

Special educational needs (SEN) information report

Featherstone All Saints CofE Academy



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on the website which is linked below:

[School Policies : Featherstone All Saints CofE School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs however it is important to note that this list is not exhaustive and all pupils are included in daily school life:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

At Featherstone All Saints, every child with SEND is supported through a graduated approach involving a range of staff, depending on their individual needs.

Class teachers have the primary responsibility for ensuring that pupils with SEND make progress. They adapt teaching, provide appropriate support within lessons and work closely with parents, the SENDCo and support staff to meet individual needs.

Teaching assistants (TAs) work alongside teachers to deliver targeted interventions, reinforce learning, support pupils' social and emotional development and, where appropriate, provide individual or small group support.

The school's **SENDCo** oversees SEND provision across the school, coordinates support plans, liaises with parents and external professionals, monitors pupil progress and ensures that staff receive appropriate guidance and training.

Where additional expertise is required, the school works with a range of **external professionals**, which may include:

- Educational Psychologists
- Specialist SEND support services (WISENDSS)
- Speech and Language Therapists
- Occupational Therapists
- Health professionals
- Behaviour and inclusion specialists
- Other agencies relevant to a child's individual needs

Staff training

The school is committed to ensuring that staff have the skills and knowledge needed to support pupils with SEND effectively. Training is provided on both a whole-school and individual basis.

Staff have received training in areas including:

- SEND identification and provision
- The graduated approach to SEND support
- Specific learning difficulties and additional needs
- Speech, language and communication needs
- Social, emotional and mental health needs
- Behaviour support approaches
- REACT training
- Working with external specialists to implement recommended strategies and interventions

Where a pupil has a particular need, additional bespoke training may be provided by visiting specialists to ensure that staff are equipped to meet that need successfully.

The effectiveness of support is reviewed regularly through EHCP reviews, reviews of Supporting Me to Learn Plans (SMTLPs), My Support Plans (MSPs), pupil progress meetings and discussions with parents, pupils and external agencies where appropriate.

Our special educational needs co-ordinator, or SENCO

Our SENCO is **Dianne Tunningley**.

They have **12 years** experience in this role and have worked as **a class teacher and SENCO within the academy since academisation**. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination and have been a practicing SENCO since.

They are allocated **0.5 days** a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff have received trauma informed practice training to help them to understand how to work with pupils who have previously suffered trauma.

Teaching assistants (TAs)

We have a team of 9 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All teaching assistants are trained to deliver a range of interventions; this training is delivered largely in house by the SENCO or other named leader, but this is sometimes delivered by external professionals where appropriate. The range of interventions which teaching assistants are trained to deliver are:

SaLT

Lego Therapy

Social Communication Interventions

Phonics

Attention Autism

In the last academic year, TAs have been trained in:

Phonics

This academic year, training is planned for Musical Interaction

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

➤ Education Services

- Educational Psychologist (EP)
- Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS)
- Specialist Teacher Services
- Behaviour and Inclusion Support Services

➤ Health Services

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nursing Service
- Paediatricians and other medical professionals

➤ Social, Emotional and Mental Health Support

- CAMHS (Child and Adolescent Mental Health Services)
- SEMH and behaviour support teams
- Counselling or therapeutic services where appropriate

➤ Family and Multi-Agency Support

- Early Help Services
- Social Care
- Family support workers
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

➤ Other Specialist Agencies

- Sensory impairment services (hearing and visual impairment support)
- Autism support services
- Services supporting pupils with physical disabilities or complex medical needs

- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations (Salvation Army)

3. What should I do if I think my child has SEN?

If you think your child may have Special Educational Needs (SEN), you should speak to your child's **class teacher** in the first instance. Teachers monitor pupils' progress and development closely and can discuss any concerns you may have about your child's learning, communication, behaviour, social development or emotional wellbeing.

The class teacher will work with you to understand your concerns and may implement additional support and monitoring within the classroom. If concerns remain, the teacher may consult with the **SENDCo** to discuss your child's needs in more detail.

