

Respect... Empower... Grow...
Respect- We respect and love one another
Empower- We encourage and strengthen one another
Grow- We grow and flourish together as individuals within a community



Normanton All Saints CE (A) Infant School

SEND Information Report

2025 – 2026

For further information about SEND please contact our SENCO, Mrs Liz Bellis.

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	<p>This SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out the schools' responsibilities for pupils with SEN and disabilities; The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo's) and the SEN information report.</p>
<p>Our School</p>	<p>Our School Vision</p> <p>At Normanton All Saints we strongly believe that all our learners have gifts and talents and regard it as a privilege to find and nurture the growth of each child. As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. Our SEND policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEND. Our school has made regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all pupils with SEND. The school will ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Our school recognises that parents hold information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEND often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.</p> <p>At Normanton All Saints the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development and preparation for adulthood.</p> <p><u>School Information 2025- 2026</u> (Data correct in September 2025)</p> <p>Our school number on roll is 348. At the time of this report (September 2025) there were 29 pupils in the school.</p> <p>There are currently 65 children on the SEND register with a range of needs from cause for concern to Education Health Care Plan (EHCP).</p> <p>6 children have been identified as cause for concern by staff in the school and are having their needs currently met by quality first teaching and targeted intervention. This is being closely monitored by class teachers alongside the SENDCO to assess whether they will need a Supporting Me To Learn Plan.</p> <p>17 children have a SSS, that can be accommodated through quality first teaching with a Supporting Me To Learn Plan (SMTLP).</p>

23 children have a My Support Plan (MSP) that requires targeted interventions through quality first teaching and support planned by other professionals alongside school and SENDCO.

17 children (%) have a significant and complex need that requires support additional to and different from class provision. These children have had an MSP and this has been/will be sent for Education Care Plan Assessment this year.

17 children (%) that have an EHCP.

3 children have previously been on the SEN register and is now removed but being closely monitored.

Accessibility

How accessible is the school environment?

In order to support your child should they be in a wheelchair we offer a school site that has wheelchair ramps. The main entrance has a ramp and an automatic door to allow wheelchair access. There is a wheelchair accessible disabled toilet which is large enough to accommodate changing. Our nursery building is also wheelchair friendly and can be accessed all on one level.

ICT equipment including iPads are available throughout the school. All classrooms are equipped with Interactive Whiteboards.

To support children with English as an Additional Language (EAL) we have a range of books written in a number of languages.

We have a provision space which has been developed for groups of children to access small group intervention teaching and routines as part of their school day such as lunchtime. This offers a quieter space which has been set up around developing children's communication and language (linked to child developmental stages and closely links to the primary need identified on the EHCP for the very large majority of our children.



Meet our SENDCO

The SEN Co-coordinators (SENCO):

All mainstream schools must appoint a designated teacher, the Special Educational Needs Coordinator, who is responsible for the day to day operation of the school's SEND policy. In accordance with the Children's and Families Act (2014), The SENDCO at Normanton All Saints co-ordinates provision for pupils with SEND within school and liaises with parents, staff and external agencies. An appointment to meet with the SENCO can be made by speaking to the administrative staff in the school office.

The key responsibilities of the SENDCO include:

- helping identify pupils with SEND
- liaise with and provide support and advice to colleagues to ensure effective teaching and inclusive practices
- liaise with and support the Learning Mentor
- maintaining a SEND register, with records on pupils with SEND
- managing and coordinating provision for pupils with SEND
- overseeing the records of all pupils with SEND
- liaising with parents of pupils with SEND
- contributing to the in-service training of staff
- be the key point of contact and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- the day-to-day operation of the school's SEND policy

- advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- tracking the progress and attainment of pupils with SEND alongside the SLT
- tracking the progress and attainment of pupils who are at risk of falling into the criteria for SEN intervention
- Tracking of the provision for pupils with SEND across school (Provision map.)
- publish an annual SEND Information Report
- reporting to the head teacher and governing body

The SENDCO is Elizabeth Bellis

If you would like to contact Liz, please call school on **01924 898262**. Alternatively you can email her at ebellis@allsaints-normanton.wakefield.sch.uk

Meet our SEND Team

The SEND Team:

At Normanton All Saints CE(A) Infant School we have a very experienced and caring staff who will work hard to provide the appropriate support to meet your child's needs. By having a designated SENDCO and team of hardworking qualified staff we ensure that all children who have SEND have their individual needs met to the best of the school's ability with the funds available. Using the school SEND budget, we allocate Teaching Assistants to support children in class, during intervention and on a 1:1 basis where an EHC plan is in place. The budget is allocated on a need's basis by the local authority (SENART).

Outside agency staff may be consulted to support the work staff are doing in school. The following staff may be involved in supporting your child;

The Headteacher: The Headteacher has responsibility for the strategic management of SEND.

