



## SEN Information Report

Academy Name	Horbury Bridge CE J&I Academy
Date	September 2025
Written by	Cath Thompson
Annual Review Date	September 2026

### 1. Introduction and Legal Framework

As an academy, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)

## 2. The kinds of Special Educational Needs that are provided for in school

Under the New SEN Code of Practice 2014(15), a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Special Educational Needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

We aim to support all pupils with their learning journey and embrace an inclusive ethos.

## 4.The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

### Horbury Bridge Contact Details

1. SENDCO, Mrs Catherine Thompson  
Email: [sendco@horburybridge.enhanceacad.org.uk](mailto:sendco@horburybridge.enhanceacad.org.uk)
2. Headteacher, Mr Richard Tuddenham  
[Email:headteacher@horburybridge.enhanceacad.org.uk](mailto:headteacher@horburybridge.enhanceacad.org.uk)
3. SEND Governor, Mr David Fraser

Other contacts within Enhance Academy Trust

1. Jenni Machin, Trust SEND and Inclusion Lead
2. Anthony Grey, Educational Psychologist

Contacts within the Local Authority

1. Wakefield Local Offer, <http://wakefield.mylcaloffer.org>

#### 4. Policies for identifying children and young people with SEN and assessing their needs

There are a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our website. Parents/carers and pupils are invited to comment on any school policy by emailing the school.

List of all relevant Policies including:

- Behaviour Policy including Anti-bullying Strategy
- SEND Policy
- Safeguarding Policy
- Accessibility Policy
- Pupil Premium Strategy

#### 5. Identifying young people with SEND. Arrangements for consulting parents/carers of children with SEN and involving them in their child's education.

##### **How to raise initial concerns**

##### **Parents**

- Parents are welcome to discuss any concerns with the class teacher in the first instance.

- Teachers will pass this information onto the SENCO who will arrange a meeting with parents. Together we will agree on the next steps. This may involve the SENCO having further discussions with the class teacher and/or observing in class. The meeting will be recorded on a 'Conversation log'.

### **School**

At Horbury Bridge, we **assess** current skills and level of attainment on entry, which builds on previous settings and also throughout their time in our setting. Class teachers will be able to identify those whose progress;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Progress will not always mean academic progress. It may relate to social needs or physical needs etc.

NB: Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

- Class teachers will share any concerns with the SENCO who will observe briefly in class to see any strengths and difficulties.
- School will organise a meeting with parents and pupil (if appropriate) to attain their views and wishes and to discuss their child's strengths and difficulties. This will help school decide what support is required and whether it can be provided by adapting our core offer or whether something additional is needed. At this point, it may be appropriate to consider asking for the opinion of external experts e.g. Speech and language, paediatrician etc.
- Based on all information gathered, the SENCO will decide if the pupil needs SEN support and parents will be informed.
- Any pupil who is deemed as having SEND will be added to the school SEND Register.
- Parents will be invited to a meeting where their child will either be given:
  - A One Page learner profile (small changes to support progress)
  - Supporting Me to Learn Plan (this may include group or individual interventions.)
  - My Support Plan (for greater need) with a Supporting Me to learn plan running alongside it.
- During this meeting it is vital that the child's, parents' and school's views are collated. Everyone will be clear on what the outcomes and short-term targets are, and what interventions will be put in place.

- The One Page Learner Profiles and Supporting Me to learn Plans have sections on how parents can support their child's learning so that home and school can work together.

#### **Other ways parents can support child's learning**

- Teachers suggest ways of supporting all children's learning through the curriculum organisers that are shared with parents.
- The class teacher or SENDCo may suggest additional ways of supporting your child's learning through a note in your child's reading diary, at parents' evenings or by arranging a meeting with you.
- Outside agencies may suggest advice or programmes of study that can be used at home.

### 6. Arrangements for consulting with young people with SEN and involving them in their education.

Where appropriate, children's views and opinions of what they feel their strengths/difficulties are, are considered, during the process of identifying if they have an SEN need.