The school follows a graduated approach to support. This may include:

- Gathering information from parents, teachers and the child.
- Assessing your child's strengths and areas of need.
- Implementing targeted support and strategies.
- Monitoring and reviewing progress over time.

Where appropriate, your child may be placed on a **Supporting Me to Learn Plan (SMTLP)** and support will be reviewed regularly with parents. If further support is required, the school may involve external professionals and, where necessary, develop a **My Support Plan (MSP)**.

Parents are encouraged to share concerns as early as possible so that the school can work in partnership with them to identify needs and provide appropriate support. The school values parental involvement and will keep parents informed throughout the process.

4. How will the school know if my child needs SEN support?

At Featherstone All Saints, children are identified as needing additional support through ongoing assessment, monitoring and discussion between staff, parents and, where appropriate, the child.

Concerns may be identified through:

- Regular teacher assessment and monitoring of progress.
- Pupil progress meetings and analysis of attainment data.
- Concerns raised by parents or carers.
- Concerns raised by teachers or other school staff.
- Difficulties with communication, learning, behaviour, social interaction or emotional wellbeing.
- Information received from a child's previous school or setting.
- Advice from external agencies or health professionals.

Where a child is not making the expected progress, the class teacher will gather evidence, implement appropriate support and monitor the impact of any strategies used. Parents will be involved throughout this process and their views will be considered alongside those of school staff.

If concerns continue, the class teacher will work with the SENDCo to assess your child's needs more closely. The school may then place your child on a **Supporting Me to Learn Plan (SMTLP)** and additional support strategies will be agreed, implemented and reviewed. Where further assessment or specialist advice is needed, external agencies may be involved to help identify needs and recommend appropriate provision.

The school follows a graduated approach of **assess, plan, do and review**, ensuring that support is tailored to each child's individual needs and adjusted in response to their progress. Parents are fully involved at each stage of the process.

5. How will the school measure my child's progress?

At Featherstone All Saints, your child's progress will be monitored regularly through a combination of teacher assessment, school tracking systems and reviews of any additional support they receive.

Progress is measured through:

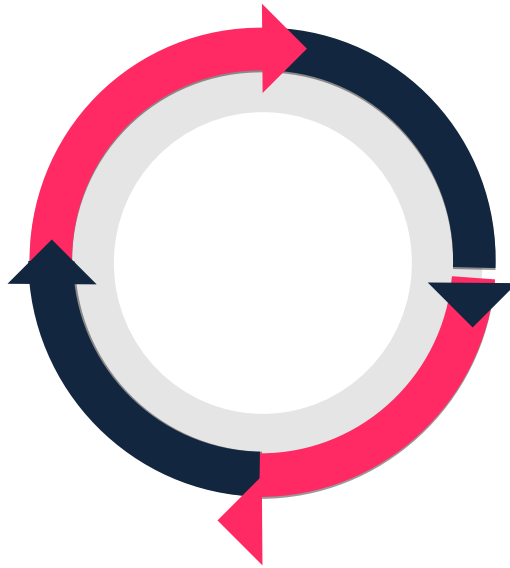
- Daily assessment of learning in the classroom.
- Termly assessments and ongoing teacher judgements.
- Regular monitoring of attainment and progress against age-related expectations.
- Pupil progress meetings involving teachers and school leaders.
- Reviews of individual targets and outcomes set within a **Supporting Me to Learn Plan (SMTLP)** or **My Support Plan (MSP)**.
- Observations of your child's social, emotional and behavioural development.
- Feedback from parents, pupils and external professionals where appropriate.

The class teacher and SENDCo will review the impact of any interventions or additional support provided. If your child is not making the expected progress, support may be adapted, increased or specialist advice sought to ensure their needs are met effectively.

Parents will be involved in reviewing progress and discussing next steps. Review meetings provide opportunities to celebrate achievements, consider barriers to learning and agree new targets and support strategies.

