

Name of the School: England Lane Academy

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SEND Information Report

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At England Lane Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued, and respected. It is an essential part of England Lane Academy's aim to ensure that every member feels that they have equal opportunities and is treated fairly, regardless of their needs. We promote a 'whole school approach' to teaching and learning which involves staff adapting a model of high-quality inclusive practice. Every opportunity will be taken to ensure that all pupils with special educational needs and disabilities, along with every other pupil, are treated equally and fairly at all times. Our school aims to be an integral part of the wider community which values, enriches and provides diverse opportunities for all.

We aim to:

- Provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- Maximise each child's opportunities to experience success and achievement and to develop a positive self-image
- To remove barriers to learning by understanding the needs of all pupils

What kinds of needs can be supported at our academy?

At England Lane Academy we provide support for a range of needs, within the four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Examples of more specific needs that fall within these categories include:

- Visual Impairment
- Hearing Impairment
- Cerebral Palsy
- Speech Language and Communication difficulties
- Dyslexia
- DCD
- Autism
- Moderate learning difficulties
- Physical disability

Who can I talk to about my child's needs?

- The class teacher
- The SENCo (Special Educational Needs Co-ordinator)
- Assistant Principal or Head of Academy

How do we identify if your child may need additional help and / or has special educational needs (SEN)?

All children are different, so at England Lane Academy we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter the academy and throughout their school life. Children with additional and /or special educational needs are identified through a range of different methods. We work collaboratively with parents, pupils and staff to ensure that concerns are raised and listened to in a welcoming environment so that possible barriers are identified. We strive to identify pupils with barriers to learning at the earliest point; to support this all staff have had training. In conjunction with all of the above we use the Delta tracking system, lesson observations, book scrutiny, pupil voice and detailed observations to see if pupils may have additional needs.

Detailed below are the methods used by England Lane Academy to help identify pupils with additional needs;

- Parents informing the class teacher informally, in parents' evening or at a meeting with the Special Educational Needs Co-ordinator, Assistant Principal or Head Teacher.
- Teacher Assessment through the scrutiny of children's work, progress and achievement in every lesson. Academic achievement and progress reviewed/ monitored half termly and is then discussed during pupil progress meetings to identify barriers.
- Prior to a child attending our academy we gather information that allows us to plan for their needs and ensure that they settle into our academy happily and makes good progress in lessons. This includes discussions with outside agencies or organisations previously involved with the child, working with previous schools and educational settings, home visits for nursery children and reception children new to the school and where necessary visits to the previous school by arrangement.

When concerns are raised, we use a graduated approach to ensure that pupils gain the support needed.

How are SEND pupils supported?

All pupils have access to a broad and balanced curriculum with high quality teaching and learning. However, adaptations are made to ensure that every child is able to reach their full potential. The school provides:

- Tailored quality first teaching adapted to the needs of individuals.
- A high level of adult support (if appropriate) for children with Educational, Health and Care Plans
- Small group work within class
- Small group work and 1:1 support for emotional needs
- Thrive practitioners
- Regular liaison with external agencies and professionals
- Rigorous tracking and monitoring of pupil progress
- Interventions to support pupil progress
- Speech and Language therapy
- Support assistants in lessons to maximise pupils learning
- Extra-curricular activities
- SENCo available to support students and parents
- Key workers for SEN pupils
- Annual reviews for EHCP pupils

At England Lane Academy we also strive to ensure pupils non-academic needs are met and treated with as much importance. To support this, we have a 'positive approach' to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child protection and Safeguarding
- E-Safety
- Medical needs
- SEND

If necessary, we also support pupils' social and emotional development via individual support plans that teach social skills and coping strategies as well as access therapeutic support from outside agencies.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting appropriate learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A number of interventions which support learning, depending on the particular needs of the children, are organised. A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and these pupils will have Individual Support Plans which will be created by the class teacher, parents, child and SENCO outlining the child's specific needs. Individual Support Plans are agreed and reviewed regularly by class teachers, teaching assistants, child and parents in order to ensure the child's needs are being met. The premises have also been adapted to provide easy access for pupils with physical disabilities.

What SEND skills and training do our staff have? Staff members

All staff are trained in the requirements of:

- The new SEND Code of Practice

- The Equality Act
- All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND.
- CPD in staff meetings
- Personalised learning
- Whole school staff CPD
- SEN induction for new staff and trainee teachers
- School briefings
- Weekly support assistant meetings
- Weekly staff meetings
- Lesson observations/drop ins, learning walks, work scrutiny
- External agency training

Individual members of staff have attended courses relating to the particular needs of children they support. This has included: working with speech and language difficulties and managing behaviour.