The SENDCO: The SENDCO will ensure that all staff are aware of how they can best support the needs of ALL children and will ensure that SEND is well planned, staff are highly skilled and trained and parents and children are included in every aspect of their journey with us.

Teachers:

All teachers in our school are teachers of children with special educational needs. As such, Normanton All Saints adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice and quality first teaching (QFT). All members of staff in school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial and in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. SEND provision is managed by the SENDCO (Mrs. Elizabeth Bellis).

Teaching Assistants (TAs) and Learning Mentor:

We have a specialist teaching assistant for SEND who works closely alongside the SENDCO and other teaching assistants to coach and provide support. Teaching Assistants (TAs) work mainly within class-based sessions, supporting all children

including those with SEND. This enables us to offer specific support to children. Their work is carried out under the direction of the class teacher, SENDCO and Senior Leadership Team (SLT).

Additionally, TAs may run some of the many interventions on offer within school for example Musical Interaction (Social and communication programme), Fit to Learn (balance and motor skills) and Lego therapy (social and emotional well-being, self-esteem) alongside same day interventions such as phonics keep up.

Our Learning Mentor and many of our TAs provide support for pupils with social, emotional or mental health difficulties. They provide safe and secure environments in which pupils can talk to an adult, particularly for those pupils who have low self-esteem or poor social skills. Many of our TAs are also trained in bereavement counselling and can support pupils and families who are bereaved. The school also has two trained Thrive practitioners who support the early identification of pupils with social and emotional needs and they provide bespoke interventions based on pupils' individual needs.

TAs work with pupils who have a Supporting me To Learn Plan (SMTLP), My Support Plan (MSP) or an Education, Health and Care Plan (EHCP), supporting them in the classroom and through small group or 1:1 work. They plan with the class teacher, SENDCO and external agencies to support a child's targets. Support is tailored to suit the individual needs of the child as identified within their SMTLP, MSP or EHCP.

What experience and training do those who support my child have?

All staff are responsible for pupils with SEND and all staff have regular training in regards to Special Educational Needs. Staff have had specific training regarding ASC (Autistic Spectrum Condition), Speech and Language and Social, Emotional and Behavioural difficulties. Within school we have several members of staff who have areas of expertise such as ASC and Speech and Language. Our staff are trained in delivering specialist intervention support such as Fit to Learn, What's in the Bag? and Musical Interaction and are currently being trained in Attention Autism and ELSA (Emotional Literacy Support Assistants).

We have two Thrive practitioners in school who are trained to support pupils with SEMH and behavioural needs. All staff use consistent strategies and resources to support all children such as visual timetables, communication boards and self-regulation strategies. Our SENDCO regularly coaches our staff and delivers training.

At Normanton All Saints CE(A) Infant School we work closely alongside outside agencies who support individual pupils. These agencies provide bespoke training for staff supporting individual pupils with SEND.

What is the pastoral and social support available in the school?

At Normanton All Saints CE(A) Infant School we value all our children equally. We are an inclusive school and celebrate diversity. All staff promote high levels of self-esteem amongst our children. We believe that this then fosters positive attitudes to learning. All staff are involved in supporting and caring for your child.

We are a 'One Life' school and this is the programme we use to teach our children about relationships, health and staying safe. Every morning our children are greeted by a familiar adult in school with 'safe touch' by choosing their welcome with a high five, hand shake, fist pump or hug.

To support the emotional well-being of all children a range of support networks are in place. These include:

The class teacher who has the overall responsibility for your child and is the first point of contact. They deal with the pastoral, medical and social care of the children in their class on a daily basis. The class will take part in a weekly circle time assembly where any issues the children feel need discussing will be talked about together.

Our school-based Learning Mentor who is available for parents and children to share any worries they may have. These worries whether social, emotional or behavioural are supported during designated time on a 1:1 or small group basis depending on the need. All matters remain confidential at all times;

The SENDCO who oversees all areas of support for all children. If further support is required the SENDCO will be informed and further advice will be given;

Support and advice from outside agencies. We work very closely with the Educational Psychologist, Speech and Language Team, Special Educational Needs Support Service, Early Help Hub and the Future In Minds Team.

What is the medical support available in the school?

The school recognises the need to support pupils with medical conditions. We ensure full access to the curriculum, including school trips and PE lessons. Some children with medical conditions may be disabled. Where this is the case, the school will comply with the Equality Act 2010. Some of these children may have special educational needs and may have an EHC Plan which brings together education, health and social care. Here the specific plan outlined will be followed with due regard to the SEN and Disability Code of Practice.

Children who require medicine during their time in school will follow the Administration of Medicines in School Policy. Parents are responsible for supplying the child's individual prescribed medication on a daily basis. All staff are aware of this and the designated First Aider ensures all general medical supplies are kept up to date.