For pupils with an **Education, Health and Care Plan (EHCP)**, progress towards the outcomes identified in the plan will be monitored regularly and formally reviewed at least annually through an Annual Review meeting involving parents, school staff and relevant professionals.

The school uses the **assess, plan, do, review** cycle to ensure that support remains appropriate and that progress is carefully tracked over time, enabling provision to be adjusted whenever necessary.



6. How will I be involved in decisions made about my child's education?

At Featherstone All Saints, parents and carers are viewed as key partners in their child's education and are encouraged to be actively involved in all decisions regarding SEND support.

You will be involved through:

- Regular discussions with your child's class teacher about progress, attainment and any concerns.
- Meetings with the SENDCo to discuss your child's needs and the support being provided.
- Contributing to the creation, review and evaluation of your child's **Supporting Me to Learn Plan (SMTLP)** or **My Support Plan (MSP)**.
- Sharing your views about your child's strengths, needs and aspirations.
- Reviewing targets and agreeing next steps for support.
- Being consulted before referrals are made to external agencies or specialist services.
- Receiving information about the outcomes of assessments, interventions and external professional advice.

The school will keep you informed about the support your child is receiving and the progress they are making. Your views will be considered alongside those of your child, school staff and any involved professionals when decisions are made about provision and support.

Where a child has an **Education, Health and Care Plan (EHCP)**, parents are invited to attend and contribute to the annual review process, helping to evaluate progress towards outcomes and plan future provision.

The school values open communication and encourages parents to contact the class teacher or SENDCo whenever they have questions or concerns. Working together ensures that support is tailored to meet each child's individual needs and enables the best possible outcomes for the child.

7. How will my child be involved in decisions made about their education?

At Featherstone All Saints, we believe that children should be actively involved in decisions about their education and support. We seek to understand each child's views, wishes and aspirations and ensure that these are taken into account when planning and reviewing provision.

Your child may be involved through:

- Discussions with their class teacher about how they are getting on in school and any support they feel helps them to learn.
- Contributing to their **One Page Profile**, sharing what is important to them, what they enjoy and how adults can best support them.
- Participating in reviews of their **Supporting Me to Learn Plan (SMTLP)** or **My Support Plan (MSP)**, where appropriate.
- Setting and reviewing personal targets.
- Sharing their views about their learning, friendships, wellbeing and any challenges they may be experiencing.
- Completing pupil voice activities, questionnaires or conversations with staff.

The school recognises that children are experts in their own experiences and encourages them to express their views in a way that is appropriate to their age and level of understanding. Staff will ensure that pupils feel listened to and that their opinions are considered when decisions are made about support and provision.

Where a child has an **Education, Health and Care Plan (EHCP)**, they will be encouraged to contribute to the annual review process and to share their aspirations, achievements and views about the support they receive.

By involving pupils in decision-making, the school aims to develop independence, confidence and ownership of their learning, helping them to achieve the best possible outcomes.

8. How will the school adapt its teaching for my child?

At Featherstone All Saints, teaching is adapted to meet the individual needs of all pupils, including those with SEND. The school follows a graduated approach to support, ensuring that teaching and provision are tailored to help each child achieve their full potential.

Your child's class teacher will remain responsible for their learning and will make appropriate adjustments to support their needs. These adaptations may include:

- Differentiating learning activities to match your child's level of understanding and ability.
- Adapting teaching methods and resources to ensure that learning is accessible.
- Providing visual aids, practical resources and additional modelling to support learning.
- Offering targeted support through small-group or individual interventions.
- Using strategies recommended by the SENDCo or external professionals.
- Making adjustments to the classroom environment to support learning, concentration and independence.
- Providing additional adult support where appropriate.
- Using assistive technology or specialised equipment if required.

Where a child requires SEND support, specific strategies and targets may be recorded in a **Supporting Me to Learn Plan (SMTLP)** and reviewed regularly with parents and the child. Some pupils may also have a **One Page Profile**, which helps staff understand their strengths, interests and the approaches that support them most effectively.

