc., that can provide additional support to parents or students?

The academy has very good working relationships with outside agencies. Outwood Primary Academy Bell Lane is a member of the Area's Fair Access Panel through which further suggestions as to services available to both academies and parents are made. Parents receive information about external events, which may be relevant to them, by text, email or post.

How will the academy prepare my child to:

Join the school or move between phases of education (e.g. EYFS, Primary to Secondary):

Outwood Primary Academy Bell Lane aims to support transition at each stage from Nursery to Year 6. Students' individual needs are planned for and supported using transition plans. All students with SEND are supported to ensure transition between key educational phases or settings is well planned and that provision is in place to aid this process. Information regarding the additional needs of any

student is used to plan provision and support a smooth transition. A transition process takes place for those students moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all students but additional or adapted arrangements are put in place for those students who have Special Educational Provision. Examples of transition support below:

- Pupils with special educational needs admitted to school, at times other than Nursery or Reception transitions, are carefully assessed on admission to ensure their needs are met.
- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with an EHCP, where possible
- A transition programme coordinated by SENDCo of both the primary and secondary schools.
- The gathering of additional relevant information from the partner schools and/or support agencies
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package and summer school
- A timetable for transition planning for all pupils with SEND
- Special evening events where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents, are also invited to talk to the Inclusion Coordinator and/or SENDCo about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also take place where pupils with high level needs are to be admitted.

Where can I access further information?

More details about the SEND Code of Practice 2015 can be found in the link below:

SEND code of practice: 0 to 25 years - GOV.UK

Information on the Local Authority Local Offer can be found at:

https://wakefield.mylocaloffer.org/

Information on the Safeguarding Policy can be found at:

Information on the Positive Discipline for Learning and Life policy can be found at:

The official Outwood website, which hosts versions for primary, secondary, alternative provision, and post-16 academies. The policy aims to foster a safe, respectful, and responsible environment through clear routines, rewards, and consistent, fair consequences.

Date SEND Information Report updated:

November 2025