A large proportion of staff at Normanton All Saints CE(A) Infant School have a basic level of first aid training. Some staff also have the paediatric certificate of first aid. Should there be a specific medical need the school will seek advice from the appropriate professional and ask for training as required and this will be attended by staff.

What is the behavioural support available in the school?

As a school we have a positive approach to managing the behaviour of our children which is based around strong relationships with peers and adults. Behaviour both in and out of the classroom is rewarded and all staff are able to reward and identify positive behaviour. We have a recognition board in each classroom so that children can be recognised for positive behaviours.

After any behaviour related incident, the child will be spoken to by a member of staff and have time to reflect on their actions. Our staff are trained in such approaches and consistent strategies (such as the anger rules, comic strip) are used which are also recommended by external services the school has worked with. With support, children identify reasons for their behaviour and explore ways they could deal with these issues in the future. The Learning Mentor may work

alongside the children to support their behaviour in or out of the classroom as required. At Normanton All Saints CE(A) Infant school we also have two Thrive Practitioners who can support identified pupils.

If a specific child has a behavioural difficulty then the class teacher will seek the advice of the SENDCO. If the behaviour requires further attention then a meeting will be set up with the parents and a discussion of next steps will be decided together. A 'Supporting My Social, Emotional and Mental Health Plan' will be drawn up with targets stating ways to support the specific behavioural issue. From this, relevant support strategies will then be put in place and reviewed. It may be necessary to seek support from the WISENDSS Transitional Support Practitioners or school Educational Psychologist who will meet with parents and observe children as necessary.





We believe that every child should have support for whatever their specific need and as a school we want to avoid suspensions/ exclusions at all times. By promoting high levels of attendance throughout the school we believe that all children can benefit from a consistent routine within a safe environment. The attendance and punctuality of every child is monitored by our admin team and learning mentor. If a child falls below (or is at risk of) our expectation of 96% then the class teacher will inform parents and will offer support and advice in the aim to achieve a higher rate of attendance. If the level of concern continues to rise the Educational Welfare Officer may be contacted as stated in our Attendance Policy.



Special Educational Needs

At Normanton All Saints CE(A) Infant School we support children with a variety of differing Special Educational Needs and Disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. This was recognised in our recent Ofsted and SIAMS inspection reports, which can be found on our website.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



The Local Authority supports pupils within our school via its policy of special needs integration. This support includes advice to enable us to fulfil our legal requirements as well as specialist services for pupils for whom an Education, Health, Care Plan has been written. The school must also follow the Code of Practice by keeping a confidential register of pupils and their needs. The parents of these children are regularly consulted and invited to attend meetings every half term to review their child's needs and progress.

Identifying and Assessing Need

Wakefield Council's Local Offer can be found at:

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

Identifying Special Educational Needs

At Normanton All Saints CE(A) Infant School we identify pupils as having SEND in a variety of ways including:

Liaison with parents/carers prior to the child starting school;

Liaison with nurseries, pre-schools or schools prior to the child starting at or transferring to our school;

Looking at data from daily and termly assessments made by the class teacher;

Observations made by adults working with your child;

Talking to the child on a 1:1 basis to see if they feel they have any needs or concerns;

Concerns raised by adults in school over behaviour or self-esteem affecting attainment;

Liaison with outside agencies;

Concerns raised by parents.

What should I do if I think my child has Special Educational Needs

If you have concerns about your child's progress or well-being, then please:

Make an appointment to speak to your child's class teacher or our SENDCO (Mrs Bellis);

The class teacher will discuss the current level your child is working at and/or identify the current needs they have observed;

Further observations of your child will take place and a range of evidence will be considered;

If it is felt that further action needs to be taken, following discussion with yourself, your child may be placed on the Special Educational Needs Register. An Individual Supporting Me To Learn Plan (SMTLP) will then be put together, identifying specific targets, which will be shared and regularly reviewed with you and your child.

If a teacher is concerned that a child may have SEND they will always seek support and advice from Mrs Bellis and speak to parents / carers about their concerns.

What will school do to support my child?

Your child's class teacher will be the main contact throughout this process. They will be responsible for setting targets and ensure that all support is in place. The progress will be monitored by them alongside teaching assistants and possibly outside agencies. A record of their support will be managed by the SENCo. The support process will involve assessing the child's needs, planning support, providing that support and then reviewing the impact of that support.