At Horbury Bridge, the child is involved in understanding their targets set as well as parents.

They are also involved in the reviewing process (see below)

### 7. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **ASSESS**- gathering information, observations, data, speaking with class teacher, SENCO, parents, pupil, professionals and establishing child's strengths and areas of improvement (see section 5)
- **PLAN**- based on assessment, specific support/interventions are planned with clear outcomes and timelines in place. Collaboration with parent/pupil is essential (see section 5)
- **DO**-plan is put into practice.

- **REVIEW**-Teacher and/or SENCO holds a review meeting with parent and pupil (if appropriate) every term evaluating the child's progress towards the agreed outcomes and determine if any adjustments are needed.

NB Children who have an EHCP will have a supporting me to learn plan running alongside it. They will also follow the Assess, Plan, Do, Review process

#### **Other ways of understanding how progress is being made**

- Staff are readily accessible for informal discussions and available by appointment to discuss progress.
- Parents will also be able to discuss their child's progress at Parents' Progress Evenings which are held twice a year. These involve the child, parent and teacher in discussion of the child's learning and next steps.
- End of year reports also inform parents about children's attainment and progress.

NB If a child with SEN makes significant progress, achieving all outcomes with their performance and development aligning with their peers, then they can exit the SEND register. Agreement from parents, school, and pupil voice are needed.

8. Arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

#### ***If your child is joining us:***

- Discussions between the previous school/nursery take place prior to the child joining
- Wherever possible, the class teacher from Horbury Bridge will visit the pupil's current setting prior to them attending our school.
- The class teacher will meet parents/carers prior to their child joining the school to discuss their child's needs.
- Organisation of a transition support worker can help a pupil with additional needs when transitioning to our school.

#### ***When moving classes in school:***

- Within our school, transitions between classes occur in the Summer term. All children attend a transition session spending time with their new class teacher. If children require extra sessions then this is arranged.
- Both the current teacher and the next years teacher meet in the Summer term to discuss the pupil's SEN needs.

- Photo books are given to Reception children and parents to support the smooth transition to Year 1. Photo books are also given to those children with additional needs, where transition is particularly difficult.

***If your child is leaving school:***

- Secondary school staff visit children prior to them joining their new school and discuss individual needs with the current class teacher.
- The majority of our children go to Horbury Academy. Y6 children will visit their Secondary School with members of our staff. Additional visits are arranged for children who need extra time in their next school
- The SENDCo liaises with the SENDCos from the secondary schools and discusses information regarding SEN children. These meetings can also involve parents.
- Organisation of a transition support worker can help a pupil with additional needs when beginning their secondary school.
- When a child transitions, their paperwork will be sent securely to their next setting and stored in line with guidance/retention policy.

## 9. Approach to teaching children and young people with SEN. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

Class teachers plan lessons according to the specific needs of all groups of children in their class and we will ensure that your child's needs are met through a variety of means. This may include;

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing slopes etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing scaffolds etc
- Taking into consideration the adaptations that can be made to the class environment e.g. not too 'busy', hessian display boards, adapting lighting etc
- See SEND Provision map below.

## 10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All staff have some training related to SEND. Training is ongoing and revisited on a regular basis. Some staff who support children with SEND are also trained in delivering more specialised support programmes and interventions eg speech and language, ASD strategies, hearing impairment, learning difficulties. Our SENDCo keeps up to date with the latest good practice through training and liaison with the trust and Local Authority SEN services.

Sometimes specialist help is required so that pupils are offered the support they need. We work with external services to meet the needs of our pupils with SEN and to support our families. This is usually via a referral system.

These include:

- Speech and language therapists
- Educational Psychologists
- Occupational Therapists
- GP's and paediatricians
- School nurses
- Wisendss
- Child and adolescent mental health services (CAMHS)
- Future in Mind
- Education Welfare Officers
- Social services and other LA provided support services
- Voluntary sector organisations
- Compass

The above organisations offer support to parents/ carers and young people with SEN in different ways depending on need, but in all cases the child with SEN will be at the heart of it. Their voice is important.

