SEND Information Report 2025/26



**Introduction**

This report has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. It also makes reference to the Code of Practice for SEND 2014 and complies with [regulation 51](http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made) and [schedule 1](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made) of the Special Educational Needs and Disability Regulations 2014. It should be read in conjunction with the accessibility plan, the school SEND policy and the school contribution to the local offer. All these documents are published on the school website. The arrangements for admission of pupils are published in the SEN/D section of the school website.

**The types of SEND provided for**

Pinders Primary is a community school serving a mainly urban and diverse community. We aim to be inclusive and to make provision for children with needs different from or additional to the needs of other children of the same age using the following broad headings to identify types of Special Educational Needs.

o Learning difficulties

o Communication difficulties

o ASD

o Specific learning difficulties

o Physical difficulties and medical needs

o Sensory difficulties

o Social, emotional and mental health difficulties

Policies

Mrs Rowlands is the Special Educational Needs and Disabilities Coordinator (SENDCo) and can be contacted through the school. She works in accordance with the schools policies for SEND, pastoral care, equality, safeguarding, inclusion and health and safety policies. These are available on the school’s website.

Consulting Parents

Parents or carers are consulted at least three times per year regarding their child’s progress and needs and much more often if necessary. Parents will be consulted and informed about specific targets, provisions and strategies that may help a child and will be involved in any referrals to other agencies made for the child. The parents or carers of children with Education Health and Care Plans will be involved in reviews at least annually. A written report is made about all children every year and sometimes more frequently for those with needs additional to or different from other children of the same age.

Consulting Young People

Wherever it is possible, a child views will be sought about their needs and requirements. Various methods can be used to establish the child’s views including graphic presentations, photographs, and records of conversations with family support. This is part of the initial collection of information about the child, at the point of planning additional support or provision and at the point of review.

Assessing and reviewing progress

We will follow the assess, plan, do, review process at every stage of a child’s support. The teacher, SENDCo and other staff will work together to analyse the child’s progress against their previous attainment and national expectations for their age group. Children are involved and will be at the centre of reviews of their progress against objectives and targets on a regular basis at Pinders Primary. Children with SEND will be invited, encouraged and expected to contribute to their ‘My Support Plan’ with their parents and will be invited to contribute to review meetings. Appropriate methods, including graphic or photo presentations will be used to allow children to make their views understood.

Phase transfer

As children with SEND move from one phase of education to another, their views about potential outcomes of their education will be heard through the review process. Transition arrangements will be made to give extra support to help children with SEND make a successful move to each new phase.

Approaches to teaching children with SEND

Class teachers are responsible and accountable for the progress and development of children in their class. High quality first teaching, differentiated for individuals or groups is the basis of our response to children’s needs at Pinders Primary. All children are encouraged and expected to make at least good progress. Support is given in a graduated response to children experiencing barriers to learning. If a child is thought to have SEND they will be involved in continuous assessment by the teacher and appropriate support put in place to enable progress to be made. Interventions may be class based or children may be withdrawn for small group or individual work which is monitored and evaluated. Where appropriate consultation will be carried out with the SENDCo. If further help is required referral to outside agencies in the Wakefield area for advice and support can be made. A statutory assessment of need can be requested and an Education Health and Care plan made to detail the further support that is needed. This will be reviewed at least annually. The whole process is driven by regular review and assessment of progress.

Adaptations to the curriculum and the learning environment

Children with SEND may need changes to be made to the way information is delivered in lessons to enable them to access schooling. These could be changes appropriate to the class, to groups or to individuals. The curriculum may need to be adapted either for a group or for an individual and this process involves class teachers, support staff, senior, phase leaders, subject leaders and the SENDCo. (See accessibility report on website.) It may be necessary to adapt procedures for accessing the classroom and other facilities. Pinders also has ramped access and accessible toilet facilities.

Expertise and training of staff

Mrs Rowlands, is our school SENDCo. Each class has between one and three additional members of staff assigned to support the children under the direction of the class teacher with support from the SENDCo and Senior Leadership team. The training needs of all teaching and support staff are audited every year and a programme of training put in place to update expertise. This will continue to be delivered by a combination of in- school and visiting experts. It will involve both training and sharing of best practice.

Such as:

* SALT – Speech and Language therapy programmes
* Occupational therapy programmes
* Physiotherapy programmes
* Staff have access to ‘Team Teach’ training when necessary
* Emotional Literacy Support Assistants
* Most staff are EpiPen and asthma trained
* Specific medical issues are addressed as they arise
* Specialist training may be bought in by school to address specific issues
* Pinders Primary School has access to a wide range of outside agencies that are available to offer consultancy and support, these are:
* Team Around the School
* Child and Adult Mental Health Services (CAMHS)
* Communication, Interaction and Access Team (WISENDSS)
* Educational Psychology Service (EPS)
* Learning Support Service (LSS)
* Education Welfare Officers
* Occupational Therapists
* School Nursing Team
* Sensory Impairment Team (Hearing and Visual)
* Social Services
* Future in Mind
* Children’s First Hubs

Evaluation of Provision

Monitoring and evaluating the provision made for children with SEN/D is the responsibility of all staff and is coordinated by the SENDCo. This will be done informally through discussion and formally through monitoring forms and reports to the Senior Leadership team.

School Activities

Children with SEND will be supported to take part in school activities alongside all the children. All reasonable adaptations will be made to enable children to engage with activities as needed.

Pastoral support

The children are encouraged to speak freely in a variety of large and small groups. The school also employs a learning mentor who has a role of supporting children with specific pastoral difficulties. The school has a strong anti-bullying ethos and regular themed learning is undertaken in classes to deal with various aspects of bullying, including cyber- bullying. Where a child has a one page profile or behaviour plan this will record any targets for improving emotional and social development thought necessary. The Head Teacher or learning mentor may also liaise with support workers if required to ensure looked after children can access the school curriculum.

Complaints

A parent who is not satisfied with the provision made for a child with SEND should speak in the first instance speak to the child’s class teacher and then with the SENDCO and/or head teacher who will make every effort to resolve the problems. The school also publishes a complaints policy with gives detailed information about how complaints can be made and how they are addressed. This is available on the school website in the ‘policies’ section.

Local Offer for SEND

Pinders Primary Schools contribution to the local offer is published on the school website and the local authority Local offer is available at

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

Parents support

**WISENDSS**- **Wakefield Inclusion and Special Educational Needs / Disabilities Support Service** are committed to offering support and training at an individual or whole school level in the areas of Autism (ASD), Speech Language and Communication Needs (SLCN), Social Emotional and Mental Health (SEMH) and Learning Support.

<https://www.wakefieldparentcarers.co.uk/wisendss>

**Contact the WISENDSS team - WISENDSS@wakefield.gov.uk**