If specialist advice is needed, the school may seek support from external professionals such as educational psychologists, speech and language therapists or specialist teachers. Recommendations from these professionals will be incorporated into classroom practice and intervention programmes.

The impact of any adaptations will be monitored through the **assess, plan, do, review** cycle to ensure that support remains effective and responsive to your child's changing needs. Adjustments will be reviewed regularly and amended as necessary to help your child make the best possible progress.

We may also provide the following interventions:

Insert list of interventions provided at your school

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Lego therapy Socials skills interventions Attention Autism
	Speech and language difficulties	Speech and language therapy Wellcomm
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Use of technology

	Moderate learning difficulties	
	Severe learning difficulties	Bespoke curriculum to meet the needs of individuals
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Circuits Wobble cushions Therabands
	Adverse childhood experiences and/or mental health issues	Nurture groups Anger gremlin Anxiety gremlin
Sensory and/or physical	Hearing impairment	Workstation altered Priority seating for view of teacher
	Visual impairment	Limiting classroom displays Use of technology
	Multi-sensory impairment	
	Physical impairment	Based on individual needs of pupils

These interventions are part of our contribution to Wakefield's local offer.

9. How will the school evaluate whether the support in place is helping my child?

At Featherstone All Saints, the effectiveness of SEND support is reviewed regularly to ensure that it is helping your child make progress and achieve their individual outcomes.

The school evaluates support through:

- Ongoing assessment by the class teacher of your child's learning, development and wellbeing.
- Regular monitoring of progress against age-related expectations and individual targets.
- Reviews of **Supporting Me to Learn Plans (SMTLPs)** to evaluate the impact of strategies and interventions.
- Reviews of **My Support Plans (MSPs)** where these are in place.
- Discussions with your child about how they feel their support is helping them.
- Feedback from parents and carers regarding progress at home and in school.

- Analysis of intervention programmes to determine whether they are having a positive impact.
- Monitoring and guidance from the SENDCo.
- Advice and review from external professionals where they are involved.

The school follows an **assess, plan, do, review** approach. This means that support is continually reviewed and adjusted in response to your child's progress. If a strategy or intervention is not having the desired impact, changes will be made to ensure that provision better meets your child's needs.

Parents are involved in review meetings and will be kept informed about the progress their child is making. Together with school staff, they will discuss what is working well, any ongoing concerns and the next steps needed to support continued progress.

For pupils with an **Education, Health and Care Plan (EHCP)**, progress towards agreed outcomes is reviewed regularly and formally discussed at the Annual Review meeting. This ensures that provision remains appropriate and that the support in place continues to meet the child's identified needs.

Through regular monitoring, review and collaboration with pupils, parents and professionals, the school aims to ensure that all SEND provision has a positive impact and enables children to achieve the best possible outcomes.

10. How will the school resources be secured for my child?

At Featherstone All Saints, the support and resources provided for children with SEND are determined by their individual needs and are reviewed regularly to ensure they remain appropriate and effective.

The school provides a range of support through its **ordinarily available provision**, which may include:

- Adapted teaching and learning resources.
- Targeted interventions and support programmes.
- Support from teaching assistants.
- Access to specialist equipment, resources or strategies where required.
- Advice and guidance from the SENDCo and external professionals.

The class teacher and SENDCo work together to identify the resources needed to support your child. These needs are discussed with parents and may be recorded within a **Supporting Me to Learn Plan (SMTLP)** or **My Support Plan (MSP)**.

Where a child's needs require provision that is additional to or different from that normally available in school, the SENDCo may seek advice from external agencies and specialist services. Recommendations from these professionals help to identify any additional resources, equipment or support that may be required.

For pupils with more complex needs, the school may apply for additional funding through the local authority. Where a child has an **Education, Health and Care Plan (EHCP)**, resources and support are allocated in line with the provision specified within the plan.

The school regularly reviews the impact of the support and resources provided through the **assess, plan, do, review** cycle. This ensures that resources are used effectively and adapted as a child's needs change over time.