## 11. Evaluating the effectiveness of the provision made for children and young people with SEN

We will evaluate the effectiveness of provision for children with SEN by:

- Reviewing their progress towards their goals every term
- Having discussions with pupils regarding how well they are doing and what is helping them
- Monitoring by the SENDCo
- Using intervention trackers

- Holding regular pupil progress meetings-teacher, SENDCo and Headteacher
- Holding yearly meetings if the pupil has an Education Health and Care Plan

## 12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- All school visits and outdoor learning opportunities are planned for all children, regardless of need.
- All pupils are encouraged to go on our school trips including residential.
- A risk assessment will be carried out and procedures put in place to enable all children to participate.
- All pupils are encouraged to participate in sports days, wellbeing week and school productions as well as the potential to take an active role as a Wellbeing Warrior.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 13. Support for improving emotional and social development.

- We provide additional emotional/wellbeing support for listening to the views of pupils with SEN through adults who they trust. This may include regular check in times or more regular 1-1 time. Mrs Thompson, the school's SENCO and mental health and wellbeing lead heads this.
- Pupils with SEN will be encouraged to be part of our Wellbeing Warrior Team.
- School can access external agencies to support a child's mental health and wellbeing. This includes Future in Mind and Wakefield Family hubs who run Aspirations interventions.
- We have a 'zero tolerance' approach to bullying.

## 14. Arrangements for supporting children and young people who are looked after by the local authority and have SEN

Richard Tuddenham (Headteacher) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 15. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:  
<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

\*Admission

\*Exclusion

\*Provision of education and associated services

\*Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## SEND Provision

	<b>Whole Academy Approach</b>	<b>Targeted support for individuals or small groups (short/medium term support)</b>	<b>Specialised individual support (longer term support)</b>
<b>Curriculum, Teaching and Learning Approaches</b>	<p>Quality First Teaching curriculum Work is scaffolded to meet the needs of the individual. Visual timetables Stimulating learning environment Broad curriculum which is progressive. Pupils build on skills year on year. Ongoing formative teacher assessment identifying strengths, gaps and informing planning Talk Partners Support Assistants depending on age and needs of the class Termly advice and review meetings with Educational Psychologist and Learning Support Service Parent progress meetings twice a year and end of year report. The Academy has good partnerships and relationships with parents, with staff readily available to discuss concerns</p>	<p>Targeted small group and individual intervention strategies to meet the needs of different children. This support can happen within the classroom or on occasions outside the class.</p> <p>Teaching approaches adapted for different groups of learners</p> <p>Formal and informal meetings to update parents</p>	<p>For some pupils more individualised learning is needed. Outside agencies may have been accessed to support the pupil. See below for e.g's:</p> <p>Learning Support Service referral Educational Psychology referral Speech and Language</p> <p>Our school works with professionals with these agencies to create Supporting me to learn plans for each pupil. This includes targets agreed by teacher, pupil and parent.</p> <p>Specific 1:1 programmes run to meet the needs of the child linked to their targets.</p> <p>Meetings to inform and update parents of progress</p>
<b>Physical</b>	<p>The Academy is compliant with the DDA regulations</p>	<p>Intervention groups to meet the needs of small groups and individual children may include</p>	<p>Programmes to address specific needs delivered by trained support staff including: Speech and Language</p>