At Normanton All Saints we work closely as a team and if staff have a concern about a child, they fill in a **Cause for Concern** form and speak with our SENDCO and discuss concerns with parents. A child will then be placed on the Cause for

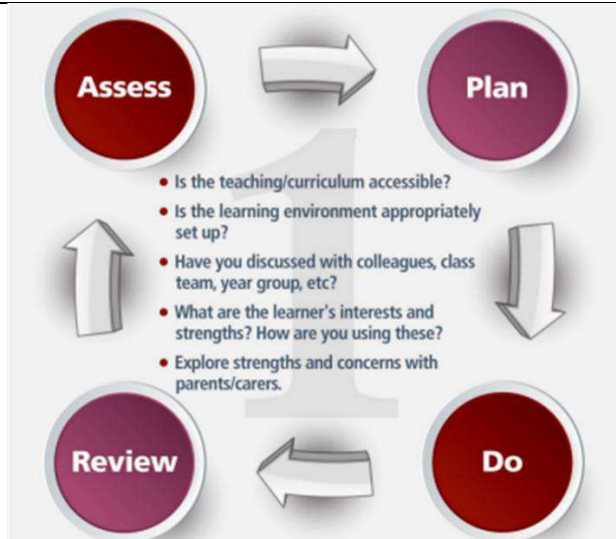
Concern section of the SEND register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on a **SMTLP (supporting me to learn plan)** and invite you in for a meeting, where we will share the targets your child is working on and discuss the support they are receiving. This is where we would also discuss with you any further advice or support that external agencies are able to provide which may be beneficial.

Some children will be monitored using the Wakefield progression steps or highly differentiated tasks, this allows the children who are working at below age related expectation (ARE) to have small step targets set in lessons to allow them to achieve and begin to work independently with their learning styles and needs being carefully assessed and considered for all areas of the curriculum. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. This may then lead to us completing a **My Support Plan (MSP)** and ultimately requesting an **Educational Health and Care Needs Assessment (EHCNA)**.

Staff and families can access advice for QFT from [Wakefield SEND Local Offer \(mylocaloffer.org\)](http://mylocaloffer.org) to help support children's learning within the classroom. The school SENDCO will also work closely with staff to ensure that QFT strategies are in place consistently to enable success for all learners at all times throughout school.





Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups- whole class, small groups or 1:1.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary to ensure a child's complete learning needs are catered for. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons. [EEF blog: The Five-a-day approach: How the EEF can support | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



Alongside this we use the recommendations from the Rochford Review to support assessment of SEND provision and children's access and engagement with this.

The Engagement Model consists of assessing the children showing engagement in the following areas:

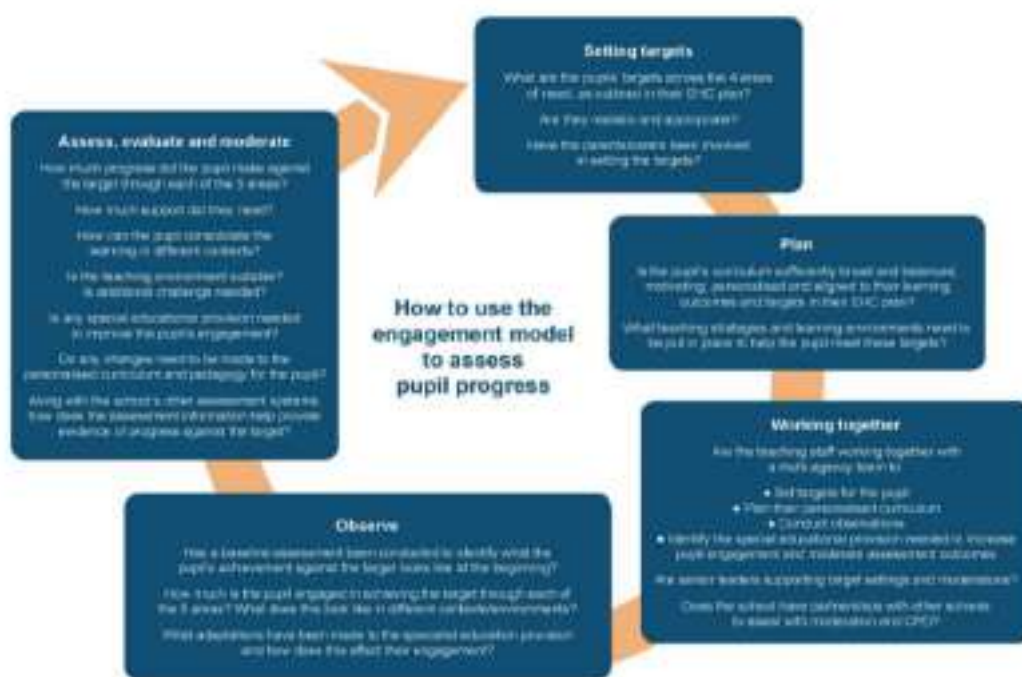
Exploration

Realisation

Anticipation

Persistence

Initiation



The strategies below are used with all pupils but particularly support some of our pupils with SEND.

Recall and review- At the start of each taught lesson, recap activities/ questions are well-planned to review prior learning and to find out what children can remember, know and do. This will be delivered in a way pitched to the child's needs/ level.

Modelling and scaffolding- Learning is broken down and modelled in small chunks. As teachers model they will talk out loud the thought processes. Visual aids and concrete examples are also used to support learning.

