



Wrenthorpe Academy - SEND Information Report

Last reviewed	September 2025
Next review	September 2026
Reviewed by	Lauren Penny- Executive Headteacher Lauren Williams-Head of School Kirsty Harrison- SENCO

Wrenthorpe Academy is an inclusive, supportive and aspirational learning community where children, parents and staff work together in partnership to meet the needs of all learners. It is a school with a clear vision: 'where everyone is valued.'

Our motto is 'We only get one life so let's learn how to live it well.'

Our core values are based on the following:

- We are happy
- We are safe
- We enjoy a challenge
- We are compassionate
- We show respect
- We are ready and fit for our future

At Wrenthorpe Academy, our intention is that all pupils, irrespective of their background or the challenges they face, are supported at their point of need.

Policy Scope

The Special Educational Needs and Disability (SEND) Regulations (2014) requires a school to publish certain information regarding our provision for pupils with SEND. The SEND Information Report is written to meet the legislative requirements for SEND, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice. We hope parents and/or carers of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

This information explains the variety of ways in which we are able to support your child to reach his/her full potential during their time with us at Wrenthorpe Academy.

Wrenthorpe Academy is a mainstream setting. We are an inclusive school and welcome children with SEND as outlined in the 2014 SEND Code of Practice. Please see our admissions policy for further details.

At Wrenthorpe, we ensure that all pupils have access to an enriched environment and a stimulating curriculum that enables all children to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn and do well and reach their goals in a safe and secure learning environment. As such, we are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

The School works with due regard to the following guidelines:

[The Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

[The Equality Act 2010](#)

[Section 69\(2\) of the Children and Families Act 2014](#)

What types of SEND do we provide for?

We refer to the term “Special Educational Needs” if a child:

- a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory or physical conditions.

What are the admissions arrangements for children with SEND?

Admission arrangements can be found in our Admissions Policy. Our admission limits are 45 in each year group. In line with the Local Authority policy, if we are oversubscribed, priority is given to children with identified Special Educational Needs within the Local Authority and any Looked After children.

How do we identify and assess pupils with SEND?

Wrenthorpe Academy promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the full curriculum. It recognises that there is a continuum of SEND and that, where necessary, increased specialist expertise should be involved to address any difficulties a child may be experiencing. A rigorous assessment procedure to track children’s progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children’s learning difficulties. We incorporate these procedures into our normal working practice. Parents/carers are informed of all steps in this process. Following assessment and staff consultation, a child’s special needs are identified and the needs are recorded on the SEND Register.

Coordinated by the SENDCO, the Class Teacher is responsible for working alongside the child and parents to write a One Page Profile or My Support Plan. This will provide details of the child’s needs, targets and success criteria. It is important that the child is supported to write and owns the One Page Profile and/or My Support Plan in order for it to work successfully. The Class Teacher has responsibility for managing and keeping the One Page Profile, and My Support Plan updated, alongside and supported by the SENDCO. Class Teachers are also supported by specialists from outside school who meet with parents and school staff for review meetings, as required.

If you have concerns about your child, you should initially discuss them with your child's class teacher. If concerns remain you can make an appointment to discuss them with Miss Harrison, the SENDCO (Special Educational Needs and Disabilities Co-ordinator).

Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?

Miss Harrison is the SENDCO at Wrenthorpe Academy and she is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and deliver appropriate in-service training, in order to meet new developments with policy and practice. Miss Harrison will also be responsible for overseeing the maintenance of the SEND Register. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, specialist support from external agencies will be sought.

Our Special Educational Needs Co-ordinator (SENDCO) is Miss Harrison

Contact details: Please contact via the school office

Telephone: 01924 967618

Email: wrenthorpeoffice@watertonacademytrust.org

Our SEND Governor is Mr Sean Cable.

What is our approach to teaching pupils with SEND?

Teaching and Learning

Raising children's achievement is our main focus. We do this by regularly reviewing our provision and curriculum in relation to the needs of our pupils. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to the needs of their pupils. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- setting suitable learning tasks;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- working in partnerships with parents and other agencies.
- lessons are differentiated and staff employ a variety of teaching and learning styles.
- classroom support is provided by a strong team of Teaching Assistants.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with pupils and parents

Teachers are familiar with the relevant equal opportunities' legislation covering the protected characteristics: age, disability, gender reassignment [transgender], marriage/civil partnership, pregnancy/maternity, race, religion or belief (and having no belief), sex (gender) and sexual orientation.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate and personalised curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

Pupils

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when a My Support Plan is evaluated.

How do we adapt the curriculum and learning environment?

Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum and we see this as 'complementing' quality first teaching. Leaders are clear that they do not replace the main teaching within the classroom. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and Timing of Support

This is arranged and timetabled by the SENDCO, Class Teachers and professionals, from outside agencies. Teachers, generally provide the intervention so that they can adapt provision according to need.

Organisation of Support

Our approach to provision means that the majority of pupils have their needs met, during the main teaching input, by accessing planning that is used across the school to ensure that all lessons are appropriately differentiated – we aim to keep all children immersed in quality first teaching, within the classroom.