Our teaching assistants (depending on their roles) have had training in the following areas:

- Precision Training
- Identifying pupils with Additional needs
- Play scripts
- Specific Speech and Language programmes
- Musical interaction
- Speech and Language
- Intensive interactions
- Attachment
- Phonics
- Rainbow words
- Alphabet arc
- Sensory Circuits
- Emotional regulation and recognition
- Trauma
- Thrive
- React UK – Positive handling
- De-escalation strategies
- ADHD
- Dyslexia
- ASD – Autism Education Training

How do we work in partnership with parents/carers of children with SEND?

Partnership with parents is a fundamental part of our SEND practice. Working collaboratively with parents is a key focus of the SEND policy and we strive to ensure that parents play a crucial part in every element from identification through to the level of support in place. Parents will have discussions with both the class teacher and SENCO through the initial stages of identification and will be consulted before pupils are placed on the Special Educational Needs Register. We have an open door policy so that parents can see the class teacher and/or the SENCO if they have a particular concern and would like a longer discussion. Meetings may also be held with other members of the senior leadership team. Parents of pupils, who require a graduated approach, will be invited to graduated approach review meetings at least three times a year. Within each SEN graduated approach, suggestions of how parents can support their child to achieve targets at home will be included. Pupils with SEN who have external agency support will be informed of suggestions and support in place as well as some parents being invited in to consult with external specialists, e.g. WISENDSS (Wakefield inclusion special educational needs and disability support services), FIM(Future in mind) in order to discuss and plan additional support for individuals. For some pupils with SEN, parents will be invited to an annual review meeting, e.g. pupils with an Educational Health and Care Plan or My Support Plans to discuss their child's progress with all professionals involved. In some cases, parents are offered expert training and advice sessions to give them additional support from services such as the Early SEND team. Parents/carers of pupils on the SEND register will be invited to a parents evening three times a year with the SENCO as well as regular coffee mornings.

How do we consult with children who have special educational needs and involve them in their education?

At England Lane Academy the pupil's views and opinions surrounding their learning and the school environment is extremely important. To ensure this children will participate in all decision making processes, target setting and contribute to reviewing their graduated approaches by having their views captured. Children will take part in a pupil voice at least three times a year to capture their feelings regarding a number of key aspects of their school day. This is used to review all areas of the provision in place for individual SEN pupils as well as the provision as a whole. As a result, children will feel confident that they are being listened to and their views valued. Where appropriate, pupils with Educational Health and Care Plans and My Support Plan will be given the opportunity to attend review meetings in order for their views to be heard.

How do we work with other agencies in meeting the needs of children with SEND?

Specialist expertise are sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- Local Authority – Wakefield inclusion special education needs and disabilities support service

- Local Authority - Visual Impairment and Hearing Impairment team
- Local Authority - WISENDSS Early SEND team
- Occupational Therapist
- Physiotherapist
- WASP
- Local Authority and Private - Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- CAMHS
- Social Care
- FIM – Future in mind

How do we prepare and support children to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

New pupils to England Lane Academy

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact their previous educational setting and meet with parents to complete necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school. Once we know that a child has SEND, we will meet with their parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. Some plans may also detail a “transition plan” to help a particular child settle into school easily and happily. However, this transition should only take a short amount of time and will be decided on during the initial meeting.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Whenever any child moves to another school we always pass on school records to the new school. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

If a child has SEND we also:

- Pass on all SEND records
- Liaise with the SENCo or a member of the senior management team at the new school to clarify any information and provide any necessary advice.
- For children with specific difficulties or EHCP plans, we usually organise some extra visits to the new school or work with them to help prepare them for the transition. For instance, the SENCo may help the child to compile a transition book of photographs, drawings and some writing which he/she then takes home to refer to.

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for a new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about change and a Transition book made to help support them.

What do I do if I have a concern about the quality or effectiveness of support your child is getting?

All teaching is monitored to ensure that it is of the sufficiently good quality by the academies leadership team and other agencies, such as OFSTED. This is done by observing lessons, reviewing books, assessing the appropriateness of the classroom environment for age group concerned, reviewing the progress of all children and seeking feedback from pupils and parents/carers. This information is reported to the school governors and reported in the minutes.

If you have any concerns about your child's well-being or academic progress at any time please contact school personnel in this order:

1. Class Teacher
2. SENCo
3. Assistant Principal
4. Head of Academy
5. Chair of Governors

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