Vocabulary development- Pre-teaching of vocabulary takes place and clear and concise definitions are given using flash cards, picture and real-life object prompts. This will be delivered in a way relevant to your child's age/ needs.

Questioning and feedback- Questioning is used to check pupil understanding and to inform the next steps as to whether learning moves on, re-teaching needs to happen or misconceptions need to be tackled. 'Think, pair, share' is a strategy that is used to allow pupils to think individually before they share their ideas with their talk partner. Examples of excellence and clear step by step success criteria, using the pupils and teachers work, help children to see 'what a good one looks like'.

We use the advice given by external agencies including:

WISENDSS

Educational Psychology service

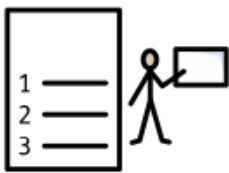
Speech and Language Therapy

Occupational Therapy

Physiotherapy

Portage

And others who have been involved with our team. This advice is disseminated across our team so that we create a well-informed bank of support that teachers and support staff can confidently refer to at any point to support children that they are working with. This rationale means that we are continually building our awareness of diversity and needs and how we can support these at the same time as developing a highly skilled and considerate team across school.



Curriculum adaptations and Quality First Teaching (QFT)

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

How will the curriculum be differentiated to meet the needs of my child?

At Normanton All Saints Infant School all learning is matched to the appropriate level to support and challenge the individual needs of the children. This may mean within one class there can be many different levels of differentiation.

Support within the classroom can include;
Use of ICT to support learning and record ideas;
Use of visual prompts and pictures on timetables and displays;

Use of talking partners, mixed ability groups and adults to discuss ideas;
Use of concrete apparatus to support learning practically;
Use of pre-learning so children are aware of key points prior to the lesson;
Use of post-teaching so children can consolidate key points after the lesson so they are ready to access the next day's teaching and learning;
Use of over-learning so children are given the opportunity to revisit areas that they are unsure about.

Pupils also have access to a range of SEND aids and equipment to support them in the school environment. These include;

- Fidget aids
- Wobble cushions
- Slanted writing boards and a variety of pencils and pencil grips
- Ear defenders / noise cancelling headphones
- Sensory stations and quiet work stations (bay areas)
- Toilet frames
- Coloured overlays
- Widget communication boards

At some point children may need further support to access areas of learning they find more challenging. Here the children will receive particular types of focused intervention. This level of support is tailored to the specific individual in a particular curriculum area. Following this intervention programme over a series of weeks allows children to access learning at their appropriate stage and make progress.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

We understand that each child has unique needs and learning styles and we are continually seeking ways that we can support this.

We strive to use our element one and two funding to ensure any equipment and provisions are supporting our children and continue to adapt these as needed.

We also ensure that we are up to date with current research and theory.
For more information on adaptive teaching, please see link below

[EEF blog: 'Five-a-day' to improve SEND outcomes | EEF](#)

[EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF](#)



Parent Consultation s

At Normanton All Saints we strive to work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions, seek support from charities and external agencies who have expertise in different areas (Beat Autism, SALT, Family Hubs, School Nursing) and our staff and SENDCO are available to discuss any concerns.

We also hold coffee mornings where parents can meet up and support each other in a safe environment. Wakefield parents carers forum host these and support

parents. During these sessions we also aim to gather parent feedback on SEND provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, Supporting Me To Learn Plan (SMTLP) or require specialist support (additional to and different from what is ordinarily available) we will invite you in for meetings each half term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year, a parental questionnaire will be sent out to gain views on the school and the SEND provision.

How will school monitor my child's progress?

Your child's progress will be monitored in a variety of ways:

The Headteacher and Senior Leadership Team regularly monitor provision in classrooms by observations, looking at children's work, talking to children and monitoring progress;

Each full term, your child's class teacher will be involved in pupil progress meetings with the Headteacher. Any concerns regarding a lack of progress will be identified and additional support put in place to address this;

Each half term you will be invited to a review of your child's Supporting me To Learn Plan; this may be at a My Support Plan Review Meeting or at Pupil Progress Meetings;

Any intervention groups that your child is involved in will be monitored by the class teacher and SENDCO for their effectiveness. If it is felt they are not having sufficient impact, alternative interventions will be considered.

What opportunities will there be to discuss my child's achievements?

We believe as parents you know your child best. We strive to ensure parents are as fully involved and informed as they can be. We promote positive relationships and welcome opportunities for feedback. At school we operate an open-door policy where you are very welcome to make an appointment with the class teacher or SENDCO to discuss your child and their progress. Our staff are always on the door at the start and end of the school day. Other ways to find out more can include: Parents are invited to attend all review meetings (6 in a school year). Here we will discuss the progress your child is making linked to their individual targets. The expectation is that your child will achieve the target by the time we meet at each review. At these meetings the school staff can offer practical strategies and advice as necessary for you to support your child at home;

At Pupil progress meetings there will be the opportunity to view your child's work and meet with their teacher. We believe that a strong partnership with high levels of communication between parents and teachers support the education of all children;

If your child has more complex SEND needs then they may have an Education, Health and Care plan designated to their individual needs. This plan will be reviewed formally each year and a report will be written as a record. At this review meeting, other professionals may attend.