The school uses **adaptive teaching** to meet the diverse needs of all students. Teachers adjust lessons through ongoing assessment, tailored support, and differentiated tasks. This ensures all pupils can access the curriculum, make progress, and succeed in an inclusive learning environment.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

Disapplication and Modification

The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents, as well as the appropriate external agencies and/or professional. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

How do we consult parents of pupils with SEND and involve them in their child's education?

Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, the school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of their child. We try to accommodate parental availability when planning meetings.

How do we consult pupils with SEND and involve them in their education?

Informal review and liaison between parents, support staff and class teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. My Support Plans / EHC Plans are subject to annual review which will include information about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

How do we assess and review pupils' progress towards their outcomes?

Special educational provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from EYFS through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Parent/teacher consultation meetings are held three times a year. At these meetings, pupil's progress is discussed. The teacher will explain any individual needs that a pupil may have and what is being done to address them. A report is sent out at the end of the academic year where the achievements and progress of a pupil is outlined as well as an indication of suggested next steps in English and maths, which will aid further progress and could be supported by parents.

If you have any concerns, you may make an additional appointment to speak to your child's class teacher

How do we support pupils with SEND to improve their emotional and social development?

We recognise that some children may need different levels of support at different times throughout their education. We ensure that we work with parents/carers closely to ensure we are fully meeting not only the child's needs but the family's needs.

A comprehensive personal development programme is in place and delivered through the One Life scheme. This focuses on improving pupils Social, Moral and Physical Health. Pupils are welcomed in to school using safe touch (hug, high five or handshake) and then begin their morning journaling, mindful minute, positive affirmations and reflect on the wise words for the day.

A detailed scheme of work is in place throughout school for Relationships, Sex & Health Education (RSE), which is delivered by Big Talk and includes parent information.

Intervention programmes, run within school, and can include:

- Read, Write, Inc.
- Catch up
- Lego Therapy
- Time to Talk

Additional support from Wrenthorpe Academy includes:

- A number of teaching assistants in school who are trained to deliver interventions and support children with their learning within class. Some support is required on a 1:1 basis but also small group and within whole class.
- We also have a Learning Mentor (Miss Harrison) who provides support around social, emotional and mental health needs and engages in direct work with children and families.

Please also see our support for children, on the school website for more details.

What expertise and training do our staff have to support pupils with SEND?

Our SENCO holds the national SENCO qualification and is allocated time weekly to complete their role.

Staff in school receive regular updates and training from external services alongside in-house training from the SENCO. Recent training has included training from the Autism Educational Trust (AET) and training from the Waterton Academy Trust SENCO focused on developing My Support Plans.

Our staff continue to be trained across a wide spectrum of need, including targeted intervention programmes. Training is identified based on an analysis of a child's needs. We have a trained ELSA in our school (Emotional Literacy Support Assistant) as well as a learning mentor who supports children's mental health.

The school works closely with the Local Authority professionals, as well as other agencies and accesses support and training as need arises. Where possible, we access SEND Training, via the Local Authority for all members of staff and training from the Waterton Trust SENCO Team.

A training record is kept up to date in school allowing the Senior Leadership Team to deploy staff according to identified needs.

How will we secure specialist expertise?

When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the existing provision and expertise in school, school will engage with relevant external services. This is triggered when:

- a child continues not to make progress towards age-related expectations
- continues working at levels substantially below that of children of a similar age, despite quality first teaching and increased support through the graduated response.
- a child continues to have difficulty in developing English and Maths skills.
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

- advise that a My Support Plan (MSP) is written. This will contain all information about the child and their progress to date. All parties, including health and other agencies involved with the child contribute to this plan.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Wakefield.

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

Wrenthorpe Academy employs trained staff to educate and care for all children. Staff access a range of training opportunities throughout the year in key areas of the curriculum and also in identifying and supporting pupils with specific difficulties. Staff who lead Intervention Groups receive appropriate training to do so.

Wrenthorpe Academy has access to a wide range of outside agencies that are available to offer consultancy and support, these are:

- Communication, Interaction and Access Team (CIAT)
- The Early Years Team (Pre-5 service)
- Education Psychologists (EP)
- Social, Emotional and Mental Health Team (SEMH)
- Occupational Therapists (OT)
- The hearing impairment team
- Physiotherapists
- Speech and Language Therapists
- Community Paediatricians
- Future In Mind
- Wakefield Support Services – including Learning Support, Communication, Interaction and Access Team, Social, Emotional and Mental Health Support Team(WISENDSS)
- Education Welfare Officer (EWO)
- Speech and Language Therapists (SALT)
- School Nursing Team
- Sensory Impairment Team (Hearing and Visual)
- Social Services

In addition, parents/carers can also access support from Wakefield Early Support, Advice, Information and Liaison Service (WESAIL). For information on these services click on the link below:

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

How will we secure equipment and facilities to support pupils with SEND?

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access (see more information in our Disabled Access Document).

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.

However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Equality Act and would receive an Individual Health Care Plan. We will assess each child as required and make the appropriate provision based on their identified needs.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

In order to involve other organisations in meeting the needs of the pupils with SEND and supporting their families we share information with the Local Authority, which may include:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

How do we evaluate the effectiveness of our SEND provision?

