



Outwood Primary Academy Bell Lane  
SEND  
Information  
Report

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**What kinds of special educational needs does Outwood Primary Academy 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 pupils, regardless of their ability or individual needs to enable them to achieve their full potential.

We support pupils with physical and medical needs, social, emotional and mental health needs, communication and interaction difficulties, sensory needs, autism, ADHD and pupils who have more difficulty with learning than the majority of children of the same age. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

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

We identify the needs of pupils 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 the SENDCo.

### **How does the academy evaluate the effectiveness of its provision for pupils with special educational needs?**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a half-termly basis through our Praising Stars© system, through discussion at parents' evenings, as published on the Academy's calendar and review days held termly, in line with the SEND Code of Practice for pupils on the SEN register. 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 school in producing targets for pupils One Page Profiles to support pupil progress. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual evaluation of the effectiveness of the academy SEND provision and SEND policy. The evaluation of SEND provision is carried out by the Academy. The SEND Policy is evaluated by the Directors of SEND. Information is gathered from different sources such as child and parent surveys / teacher and staff surveys / parent evenings / feedback forms / school forums. Evidence collated helps inform academy development and improve planning. This will be collated and published by the Trust annually in accordance with section 69 of the Children and Families Act 2014.

### **How will both the Academy and I know how my child is doing 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 SEND leading to the correct intervention and provision
- B) continuing social and academic progress of children with SEND
- C) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through Praising Stars reports, Parents' Evenings and Review meetings. In addition, 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.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents of pupils with SEN may be signposted to the local Authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning 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.

### **What is the Academy's approach to teaching pupils with special educational needs?**

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff. We believe that all teachers are teachers of children with SEND. Teaching staff have access to information on individual student's special educational needs via their Management Information System and the student's One Page Profile to enable them to plan and differentiate their lessons accordingly.

### **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. Pupils identified as requiring SEND support will, where appropriate, be supported by a teaching assistant. We will ensure that all staff know and understand the needs of pupils to allow pupils 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 quality first teaching in the classroom and continued independence into adulthood where appropriate.

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

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 budget, and the DfE gives academies the freedom to make their own decisions about how much to spend on SEN support given the needs of their pupils. When planning budgets OGAT academies will take into account the additional support required for students with SEN. 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. Pupil Premium or Catch-Up Premium.

Where individual pupils require additional support that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual pupil from the Local Authority. The SENDCo in each academy will advise where this is appropriate and initiate processes with pupils, 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 pupils 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. No pupil is omitted from a trip due to their specific needs. If necessary, an Individual Health & Care Plan or risk assessment plan will be put into place. We will ensure the staff are fully aware of pupils 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 pupils are included in all aspects of academy life. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities at all times.

For SEND pupils, and any other pupils that do not feel socially confident, support is available to build their confidence in social situations to enable pupils to thrive:

The Learning Manager and attendance officer support pupils' needs through pastoral care or specific interventions. Support agencies also offer school advice and support sessions for individual pupils through their local offer.

Pupils who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Champions.

Pupils will receive further support from the outside agencies as required.

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

The Academy's SENDCo is Kate Wright, who can be contacted at the Academy on 01977 613304.

### **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 pupils with SEND.

The SENDCo attends relevant SEND courses, SEND meetings and all staff have access to relevant SEND focused internal and external training opportunities.

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 Fire Evacuation procedures for pupils with severe medical needs.

### **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 pupils. Sharing knowledge and information with our support services is essential to the effective and successful 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
- 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 under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. 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 pupils with special educational needs be secured? How accessible is the academy?**

In addition to support from teaching assistants in the classroom and in small groups, Outwood Primary Academy Bell Lane provides the following additional resources for our SEND:

#### **Transition**

We work closely with preschool provisions to ensure children feel comfortable with their transition from pre-school settings to primary school. Pupils 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. Staff members will meet with pre-school staff prior to the pupil starting primary school to share information regarding their needs of provision.

#### **Year 6 pupils transition to secondary schools:**

We work closely with all Secondary schools to make sure that all pupils feel comfortable with their move to a secondary school provision. Pupils 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. Staff members will meet with secondary school inclusion teams prior to the pupil starting secondary school to share information regarding their needs of provision.

#### **Lunch Support**

Support is available for pupils that have lunchtime support included in their support plan.

#### **Homework Support:**

Homework can be adapted on an individual basis depending on the child's needs. The school uses a combination of paperbased tasks and online learning stats to support children with their home learning.

#### **Teaching Assistants**

Pupils on the SEN Register and who are externally funded may be allocated TA support. TA support

allocation will be determined by the needs of the pupil. TAs work closely with the child, parent and staff to meet the child's needs within the academy. The SENDCO and Learning Managers are available for pupils to talk to.

### **Educational Testing and Screening**

Standard testing and assessments and tracking within school helps identify pupils 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 pupils, staff with disabilities. Facilities include:

- Disabled parking space
- Disabled access
- Disabled toilets

Accessibility plan

<https://academy-sites-files.outwood.com/policy/9/file/c405fe7d162efe8f99154096518a72c9.pdf>

### **Assistive Technology**

The academy provides access to a limited number of laptops and iPads on a needs led basis to support pupils with temporary and long-term physical needs and/or literacy related barriers to learning.

### **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. Pupils are assessed by their normal way of working in the classroom and other appropriate evidence. If identified as requiring access arrangements, the SENCO and class teacher will coordinate information and refer to the qualified assessor, where appropriate and the Exams Department. Pupils 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](http://www.jcq.org.uk)

### **School Transport**

Where pupils with SEND require specific transport to and from school, this is arranged by the local authority transport department.

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

We believe that pupils who are capable of forming views have a right to express their opinions and to have that opinion taken into account. We will seek the views of pupils and they will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their

views will be taken into account when planning support. Pupils are encouraged to attend their Review meetings.

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 the student voice.

### **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 or a member of the schools Senior Leadership Team, who will be able to 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 pupils with special educational needs and supporting the families of such pupils?**

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 pupils and aid school inclusion.

The services used by the academy are listed in an 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 SEN 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 pupils?**

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:**

- 1. Join the school?**
- 2. Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**
- 3. Prepare for adulthood and independent living?**

To facilitate the smooth transition for pupils with support needs both from feeder and non-feeder schools, there will also be, prior to admission:



- 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
- 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.

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.

Outwood Primary Academy Bell Lane aims to support transition at each stage from Nursery to Year 6. Pupils' individual needs are planned for and supported using transition plans in Early Years, Year 2, and Year 6. All pupils with SEND are supported to ensure transition between educational phases 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. This includes transition to and from Outwood Primary Academy Bell Lane

### **Where can I access further information?**

More details about the reforms and the SEN Code of Practice 2015 can be found on the Department for Education's website:

[www.education.gov.uk/schools/studentsupport/sen](http://www.education.gov.uk/schools/studentsupport/sen)

Information on the local authority Local Offer can be found at:

<https://wakefield.mylocaloffer.org/Home>

Information on the academy's Safeguarding Policy can be found at:

<https://www.belllane.outwood.com/safeguarding>

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## Covid-19 Addendum:

This addendum sets out the arrangements in place to support pupils with special educational needs and disabilities during Covid-19 .

Return to school:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#attendance>

1. All pupils are taught within their class bubbles.
2. Staff maintain a 2 metre distance from students where possible. If a 2M distance is not possible, for example when supporting a pupil with additional needs, full PPE will be supplied for the member of staff.
3. Pupils sit at desks with 2 pupils side by side. All desks face forwards towards the front of the classroom.
4. Each bubble will have a designated area to access outdoor provision for play time and lunch time breaks, specific to their bubble.
5. Years 1 - Year 6 - Pupils will be supplied with their own set of equipment which will only be used by their bubble as the sharing of equipment within class bubbles is prohibited.
6. In Nursery, pupils share the equipment in the areas of provision with pupils within their bubble, for example the morning nursery session. After each nursery session the equipment is changed and cleaned to ensure no sharing of equipment between different session bubbles, for example the morning and the afternoon nursery sessions will access different equipment.

Website link on how to wear and remove face coverings:

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

Pupils under the age of 11 are not expected to wear face coverings but can do if they wish to do so.

Some pupils may be exempt from wearing face coverings. These exemptions may apply to pupils that:

1. Have a disability that means they cannot wear a face covering
2. Would find wearing a face covering severely distressing

For those pupils that rely on lip reading to communicate staff can be issued a visor, where required.

### **Specific provision from outside agencies**

Pupils who require specialist provision delivered by outside agency staff outlined in the provision to meet needs section of their EHCP'S or One Page profiles, will have this provision delivered but agencies will be required to work within the guidelines of Outwood risk assessments based on current government guidance. These risk assessments are updated regularly as government guidance is updated or amended.

### **Virtual learning:**

The best teaching occurs in the school setting but where this is not possible we are providing a blended approach so that effective teaching can be accessed by those who are unable to attend school for Covid-19 related reasons. Teachers are able to personalise and bespoke the work for their students to ensure it is more meaningful and differentiated.

Teaching Assistants will liaise with the class teacher on behalf of the pupil and will have access to the Google Classroom for the pupils they would normally support in class.

Where pupils cannot access remote learning, the academy must be informed of the difficulties to help support their child with continuing their education. The SENDCo can make arrangements for pupils to have access to paper-based resources or practical resources to continue learning at home where necessary.

### **Reviews:**

EHCP and SEN Reviews will continue as expected within the timeframes set out in the SEND Code of Practice. Meetings may be undertaken face-to-face, (with safety measures in place), virtually or by telephone.

### **Parents evenings:**

Parents evenings will continue, although these may take place virtually, in the form of a half termly report along with the Praising stars report or by other communication methods. Details relating to parent feedback will be posted on our website.

Website link:

<https://www.bellane.outwood.com/>

Support with mental wellbeing:

The Academy supports pupils 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, there is a green Mental Wellbeing button on our website home page that gives access to organisations that can help.

Website link:

<https://www.bellane.outwood.com/>

Other useful links:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-year-s-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>