Child Consultation s

How will my child be involved and able to contribute their views?

We feel it is important that both children and their parents are involved with all matters that may concern them during their time at school. A strong partnership between staff and families is encouraged at all times. Whilst at school the children have many opportunities to express their views. These can include;

The School Committee – children will be invited to tell their class school committee representatives about any issues they wish to be addressed in the next meeting. Feedback is then given to the class;

SMTLP Reviews – children will discuss their current SMTLP targets and how well they feel they have met them with our SEND Teaching Assistant or the teacher. This information is then feed into SMTLP meetings which we invite parents to attend;

Marking and Feedback – as part of our marking policy we encourage children to look at their work with an adult when possible and discuss how they felt the task went. They then have the opportunity to reflect upon their learning and decide upon their next steps;

Subject Leaders – staff will regularly talk to the children about how they feel their learning is progressing in certain subject areas. They will have the opportunity to celebrate what they have done well and decide upon what they would like to do next;

Pupil voice about behaviour and safety- staff and governors will regularly talk to groups of children and find out about they feel and how they are kept safe;

Reports – children will have the opportunity to contribute their views about their learning in their end of year reports. A copy will be sent home to parents.

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Where children have barriers to communication it is vital that we recognise the importance of strong relationships between home and school and also between the team around the child in school to ensure we understand their achievements, difficulties, interests, needs and goals.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Review progress in Senior Leadership Team meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every half term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly tracking to update targets and measure progress.

Holding half termly reviews for children who are on Education Health and Care Plans, Supporting Me To Learn Plans and those requiring additional support.

Holding annual reviews for children with Education Health Care Plans.

Holding reviews for children with My Support Plans.

SENDCO working closely each year with SEND governor and SENDCOs from other schools within our All Saints partnership and other local pyramid schools to ensure our practice, pedagogy and policy is up to date and always striving for excellence with children at the heart.



Staff Training






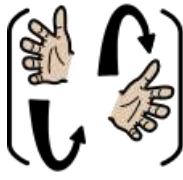











At Normanton All Saints, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The induction and transition period is vital to ensuring the best possible outcomes not only for new to school staff but also for the children they will be working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. An example of this is Autism Education Training, ELSA, Thrive, Musical Interaction and staff specialist training in communication, language and literacy and high-quality interaction. Our SENDCO also regularly coaches staff when working alongside the children.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EPS), Occupational Therapist (OT), WISENDSS, Physiotherapist, Portage or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
NELI	Lego Therapy	Child Development	Communication Friendly Setting Status
			
Autism Education Training	Makaton	Little Wandle Phonics	React
			
Specific Learning Difficulties	Complex Needs training	Thrive	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs
			
Future in mind			



Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO. We also hold meetings between Upper Foundation Stage staff and our Nursery Teacher and also outside nurseries/childminders. Additionally, we hold a story telling session for children to come and see their new classroom and we hold a yearly transition meeting where parents can attend a meeting with the

Transition Support

EYFS team and SLT whilst the children attend a stay and play session in their new classroom.

Transition to Reception, and then into each successive year-group, is supported by meetings, class teacher letters, information leaflets and taster sessions in each new class.

We ensure that children who leave our setting to go to another school also have the opportunity to be supported by an effective transition and induction process, we support families with this and we understand the importance of sharing any important and essential information with the new setting.

End of Year transition

When children move up a year, we provide transition letters.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share relevant information and SMTLPs. Parents of pupils with an EHCP or those going through the process are also invited to meet their child's new class teacher and support staff where relevant.

Junior Transition

We liaise very closely with our partner schools to ensure that the transition from our school to the next school is as smooth as possible. SENDCOs from both schools meet, discuss and share information to ensure the next school is aware of the progression the child has made and their current end points/ starting point. Additional transition visits and meetings are put in place to support any child, group or cohort who may require additional support. This is often beneficial for children with SEMH needs or SEND.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will speak with previous school staff to discuss strategies which have been used and which have been successful and also the progress the children have made. It may be necessary that school staff also visit the school where the child has come from.

SEND and transition

If required we organise a series of extra visits for those children whom we feel are a little more vulnerable. This will often include those children with SEND.

A meeting will be held between the Year Two and the Year Three teachers where every child is discussed in detail. Teachers from Year Three will also visit the Year Two classrooms and school setting and see the children in their familiar space. The SENDCO will meet with the new school SENDCO and discuss those children who will need extra support via their SMTLP/ MSP/EHCP. The SENDCO will hold transition meetings in the final term where the SENCo from the new school. If a

child in Year Two has an EHCP the SENDCO will call an early annual review before the October half term holiday. At this review the school will invite the SENDCO/SENDCOs from future schools to attend so that they can meet the parents and learn about the child's needs.

We like to liaise closely with staff and parents at this transition time as it can appear very daunting for all children. When both receiving and transferring children to different schools we ensure that all relevant paperwork is passed on and all needs are discussed and understood.

How can I be involved in supporting my child?

We believe that home school partnerships are important. Therefore, we will support parents as much as we can to provide opportunities to continue children's learning at home. Advice will be given at Pupil progress meetings and when asked for during meetings with class teachers. If your child has an SMTLP/MSP then advice will be discussed during these meetings and ideas noted on the plan.

Some useful ideas are:

Play a range of memory, spelling, word and number games;

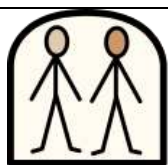
Use suitable websites to support learning in school;

Listen to your child read, sing songs and share stories whenever possible and support their understanding and develop their curiosity about words and how things work;

Use visual strategies and timetables to support routines including bedtime, toileting and behaviours;

Take your child on a day trip and make a scrap book to discuss what they have done.

If your child has medical needs you can arrange appointments with your GP and ask for referrals to a range of services including Paediatrics. Ensure that your child has regular eye sight tests and hearing checks. Keep the school up to date with any medical issues that may arise and that you may need support with.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Pupil and School Support,
WISENDSS and Early Years WISENDSS
WISENDSS Transitional Support Practitioners,
Educational Psychology Service,
School Health Advisory Service, school nurses, 0-19 service
Behaviour Support services
CAHMS- Child and adolescent mental health service
CFIT- Child and family inclusion team
Early help hubs
Social services
Speech and Language Therapy,
Visual and Hearing impairment team and Behaviour Support.
Portage
Family First Hubs
Occupational Therapy
Physiotherapy
Beat Autism

Future in Mind
Educational welfare officers
STAR bereavement

We will discuss with you before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.

The SENDCO meets biannually with both the WISENDSS and the Educational Psychologists and a representative from the Special Education needs Support Service (SENS). Parents must give their consent for the SENDCO to discuss their child's needs at either biannual planning meeting held with the Educational Psychologist and WISENDSS. The SENDCO will complete referral forms, signed by parents and gather any evidence regarding the learning needs and progress of the individual pupil. From this meeting the services of other support agencies may be requested to support the learning and/or behaviour of the child.

We also help parents by signposting services such as:

- WESAIL and SENDIASS- <http://wakefield.mylocaloffer.org/wakefield-early-support-advice-information-and-liaison-service-wesail>
- **Telephone:** 07961 897036

Email: WESAIL@barnardos.org.uk



Clubs and Trips

How will my child be included in activities outside the classroom including school trips?

All children at Normanton All Saints CE(A) Infant School are given the opportunity to access the whole of the school curriculum. As part of our enriched curriculum, we aim for all children to be included on school trips. Our range of trips include visits to the local area, the seaside, The Yorkshire Sculpture Park, Fairburn Ings, places of worship such as churches, synagogues and mosques, a range of museums and outdoor learning centres such as Nell Bank. If required we will provide the necessary support to ensure that all children are able to participate in these visits. When necessary, we may ask you to accompany your child to best help support their individual needs during the educational visit.

A thorough risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. As part of this document individual needs will be addressed and noted. These may include behavioural or medical needs. A paediatric first aid trained member of staff will be included as part of the team leading the trip.

All children are invited to attend the range of after school clubs we offer. Children from EYFS through to Year Two will have the opportunity to take part in a range of clubs including those led by external coaches. No pupil is ever excluded from taking part in activities because of their SEND or disability. Adjustments will be made (where needed and reasonable) for a child to attend.

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

All children are encouraged to go on our trips and access experiences where visitors come into the school.

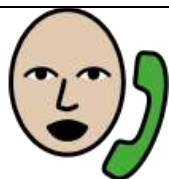
All children are encouraged to take part in sports day, school competitions, school

assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, you may speak to a Senior Leadership Team member by making an appointment. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

- Chair of Governors
- SEND Governor

What should I do if I have a complaint? (Our full complaints and communication policies are available on our website)

- Come to school and speak to someone who knows about the problem and can help you. In the first instance this will usually be your child's teacher
- If you are still not happy, please telephone the school office on 01924 894309 to make an appointment to speak with our SENDCO or one of our Assistant Headteachers. They will investigate your complaint and get back to you as soon as possible. Please allow us a reasonable time to investigate and respond to your complaint.
- If the problem has not been resolved please make an appointment to speak to the Headteacher. She will investigate your complaint and get back to you as soon as possible. This may include a meeting with her.
- Any issues that remain unresolved at this stage will be managed according to the school Complaints Policy. This is available on the school website.

If at any stage you need help or advice, you can contact:


If your child has additional needs contact: SENART 01924 302465 WeSail: 07961 897036



Wakefield Local Offer

The Wakefield Local Authority Local Offer can be found at
[Wakefield SEND Local Offer](#) | [Wakefield SEND Local Offer \(mylocaloffer.org\)](#)

SENART	
Adaptations service	• 01977 722220
Beat Autism	• 07903 271785
Children's Occupational Therapy	• 01924 541411
Early Years SEND Team	• 01924 307403
Educational Psychology Service	• 01924 307403
Home Start and Home Start School Transport	• 01924251205 • 01924 305643 / 305675
SENART	• 01924 302465
SEN Mediation Service	• 07715 958290
SNAPS Yorkshire	• 07738 287024
Wakefield 0-19 Service	• 0300 373 0944
WASP-Wakefield Awareness Support Project	• 01924 683890
Wakefield CAMHS	• 01977 735865
Wakefield CAPS	• 01977 735865

<p>Remote Learning</p>	<p>Remote learning (if and when required): In the case where remote learning would be needed, the school uses the online learning platform Seesaw and Microsoft Teams and pupils are offered a range of pre-recorded and live lessons or work may be sent home. When remote learning is required (e.g. school closure , bubble closure or isolation) all pupils on the SEND register will continue to have access to learning that is matched to their individual needs and stages of development. The SENDCO will liaise with parents and external SEND services about the format of this and adaptations made as necessary. Annual reviews and My Support Plan reviews will continue remotely to ensure timely and appropriate access to provision.</p>
<p>Admission of children with SEND</p>	<p>What are the arrangements for the admissions of SEND pupils.</p> <p>The School will be consulted on the admission for children with an Education, Health and Care Plan in which Normanton All Saints Church of England (VA) Infant School is named on the plan. The consultation will be completed and sent back to the LA.</p> <p>When admitting a child with an EHCP into the school, we will take the earliest opportunity to communicate and get to know each child and their family. We aim to make all transitions a positive experience and believe that by making this personalised to the needs of each individual, this will enable children and their families to flourish within our school family and community. We will discuss and arrange transition arrangements with the family, previous setting and where necessary any professionals.</p>
<p> Feedback</p>	<p>We are always grateful for any feedback and advice from our families. Please do not hesitate to get in touch if you have any worries, concerns or feedback</p>
<p>Definitions of Special Educational needs and Disabilities (SEND)</p>	<p>Normanton All Saints CE (A) Infant School adopts the definition of special educational needs as stated in the Special Educational Needs Code of Practice 0-25 (DfES 2014). <i>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</i> <i>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> • <i>Has a significantly greater difficulty in learning than the majority of others of the same age; or</i> • <i>Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</i> <p>Children must not be registered as having a learning difficulty solely because of a language or form of language of their home is different from the language in which they will be taught. Special educational provision means:</p>

- For children two or over, educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- For children under two, educational provision of any kind.

Within school, pupils with SEND are identified on the schools SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Definition of a disability (D):

A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his / her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have a difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

It is possible to have a disability without having special educational needs.

Different kinds of SEND:

The SEN Code of Practice (2014) divides the areas of need into four categories:

Communication and Interaction – Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills:

- May have difficulties ignoring distractions.
- Need reminders to keep attention.
- May need regular prompts to stay on task.
- May need individualised motivation in order to complete tasks.
- Difficulty attending in whole class.
- Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding/Receptive Language:

- May need visual support to understand or process spoken language.
- Repetition of language and some basic language needs to be used to aid their understanding. Speech/Expressive Language:
- May use simplified language and limited vocabulary.
- Ideas/ conversations may be difficult to follow, with the need to request frequent clarification.
- Some immaturities in the speech sound system.
- Grammar/phonic awareness still fairly poor and therefore their Literacy can be affected.

Cognition and learning – May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills

- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional Health – May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self esteem

Sensory and/or Physical Needs – These children may have a medical or genetic condition that could lead to difficulties with:

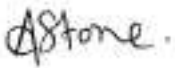
- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Toileting/self-care.

Behavioural difficulties, persistent disruptive or withdrawn behaviours and slow progress and low attainment do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

What needs do we have experience of supporting at our school?

Normanton All Saints CE (A) Infant School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties; social, emotional, behavioural and mental health difficulties; physical difficulties; autistic spectrum disorders; sensory impairments; speech, communication and language difficulties; medical difficulties and other difficulties or disabilities. Our staff have experience supporting all 4 areas of need listed in the SEND code of Practice.

Last reviewed: 18.8.2025

Signed head teacher: 

Agreed by governors: Shared at GB meeting 29.9.25

Signed chair of governors: D.Collett Date: 29.9.25

Next review due: January 2026 (or earlier if required)