Parents are involved in discussions about provision and support, and the school works in partnership with families and other professionals to ensure that appropriate resources are secured to help each child achieve the best possible outcomes.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Featherstone All Saints, we are committed to ensuring that all pupils, including those with SEND, are fully included in the life of the school and have equal opportunities to participate in learning and wider school activities.

We achieve this by:

- Providing high-quality, inclusive teaching that enables all pupils to access the curriculum alongside their peers.
- Making reasonable adjustments to teaching, resources and the learning environment to meet individual needs.
- Using adapted resources, equipment or specialist strategies where required.
- Ensuring that pupils with SEND are able to take part in educational visits, sporting events, clubs, enrichment activities and wider school experiences.
- Providing additional adult support when needed to enable participation and independence.
- Working closely with parents, pupils and external professionals to identify and remove potential barriers to inclusion.
- Promoting positive relationships, respect and understanding among all pupils.

Staff carefully consider each child's individual needs when planning lessons, enrichment opportunities and school events. Risk assessments and support arrangements are put in place where necessary to ensure that pupils can participate safely and successfully.

The school also supports pupils' social and emotional development by encouraging participation in friendship groups, collaborative learning activities, school events and leadership opportunities. This helps pupils develop confidence, independence and a sense of belonging within the school community.

Where a child has a **Supporting Me to Learn Plan (SMTLP)**, **My Support Plan (MSP)** or **Education, Health and Care Plan (EHCP)**, any adaptations or support required to ensure inclusion will be identified and reviewed regularly.

The school believes that every child should have the opportunity to participate fully in all aspects of school life and works hard to ensure that pupils with SEND learn, play and succeed alongside their peers wherever possible.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Featherstone All Saints, admissions are managed in line with the school's published admissions arrangements and the requirements of the Local Authority. Children with Special Educational Needs and Disabilities (SEND) are welcomed and valued as members of the school community.

The school does not discriminate against pupils because of a special educational need or disability. Applications are considered in the same fair and transparent way as those for all other pupils.

For children with an **Education, Health and Care Plan (EHCP)**, the Local Authority consults with the school before naming it within the EHCP. Where the school is named in a child's EHCP, the school will work with the Local Authority, parents and any relevant professionals to prepare for a successful admission and transition into school.

To support a smooth start, the school may:

- Meet with parents and carers before admission.
- Liaise with previous schools, nurseries or other settings.
- Gather information from external professionals involved with the child.
- Identify any reasonable adjustments, resources or support required.
- Plan appropriate transition arrangements to help the child settle successfully.

The school is committed to ensuring that pupils with SEND or disabilities have equal access to education and school life. Any necessary adaptations or support will be considered to ensure that barriers to learning and participation are reduced wherever possible.

Parents who would like further information about admissions for pupils with SEND are encouraged to contact the school or the SENDCo, who will be happy to discuss individual circumstances and the support available.

13. How does the school support pupils with disabilities?

At Featherstone All Saints, we are committed to ensuring that pupils with disabilities are able to access all aspects of school life and achieve their full potential. The school makes reasonable adjustments to reduce barriers to learning and participation and to ensure that pupils with disabilities are included alongside their peers wherever possible.

The school supports pupils with disabilities by:

- Working closely with parents, carers and external professionals to understand each child's individual needs.
- Making adaptations to teaching, learning activities and classroom organisation where required.
- Providing appropriate resources, specialist equipment or assistive technology to support access to learning.
- Ensuring that the curriculum is accessible through differentiated teaching and tailored support.
- Providing additional adult support where necessary.
- Developing individual support plans, such as **Supporting Me to Learn Plans (SMTLPs)** or **My Support Plans (MSPs)**, to identify and monitor suitable provision.
- Seeking advice from specialist services, health professionals and support agencies when additional expertise is required.

The school building is largely on a single level and includes facilities such as a disabled toilet to support accessibility. ICT and other resources are used where appropriate to help pupils access learning and participate fully in school activities.