The school reports on outcomes for SEND pupils via the Academy Standard's Committee. The SENDCO and Headteacher present relevant and regular updates regarding the effectiveness of our SEND provision.

How do we handle complaints from parents of children with SEND about provision made at the school?

In the first instance, contact Miss Harrison, our school SENDCO and the Headteacher.

Any member of the school staff will be able to support pupils and parents as well as signpost them to the correct member of staff for additional support.

Designated Safeguarding Leads can also be contacted for relevant advice. These names are shown on the school website and on all letters.

You can refer to our complaints policy available to view on our website in the 'policies' section.

What is the Local Offer?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For more information about the LA Local Offer click below:

<https://wakefield.mylocaloffer.org>

What support services are available to parents?

Our school has an “open-door” policy. If you are concerned about your child you can make an appointment to see your child’s class teacher in the first instance. Following discussions with your child’s class teacher, the SENCO can be contacted by the school office or email.

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnerships are encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and social media updates.

Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

School Agency Partners include:

- Educational Psychologist
- Learning and Cognition Team - WISENDSS
- Child and Adult Mental Health Service
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Behaviour and Exclusion Support Team
- Health Service
- Social Care Direct
- REACH Team (Children in Care)
- SENART (Special Educational Needs Assessment and Review Team)

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Wakefield Early Support Advice Information and Liaison (WESAIL), including the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

[Wakefield WESAIL SENDIASS - Family Action \(family-action.org.uk\)](http://family-action.org.uk)

WESAIL is provided by Barnardo’s and includes the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). The role of a SENDIASS service is to provide access to free, accurate and impartial information, advice and support about matters relating to special educational needs and or disability. This includes issues related to health, education and social care.

If you are a parent/carer of a child with additional needs, or a professional working with the family, you can contact WESAIL if you are not able to use the Local Offer website, or cannot find what you are looking for.

The WESAIL service can also offer targeted short term support along with workshops and training for parents and carers of children with additional needs.

Telephone: 01924 965588, available Monday to Friday 9am to 5pm

Email: wesail@family-action.org.uk

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

SENART

SEN Assessment and Review Team (SENART) leads on the statutory processes of implementing and monitoring Education Health and Care Plans. This includes ensuring that assessments of Special Educational Needs are progressed in line with statutory time scales. The service works with families, young people, schools and other agencies to ensure that advice is gathered and EHC plans are completed accurately and reviewed appropriately.

This is done through providing advice and guidance on the statutory processes. SENART facilitates the multiagency EHC panel to consider and implements EHC Assessments and Plans and allocates levels of support and funding for children and young people with EHCPs. SENART also ensures effective commissioning of post-16 places for High Needs Learners and provision for out of district placements.

Address: Normanton Town Hall, High Street, Normanton WF6 2DZ

Email: SENART@wakefield.gov.uk

Phone: 01924 30246

EARLY HELP HUBS

Wakefield Council is working with its partners, including the police, the NHS and Community and Voluntary Sector Organisations to provide more integrated, joined up, and community based services for families with children and young people pre-birth to 19yrs and 25yrs where there are Special Educational Needs or Disabilities. This is being done through the creation of 7 'Early Help Hubs' across the district, which offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. [Family Hubs – Wakefield Families Together](#)

Stanley Family Hub, Long Causeway, Stanley, Wakefield, WF3 4JB

Phone: 01924 302333

How do we enable pupils with SEN to engage in activities available to those in school who do not have SEN?

We encourage and support pupils to engage in all activities, working with parents and professionals to make best endeavours to ensure all children are included fully and have the same opportunities. See our Accessibility Plan for more information.

How do we evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Holding regular pupil progress meetings
- Reviewing pupils' individual progress towards their goals through SMTL/MSP on a regular basis
- Reviewing the impact of interventions through provision mapping
- Using pupil voice
- Monitoring by the SENCO/SLT
- Holding annual reviews for pupils with EHCPs
- This sits alongside our monitoring and evaluation schedule and ongoing school improvement priorities.

How do we support pupils moving between phases?

Children joining our school are warmly encouraged to visit prior to joining. The more information we have about your child's needs the better so we can prepare to support them from the beginning of their school journey and education.

For pupils with SEND, moving class in September can be stressful. We build in additional transition sessions for pupils to meet their class teacher. It may be going to visit the classroom and teacher a few times, reading a book in the classroom when it is quiet for example.

For younger pupils, transition books may be prepared to support their understanding of moving classroom, which the children can refer to. Class teachers will ensure that details about My Support Plans and EHCPs are passed on to the new teacher during transition meetings.

When children leave us at the end of Year 6 we want to make their transition to high school as easy as possible. We arrange additional visits to the high school to ensure they are familiar with their new setting. We invite SENCOs from the high school to attend the Year 6 review of an EHCP in the Autumn term. We try to ensure SENCOs at high school are fully aware of the needs of the children in Year 6 in the final term of school.

We have an electronic database (CPOMS) which can be transferred to another school if children move schools/transition to high school.