	<p>All pupils Y1-6 have 2 PE lessons per week. Foundation children have 1 PE lesson a week plus outdoor provision on a daily basis.</p> <p>All children access Forest School every other week. (Early Years-once a week)</p> <p>Large and small outdoor equipment is used every day during breaks.</p> <p>After school clubs and sporting competitions support physical development skills.</p>	<p>activities to develop gross and fine motor skills such as the Fit to Learn programme</p>	<p>Occupational Therapy Physiotherapy</p> <p>Individualised 'Power Up' movement breaks are used when needed.</p> <p>Sensory circuit used for readiness for learning</p> <p>Specialist resources and equipment as advised by specialist agencies eg writing slope, balance cushion, support chair, pencil grip.</p> <p>There is access to a disabled toilet in school. All entrances to school are wheelchair accessible.</p> <p>There are individual risk assessments in place</p>
<p><b>Emotional and Well Being</b></p>	<p>Pupils are encouraged to see themselves as individuals, as part of a class and as part of a school, with shared responsibilities and values.</p> <p>Pastoral care: All staff take responsibility for all children; know and respond to them as individuals</p> <p>Before and after school club is available for all children</p> <p>Positive Behaviour systems and rewards</p> <p>Talk Partners</p>	<p>Social skills groups eg Time To Talk</p> <p>Future in Mind run small group workshops based on the needs of specific children</p> <p>Aspirations group-to build self-confidence and positive self image</p> <p>Playdough therapy to support individual needs around emotions and wellbeing</p> <p>Individual behaviour targets</p> <p>Lego therapy</p>	<p>Specific support and intervention to meet the needs of the child</p> <p>Referral to specific services as necessary including:</p> <p>COMPASS</p> <p>Educational Psychologist referral</p> <p>CAMHS referral</p> <p>Targeted Youth Support</p> <p>Social Services referral and Family Support such as Common Assessment Framework (CAF) or Child In Need (CiN) process</p> <p>CIAT (Communication and InterAction Team)</p> <p>Future in Mind-individual/family support</p>

	<p>Broad curriculum promoting individual skills and achievements eg in music, cooking, outdoor learning (Forest Schools)</p> <p>Areas of class/school to become safe spaces for individuals</p>	<p>SPARC</p> <p>Response to and support for individual short term needs</p>	
<p><b>Support</b></p>	<p>At some point in the day all classes have support from a teaching assistant as well as a teacher. This allows for additional support for all children in class, helping them achieve their potential.</p>	<p>Small groups of children to have support from teacher or teaching assistant. Parents to be informed of this support.</p>	<p>Some children will need additional 1-1 support. This will usually be accessed by a My Support Plan or Educational Health and Care Plan.</p> <p>Support for individuals 1-1 with an adult, or working with a child in a small group or working close to the child to encourage independence and friendship with peers.</p> <p>Resources purchased for an individual's need</p> <p>Individual visual timetable or other visual prompts to support structure of the day</p> <p>If a pupil does not have an EHCP, staff can still provide a pupil with 1-1 support depending upon budget and staffing</p> <p>Activity Tick lists are used to support SEN pupils in class. They help pupils engage with meaningful learning within an inclusive context. This approach means that children benefit from a scaffold, which is easy to follow, but which encourages independence.</p>

<p><b>Teaching Approaches</b></p>	<p>All children to be actively engaged in learning through different teaching approaches which involves whole class, group work, paired and individual learning</p> <p>A no hands up approach as appropriate</p> <p>Teaching to involve visual, auditory and kinaesthetic learning.</p>	<p>Small group interventions usually practical, involving multi-sensory learning</p> <p>Interventions may not always have an obvious link to area of need. e.g. music interaction used for a child who lacks attention or who finds it tricky to take turns</p>	<p>Highly individualised teaching tailored to needs/interests of the child</p> <p>Teaching approaches may involve a great deal of overlearning and repetition.</p> <p>Specific techniques include word webs, precision teaching.</p>
<p><b>Transition</b></p>	<p>Strong links with local secondary academies (Horbury and Ossett) including conversations about individuals at transition</p> <p>Participation in workshops and activities hosted at the secondary academies eg inter school sports events hosted at Horbury Academy</p> <p>Transition programme and ‘taster’ visits to secondary academies</p> <p>All records securely shared and stored in line with guidance with next provider of education</p> <p>‘Moving up’ sessions to the next class within school</p> <p>Transition mornings for children coming into Nursery</p>	<p>Sharing of key information between staff including use of One Page Learner Profiles</p>	<p>Transition annual review involving SENDCo of receiving school</p> <p>Photo story book of next class/school</p> <p>Additional visits to the new school</p>