Pupils with disabilities are encouraged and supported to take part in all aspects of school life, including:

- Lessons and curriculum activities.
- Educational visits and residential experiences.
- Clubs and enrichment activities.
- Sporting events and competitions.
- Worship, performances and wider school events.

Where necessary, risk assessments and reasonable adjustments are put in place to ensure that pupils can participate safely and successfully.

The school works in partnership with families and outside agencies to monitor the effectiveness of support and make adjustments as pupils' needs change. The aim is to promote independence, achievement, wellbeing and full inclusion for every pupil with a disability.

14. How will the school support my child's mental health, and emotional and social development?

At Featherstone All Saints, we recognise that a child's emotional wellbeing and mental health are fundamental to their ability to learn, develop positive relationships and succeed in school. We are committed to providing a caring, inclusive environment where all pupils feel safe, valued and supported.

Support for pupils' social, emotional and mental health may include:

- High-quality pastoral support from class teachers and support staff.
- Positive behaviour systems that promote self-esteem, resilience and good relationships.
- Opportunities for pupils to share their views and discuss any worries or concerns with trusted adults.
- Individual support and targeted interventions for pupils experiencing social, emotional or behavioural difficulties.

- Support through a **Supporting Me to Learn Plan (SMTLP)** or **My Support Plan (MSP)** where emotional wellbeing is identified as an area of need.
- Close partnership working with parents and carers to ensure a consistent approach between home and school.
- Access to specialist advice and support from external agencies where appropriate.

The school promotes inclusion and encourages all pupils to develop positive friendships, confidence, independence and self-regulation skills. Staff monitor pupils' wellbeing as part of their ongoing support and work proactively to identify and address any barriers to learning.

Where a pupil requires more specialised support, the school may seek advice from external professionals such as educational psychologists, behaviour support services, CAMHS, the school nursing service or other appropriate agencies. Parents will be involved in planning and reviewing any additional support provided.

The effectiveness of support is reviewed regularly through discussions with pupils, parents, school staff and external professionals. This ensures that provision remains responsive to the changing needs of the child and promotes positive outcomes for their wellbeing, personal development and learning.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching pupils first and foremost, what bullying is. We discuss protected characteristics and discrimination regularly as part of the weekly worship cycle and in classes. More information can be found in the school Anti-bullying policy ([School Policies : Featherstone All Saints CofE School](#))

15. What support will be available for my child as they transition between classes or settings?

At Featherstone All Saints, we recognise that transitions can be a significant time for children, particularly those with SEND. We work closely with pupils, families and professionals to ensure that transitions are carefully planned and tailored to individual needs.

Support may include:

- Meetings between current and receiving teachers to share relevant information about a child's strengths, needs and successful support strategies.
- Transition visits to new classrooms and opportunities to meet new staff before the move takes place.
- Additional visits and transition activities for pupils who may benefit from increased preparation and familiarity.
- Individual transition plans where additional support is required.
- Updated **One Page Profiles**, **Supporting Me to Learn Plans (SMTLPs)** and **My Support Plans (MSPs)** being shared with relevant staff to ensure continuity of support.
- Discussions with parents and carers to identify and address any concerns about the transition process.
- Opportunities for pupils to discuss their feelings, ask questions and become familiar with changes in routine and expectations.

When pupils transfer to a new school or educational setting, the SENDCo and relevant staff work closely with the receiving school to ensure that information is transferred appropriately. This may include:

- Sharing SEND records, assessments and support plans.
- Meetings with receiving staff and external professionals where appropriate.
- Additional transition visits for pupils with higher levels of need.
- Support for pupils moving to secondary school through carefully planned transition programmes.

For children joining the school from nursery or another setting, staff liaise with parents, previous settings and other professionals to gather information about the child's needs and ensure suitable provision is in place from the outset.

Our aim is to ensure that all pupils feel confident, well prepared and supported during periods of change so that they can continue to thrive both academically and emotionally.

16. What support is in place for looked-after and previously looked-after children with SEN?

At Featherstone All Saints, we recognise that looked-after and previously looked-after children may face additional barriers to learning and achievement. Where a child is identified as having SEND, we work closely with families, carers and other professionals to ensure that support is carefully planned and coordinated.

The school works in partnership with:

- Parents, carers and families.
- The Virtual School.
- Social workers and other relevant professionals.
- Educational psychologists and specialist services.
- Health professionals and external agencies involved in supporting the child.

The SENDCo works closely with the school's Designated Teacher for Looked-After and Previously Looked-After Children to ensure that a coordinated approach is taken to meeting the child's needs.

Support may include:

- Regular monitoring of academic progress, attendance and wellbeing.
- Individual SEND support through a Supporting Me to Learn Plan (SMTLP), My Support Plan (MSP) or Education, Health and Care Plan (EHCP), where appropriate.
- Additional pastoral support to promote emotional wellbeing and resilience.
- Targeted interventions to address identified barriers to learning.
- Careful planning during periods of transition between classes, key stages or schools.
- Multi-agency working to ensure consistent support across education, health and social care services.

The school is committed to promoting achievement, inclusion, stability and positive outcomes for all looked-after and previously looked-after children with SEND. Their progress, wellbeing and educational needs are reviewed regularly to ensure that appropriate support remains in place and is having a positive impact.

Philip Burton (Headteacher and Designated teacher for LAC) will work with Dianne Tunningley, our SENCO, to 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 SEN. 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.

17. What should I do if I have a complaint about my child's SEN support?

At Featherstone All Saints, we work closely with parents and carers and aim to resolve any concerns as quickly as possible through open communication and partnership working.

If you have concerns about your child's SEND provision, you should:

1. **Speak to your child's class teacher** in the first instance, as many concerns can be resolved through discussion and clarification of the support being provided.
2. If your concerns remain, **contact the SENDCo**, who will discuss the issues with you, review the provision in place and work with you to identify an appropriate way forward.
3. If you are still dissatisfied, you should **contact the Headteacher**, who will investigate your concerns in line with the school's complaints procedures.
4. If the matter remains unresolved, you may make a formal complaint through the school's **Complaints Policy**, which is available on the school website or from the school office.

Parents and carers may also seek independent advice and support from **Wakefield SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)**, which provides impartial information and guidance on SEND matters.

Where disagreements relate to an Education, Health and Care Plan (EHCP) or Local Authority decisions, parents may access mediation and disagreement resolution services through the Local Authority and have the right to appeal to the Special Educational Needs and Disability Tribunal where appropriate.

The school values the views of parents and carers and will always seek to work collaboratively to achieve the best possible outcomes for children and young people with SEND.

18. What support is available for me and my family?

At Featherstone All Saints, we recognise that supporting a child with SEND can sometimes be challenging for families. We are committed to working in partnership with parents and carers and ensuring that families can access information, advice and support when needed.

Support available for families includes:

- Regular communication with your child's class teacher regarding progress, wellbeing and the support being provided.
- Advice and guidance from the SENDCo, who can discuss your child's needs and help you understand the support available.
- Opportunities to attend review meetings and contribute to decisions about your child's education and provision.
- Information about local services and support available through the **Wakefield Local Offer**.
- Signposting to external agencies and specialist services that may be able to provide additional support.

Parents and carers can also access support from **Wakefield SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)**. SENDIASS provides free, confidential and impartial information, advice and support on matters relating to SEND, education, health and social care.

Where appropriate, the school may also work with and refer families to:

- Early Help services.
- Health professionals.
- Social Care services.
- Educational psychology and specialist SEND services.
- Other agencies involved in supporting children and families.

The school values positive relationships with parents and carers and encourages families to contact the class teacher, SENDCo or school office whenever they require advice, support or further information. By working together, we can ensure that children with SEND receive the support they need to thrive both in school and at home.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages