



Castleford Park Junior Academy

SEND Information Report October 2025

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support the development of stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The act aims to reform the systems for adoption, looked after children, family justice and special educational needs.

The Government aims to transform the system for children and young people with Special Educational Needs and Disability (SEND), so that services consistently support the best outcomes for them.

The act extends the SEND system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform program set out in '**Support and aspiration: a new approach to special education needs and disability - progress and next steps**' by:

- replacing old statements with a birth- to-25 'Education, Health and Care Plan'
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together and providing a 'Local Offer'

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services to support children with SEND and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.*

Castleford Park Junior Academy has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We strive to provide a broad and balanced curriculum with high expectations and suitable targets for all. We have systems for early identification of barriers to learning and participation. All Special Educational Needs and Disability (SEND) provision is overseen by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs and Disability Co-ordinator (SENDCo) alongside the SEND team.

SEND provision is monitored, reviewed and evaluated on a regular basis by the SLT and termly reports are given to the governing body to inform them on how individual needs are being met and how SEND funding is being spent. E.g., specialist staffing, resources and training. Teachers take account of all children's needs and make provision to support individuals, or groups of children.

We recognise that children may have specialised needs at any time throughout their time in school and we will strive to support children through this. We strongly believe that all our learners have strengths and talents that should be promoted in order to provide every opportunity for each child to achieve their full potential.

Parents of these children are regularly consulted and invited to attend meetings twice annually so that meaningful targets can be developed and agreed together and will also reflect aspirational and achievable outcomes.



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Clear, informative Supporting Me to Learn Plans (SMTLPs) are put in place and reviewed termly ensuring evidence of impact from interventions has been gathered leading to assessments and next steps for the child. Parents and pupils are invited to these reviews termly to ensure we work as a team around the child. This form of monitoring ensures children are on track to meet targets and that planning addresses individual needs. Intervention plans are reviewed every six weeks to inform next steps and ensure progress and achievement is taking place.

Staff in our Academy work alongside other professionals and access training provided by them, to develop their skills, knowledge and confidence in specific areas of SEND. These include: Speech and Language service, physiotherapy service, WISENDSS, Ethnic Minority Achievement Team, Occupational Therapist, Childhood and Mental Health Service (CAMHS), Educational Psychologists, Sensory Impairment teams such as Hearing/Visual Impairment Team including the Habilitation Team.

Our policies, available on our website, reflect our commitment to inclusion, safety and well-being of all children.

All teachers are teachers of SEND pupils and as a result will provide high quality teaching which takes account the specific needs of all pupils including those with SEND in the classroom. This ensures an inclusive, motivating education can be provided for all whilst still promoting independence and resilience.

At Castleford Park Junior Academy:

- We will provide a challenging and stimulating environment in which each child can develop to their full potential and feel secure and valued.
- We will provide a broad and balanced curriculum designed to nurture enquiring minds, which will enable all children to acquire the skills, attitudes, concepts and knowledge appropriate to their stage of education
- We will help children develop self-confidence and belief in themselves whilst encouraging positive relationships - promoting self-regulation and responsibility for themselves and others.
- We will encourage children to have a positive and tolerant attitude towards themselves, other people and the diverse beliefs shared by others in our community and will provide equal opportunities for all children, regardless of gender, race or ability.
- We will work hard to create a supportive and caring learning community, which provides our children with a happy and successful time at our Academy.

Special Educational needs provision is educational provision that is additional to, or different from that made generally for others of the same age. This means provision that goes beyond the graduated approaches and learning arrangements normally provided as part of high-quality teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. This can also include adaptive teaching strategies and scaffolds to support outcomes for children.



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Our school has a Special Educational Needs and Disability Coordinator (SENDCo) and Assistant SENDCOs who are responsible for the management of provision, or support for identified pupils. Our SENDCO's are also supported by a SEND team. Their contact details are:

Claire Bennett (SENDCo, Nurture Lead)

Park Junior Academy
Medley Street
Castleford
West Yorkshire
WF10 4BB
01977 518959
Email: enquiries@pjademy.net

Samantha Reed (Deputy Head & Assistant

SENDCo)

Email: enquiries@pjademy.net

Nicole Fisher & Oliver Burton –

Send administration team

Email: enquiries@pjademy.net

As part of the role of SENDCO, Miss Bennett and the SEND (Special Educational Needs) team also mentor and support colleagues within our setting to enable them to provide appropriate assessment and targeted provision for children in their class with SEND.

The information below outlines the support available in our Academy to all pupils at Park Junior but specifically those with Special Educational Needs.

Teaching and Learning
<i>What additional support can be provided in the classroom?</i>
• A Teaching Assistant (TA) is an additional member of support staff who works under the direction of the SENDCO and class teacher. At Park Junior, TAs work with all groups of children and occasionally on a 1:1 basis within the classroom to support pupils to access scaffolded activities, provide specific provision where required and challenge all pupils to achieve their potential. • TAs are trained to deliver intervention programmes that support children in developing a range of skills including social skills and maths and English skills. These take place outside of the normal literacy and numeracy lessons in a 'short burst' format so that they do not miss the broad and balanced curriculum they are entitled to. • We also have an Inclusion Manager and mentor team, who provide advice and support to pupils and parents across the whole school for those who feel they might need it. They can also signpost parents to outside agencies and support networks considering charities and professional organisations that can support parents and pupils further. • We benefit from volunteers (most notably work experience students or parents) who support children throughout school – particularly with reading. • Classroom displays are specifically aimed to support children's current learning. Our displays are working walls which give clear, visual guidance and reminders to provide appropriate prompts for the children when they are learning independently. • Activities are planned to target the needs of the learner within a particular area of the curriculum. Adaptive teaching is evident through a variety of means, for example: helping pupils access adult support, resources and the use of technology, through providing part-completed examples, or



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through providing additional guidance which breaks learning down into smaller, more accessible chunks.

- Where needed, we also purpose-build and buy a **range of equipment** that is recommended as extra support for some of our pupils – ranging from technological support such as iPads, educational Apps, to intervention guidance such as ‘Socially Speaking’ and ‘Lego Therapy’.
- Equipment is also purchased for **specific physical or visual needs** as advised by an Occupational Therapist or Visual/Hearing Impairment Advisory Teacher respectively, such as specialist seating, screen mirroring software etc.
- We aim to provide support for pupils who need additional sensory feedback- having trampolines, vestibular movement resources, sensory rooms and proprioception room, alongside a sensory circuit to support children with purposeful movement breaks.
- We aim to develop each pupils’ level of independence before they move to High School and use a range of resources within and around lessons to promote this independent working attitude.

What provision do you offer to facilitate access to the curriculum and to develop independent learning?

- Our teachers are required to plan lessons that are accessible to all our children. This is achieved by using relevant assessment information to identify each individual pupil’s starting point and their subsequent next steps. The curriculum is then developed so that it is tailored to the specific needs of pupils within class.
- Those working at or below National Curriculum Level 1 are monitored using Wakefield Progression Steps. This is used to assess and inform the planning and resources required. This is overseen by the Assistant SENDCo, with outside agencies invited to offer further guidance where required.
- If a pupil has difficulties in certain areas, these are considered by the teacher, discussed with the parents/carers and they will make plans, together with the pupil if appropriate, to overcome this. If further support is needed, they will discuss a child’s needs with the special educational needs and disability co-ordinator (SENDCo).
- The SENDCo may meet with the SEND team and discuss the child’s barriers to learning and decide on what support, advice and strategies can be offered to ensure the child makes the best possible progress.
- If needed, the SENDCo may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, School Nurse and WISENDSS. The advice provided from the specialists is used to inform planning and any intervention provision needed.
- If a child is on the SEND register and needs a SMTLP (Supporting me to Learn Plan), parents and the pupil will be involved in planning child-centred targets and provided with a copy. Parents will be invited to discuss the SMTLP twice a year and the plans will be reviewed by class teachers termly. If the child has an MSP (My Support Plan)/EHCP (Education Health Care Plan), the SMTLP short term targets will be linked to these longer-term targets and used as a stepping stone to achieving end of Key Stage outcomes.
- Some pupils need specific pieces of equipment to help them work and learn more independently. At Park Junior Academy, we have a range of specialist equipment to support pupils.
- We have alternative provision spaces within school including: the sensory room, Calming Cube, Proprioception room and Inclusion. These are all supervised areas of school where children can access depending on their specific needs.



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- The school building is on one level and there are disabled/gender inclusive toilet facilities and access ramps where required, to provide inclusion and access for all.
- School also has a nurture intervention where pupils are supported in a smaller homely environment for a 6-week intervention. The SENDCo, class teachers and Nurture team work closely together to identify barriers to learning (academically, socially or emotionally) and these are addressed with a range of strategies which children can take back into their mainstream classroom and can be passed on to the class teacher to use.

Staff specialisms/expertise around SEND or disability

- An experienced SENDCo who has undertaken the National Award for SENDCos who is also a member of the Senior Leadership Team. Our Deputy Headteacher is also currently completing a National Professional Qualification in Special Educational Needs
- An experienced SEND team who assists the SENDCo with the coordination of SEND.
- Staff have received training in the following areas:
 - ✓ Phonics – to support pupils with early reading and spelling
 - ✓ Positive Handling - REACT
 - ✓ Numicon – to support pupils with understanding place value
 - ✓ Socially Speaking Intervention and Circle of Friends -supporting pupils with developing their communication and social skills
 - ✓ Precision Teaching – developing early vocabulary
 - ✓ Fit to Learn -developing coordination and gross motor skills
 - ✓ It's in a bag/ What's on the Cards – developing fine motor skills
 - ✓ Speed Up – developing fine motor skills
 - ✓ Dyslexia specialist teaching (CPJA awarded the Silver Award from the British Dyslexia Association).
 - ✓ Catch up Reading – building reading fluency and vocabulary recognition
 - ✓ Sentence Smart – developing understanding of writing complete and increasingly complex grammatically accurate sentences
 - ✓ Phonological Awareness Training – developing early reading skills
 - ✓ Modified Lifeboat – developing early reading skills
 - ✓ Lego Therapy – developing communication and collaboration skills
 - ✓ Teaching the National Curriculum to a highly differentiated level
 - ✓ SpLD (Specific Learning Difficulties) intervention – which diagnoses specific English needs a pupil may have
 - ✓ Restorative Practice – supporting pupils to communicate with each other and resolve friendship problems
 - ✓ Attachment disorder training – supporting pupils to recognise, understand and respond in ways that help them regulate emotionally
 - ✓ Talking Partners – developing communication, vocabulary and early English skills
 - ✓ PDA (Pathological Demand Avoidance) training – supporting pupils who like to remain in control to manage their anxiety
 - ✓ SEND review training
 - ✓ Autism awareness training and ADHD (attention deficit hyperactivity disorder) awareness training



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- ✓ ELSA (Emotional Literacy Support Assistants) who support pupils in recognising, understanding and regulating their emotions
- ✓ Mental Health First Aiders who can support pupils with managing their mental health and anxiety – giving them tools to manage this
- ✓ Emotion coaching – support pupils to regulate when they are struggling emotionally
- ✓ Visual Impairment training including how to Modify Print.
- ✓ Speech and Language training including speech sounds screening and Renfrew Language screening.
- ✓ Touch Typing programme for those with a visual impairment.
- ✓ Mental health awareness Trauma informed practice
- ✓ Nurture approach
- ✓ Interoception training-developing awareness of the sensory profile of individual children and a programme of study to support this.
- ✓ Relate to educate training – understanding pupils holistically and how their lived experience contributes to their way of processing the world around them.
- ✓ Zones of regulation training-support for pupils to communicate their emotions and develop strategies to regulate.

What ongoing support and development is in place for staff with regard to supporting children and young people with SEND?

- Staff development needs are identified through performance management, monitoring and observation and appraisals.
- The SENDCo identifies training required according to pupil need for the team who work with the specific pupil.
- All monitoring that takes place, including lesson observations, work and planning scrutiny and discussions with pupils, considers each individual pupil and the progress they are making.
- Where more training is needed to support the staff members within the classroom, this will be provided and the impact of this monitored – looking again at the progress each individual is making at termly assessment points. Castleford Park Junior Academy has an open and transparent attitude to monitoring – staff frequently work together to provide guidance and advice to develop their classroom provision for each individual.
- A coaching programme is in place that involves all staff in supporting each other and ‘learning hubs’ showcase good practice in a range of areas – including how to effectively support pupils with SEND
- More experienced, or specialised teachers are often deployed to give guidance and support to less experienced (within the field of skill needed) using their coaching skills to do so.
- The SEND team also work closely with the school’s advisory teachers.

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during assessments?

- The Headteacher and teaching staff oversee access arrangements – which include readers, scribes, additional time, Modified Large Print (MLP), buff paper, breaks, small classroom setting for pupils who may need it and extra support for families where identified.



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- Coloured overlays, access to laptops and sound recorders and other literacy-based tools for pupils with specific learning needs.
- Tailored activities and resources/tests (Including emotional literacy assessments) for SEND pupils.
- SMTLPs, MSPs and EHCPs as well as Personal Behaviour Plans (PBPs) are shared with all staff who have direct teaching/support contact with a pupil.
- Postcard summaries of needs are accessible in class and in the staff room kitchen, to anyone covering the lesson(s).
- Practical resources are available to help establish conceptual mathematical understanding.
- Our Academy consistently teaches resilience in the face of challenge to all pupils, so that they have the emotional and academic tools to manage this situation

What external teaching and learning do you offer?

- If needed, we may refer pupils to several external agencies such as Speech and Language service and Educational Psychology amongst others.
- If a pupil requires additional support from WISENDSS they may conduct observations to support staff in meeting the pupil's needs by providing support and advice to target specific needs Interventions take place around the school day- these can be specific interventions or bespoke interventions that are tailored, helping individuals, or groups of pupils, to make progress. These may also be to give children pre-learning experiences, giving them confidence to access their learning during their lessons.

How does Park Junior Academy know if pupils need extra help?

Children may be identified as having SEND through a variety of ways including the following: -

- Liaison with any previous school or setting.
 - If a child is performing significantly below age related expectations.
 - Concerns raised by parent or class teacher/adult within class.
 - If a child shares that they are having difficulty with something.
 - Through termly Pupil Progress Meetings held between the Teachers/SENDCo and Head Teacher.
 - Liaison with external agencies.
 - Health diagnosis through pediatrician/doctor.
- Through regular teaching and learning monitoring conducted by a member of the Senior Leadership Team or a subject coordinator.

As a school, we measure children's progress in learning against National Expectations, Age Related Expectations and set aspirational targets based on individual performance both in Key Stage One SATs and throughout a pupils' time in school.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 to Year 6 using a variety of methods that monitor and measure progress made.

Children who are not making expected progress are discussed during our termly 'Pupil Progress Review' meetings between the class teacher and a member of the SLT. In this meeting, a conversation takes



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place around reasons why individual children are experiencing difficulties, what the barriers to learning may be and what further support can be given to aid their progression.

What should I do if I think my child may have a special educational need or disability?

- Talk to the school. In the first instance contact your child's class teacher, who will follow the school's SEND pathway (see website).
- If you require more information, contact the SENDCo or a member of the SEND team.
- We pride ourselves on building positive relationships with parents and care very much about each pupil's well-being and progress.
- We may also advise you to seek guidance from your GP, who knows your child's medical profile better than we do.

What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being and learning attitude. Here at Castleford Park Junior Academy, we commit to our own aims and ethos statement and ensure pupils are able to develop to their full potential and feel secure and valued throughout our teaching across the curriculum.
- The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this person would be the parents' first point of contact.
- We also have an 'Inclusion Team' that comprises of an Inclusion Manager and three mentors who support pupils and parents by providing pastoral care when needed.
- The school has a dedicated safeguarding team headed up by the Headteacher as the DSL, and the Deputy Head, Assistant Head, the Academy's Business Manager and Inclusion Manager as deputy DSLs (and the Governor of Safeguarding).
- If further support is needed, the Inclusion Manager can liaise with the SENDCo/Headteacher. This may involve working alongside outside agencies such as Health, Social Care Direct or Wakefield Families Together www.wakefieldfamilies.together.co.uk.
- Three qualified mental health first aiders

Reviews

What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

- All parties involved, including parents and child, will be invited to attend the meeting with at least 2 weeks' notice. This may include: The SENDCo, Assistant SENDCo, Class teacher and representatives from appropriate external agencies.
- Parents will receive documentation prior to the review and will be asked for their views so that they can actively contribute to the plans going forward.
- Review meetings will be held at school.
- Translation services will be provided if necessary to help communicate with parents.
- Pupils with an EHCP, will be consulted about their views on their SEND and provision in school. The evidence gathered may be in the form of writing, photographs, pictures, mind maps or also recorded on a recordable device.
- For pupils who are transitioning at a key point- for example, Key Stage One to Key Stage Two, or Key Stage Two to Key Stage Three, there are additional arrangements: The Phase Leaders of each



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department, new class teachers and the SENDCo will be invited to meet to discuss the needs of all SEND pupils making the transition.

- Social Stories and transition books will be started at the start of the second summer half term for those children who require it in order to support each pupil fully with the changes that are imminent.
- Year 6 pupils who may benefit for the extended transition support package via the Nurture Resource will be invited to a 2-week units of bespoke transition support.
- Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it or additional visits may be organised to their new high school to support transition.
- The SENDCo works closely with the Inclusion Manager and liaises with all Secondary School SENDCOs regarding pupils transitioning from KS2 to KS3. Should a child with an EHCP be moving to secondary school, the SENDCo from the High School will also be invited to the EHCP review meeting. The SENDCO also works with SENDCOs from our feeder infant schools so that school – and teachers- are fully prepared to support all children coming into our Academy

What arrangements are in place for children with other SEND support needs?

- Parents of pupils who have an SMTLP or an MSP meet with the class teacher three times annually to discuss the child's progress, review their SMTLPs and set targets for their new SMTLP. This provides an informal report on progress, formalised when the school report is sent out in July.
- Parents will receive an annual report each year and will also be able to attend two regular meetings where their child's progress can be discussed with the class teacher, in addition to specific SEND-focused meetings.
- Children with a My Support Plan will meet with the SEND administrator twice a year to review the plan in place.
- Parents can also arrange to meet with the SENDCo or a member of the SEND team by appointment throughout the school year to discuss any concerns, or queries about their child's progress or well-being – school will always include the classroom teacher as they are the ones who will spend the most amount of time with the children and will know them well.
- Children who present with Social, Emotional, Mental Health (SEMH) difficulties may have a Positive Behaviour Plan (PBP) in place which is created with the child, parents and others who may be involved with the child. This is reviewed regularly as a working document to keep it up to date with the needs of the pupil.
- If a child is at risk of harming themselves or others, it may be appropriate to have a risk assessment in place that will be a working document and amended as and when required.
- A Personal Emergency Evacuation Plan (PEEP) - is in place for those with physical or emotional difficulties who may need help in the event of an evacuation (fire drill for instance).
- A summary of each child with SEND is available in class to any cover teachers and is co-produced with pupils and parents.

How do you share educational progress and outcomes with parents?

- Meetings are held with parents twice a year where progress and SMTLPs/MSPs are reviewed/discussed.
- Annual School report – once yearly (and twice-yearly meetings for discussion with the class teacher).
- Meetings with parents by appointment as the need arises for SEND pupils.
- Review of EHCPs annually or an early annual review can be called if required.



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How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. Children who have SMTLPs discuss and set their targets with their class teacher.
- Children with an MSP will share their views as part of the review process twice a year.
- If your child has an EHC Plan, then their views will be obtained before any meetings and they may be invited to attend part of formal meetings where appropriate.

Keeping Children Safe

What are the school arrangements for undertaking risk assessments?

- Risk assessments are undertaken when children are taken off site to take part in an activity and are also used to assess any situations that may pose risk within school, such as when pupils are playing on the playground or working on particular activities in class.
- An individual pupil risk assessment may also be used when a pupil's needs may pose a risk to themselves, the adults responsible for them, or the children in their immediate vicinity which could include use of positive handling techniques.
- An outcome of a risk assessment for a pupil with special educational needs might be: for a child to have increased support at key points in the school day/ in off-site activities, or for activities to be adapted if they are unsuitable for a pupil's needs.
- If necessary, these are shared with parents at either an annual review or as part of the regular parents meeting with the class teacher.
- Park Junior Academy follows Wakefield Council guidance on risk assessments and the Evolve reporting system is used for all off-site trips.

What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?

- Key Stage Two children can enter school via the playground independently but their parents are asked to wait until the school doors are open at 8:45am when members of staff start their duties on the playground.
- Staff are on the playground from 8:45 in the morning until the bell rings at 8:50 to support handover arrangements and ensure pupils are safe. They also do the same on an afternoon – from 3:05 until 3:10pm unless they are supporting the organisation of an after-school club.
- Should there be a need for a pupil to enter/leave school separately from the other children, they can enter and leave via the main school reception. There is also an area for parents to wait. The school office is informed of any handover arrangements and support the class teacher in ensuring that these details are given high priority.
- Children who stay for an after-school club are expected to be picked up by an adult at the appropriate time, or a signed letter must be handed in that states that a particular pupil is able to walk home independently. If a pupil is not picked up at the end of the day, both staff and pupils know that the pupil will be escorted to the reception – where their parents/a carer will be contacted to make further arrangements. We do not allow parents to give permission for pupils in Year 3 and 4 to walk home independently.
- There is no dedicated pick up/drop off area for pupils although the school crossing patrol monitors the main drop off area to ensure the safety of pupils. Parents are encouraged to use the Civic Centre Car Park or walk their children to school as there is limited parking availability around the school grounds.



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- Park Junior Academy does have disabled parking facilities for children or parents, who may need it and they are invited to park within the school gates whilst dropping off or picking up – this does need to be agreed with the school prior so that this can be managed to meet everyone's needs.
- Only two spaces are available, so pick up and drop off may need to be staggered to support all who need to use this space. This also means that parents using it need to vacate it in a timely manner, as it is used by several families regularly

What support is offered during breaks and lunchtimes?

If a pupil is struggling to access playtimes and lunchtimes either because they struggle to regulate or find it difficult to interact with their peers, then they may access a range of activities/ strategies such as playground buddies at lunchtime or will be more closely supervised play at playtime.

Our Inclusion Manager and Behaviour Mentors also provide support for such pupils, engaging them in games or developing friendships, or ensuring there is a calm, quiet place for such pupils to sit. Our Inclusion Department is also open to pupils at break and lunchtime, allowing them to have a quieter playtime if this is needed.

Playground equipment is available to all pupils and is monitored by staff and pupil monitors. First aiders have high visibility jackets are on duty throughout playtime and remain visible to pupils in each playground zone.

If there is provision within an EHCP for lunchtime support, a member of staff will be allocated to support with a child's needs – this may be a key member of staff whom the child can access when they need this, or it may be an adult who accompanies them – this is dependent on need.

Playground Leaders also support the children at playtime, helping them to feel included, find friends to play with and enjoy their playtime.

How do you ensure my son/daughter stays safe outside the classroom? (e.g., during PE lessons and school trips)

- At all points in the school day when children are moving around the school, staff are placed strategically to ensure that children are safe. Staff supervise children at all times, including when walking through school, to minimise risk. Several systems are in place to ensure that pupils remain safe at all times such as: No pupils in classrooms unsupervised, pupils travel in pairs when they need to visit a different area of school and lunchtime supervisors are in place along the corridors to ensure that pupils do not enter unsupervised areas at playtime and dinnertime.
- Risk assessments are undertaken for all school trips and individual risk assessments are written for pupils in conjunction with the parent and any outside agencies as necessary.
- PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.
- Staffing ratios are strictly adhered to and in the case of lunchtime provision are exceeded.
- Our school building is also extremely secure – all outside doors remain shut or are electronically locked when pupils are in school and the perimeter of the building is surround by a fence, with locked gates.
- Risk assessments are in place for all areas of school, which are regularly reviewed and amended.

Where can parents find details of policies on bullying?



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- All key policies are available in the Policies section of the school's website. Should a parent want a hard copy, one will be provided by post. - Our website provides guidance on what to do next if your child is being bullied and also provides support to help consider whether what is happening is indeed bullying, or a friendship problem that can be resolved
Health (Including Health and Emotional Wellbeing)
<i>What is the school's policy on administering medication?</i>
School has a policy on medication administration, ratified and agreed by governors. A copy is available in the Policies section of the school's website.
<i>If my child has a disability, how will they access the school?</i>
- School has an Access Plan. A copy is available in the SEND Policies section of the school's website. - All areas of school can be accessed by ramp and have doorways which will accommodate wheelchair access. - Our reception is only accessibly by steps but we provide alternative entry at the back of the school building.
<i>How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</i>
- A multi-agency meeting is held with the parent/carer, the SENDCo, Inclusion Manager, school nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff during briefing and is regularly monitored by the SENDCo, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENDCo if they feel the plan needs to be amended. - At Parent Consultation evenings, care plans are reviewed, amended and then distributed to relevant staff who need them. - Key staff are trained in the use of Epi-Pens, inhalers and epilepsy medication as well as the paediatric de-fibrillator in school.
<i>What would the school do in the case of a medical emergency?</i>
- Call 999/ follow any emergency protocols for the child/ administer first aid as required - Contact a qualified first aider - Contact parent/carer and ensure that they can make their way to the hospital. In absence of parent/carer, a first aider would accompany the pupil to the hospital. - If language is an issue, the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible, a translator would be brought in.
<i>How do you ensure that staff are trained/qualified to deal with a child's particular needs?</i>
- All staff are trained every year on Safeguarding/Child protection and online safety. The Designated Leads and Senior Staff also refresh their training every year. - Relevant staff undertake external courses provided by the LA and private companies. - Relevant staff are trained on how to use an Epi pen, inhaler, or epilepsy medication by the school nurse. - Relevant staff all trained on the completion of relevant documents, i.e., MASH, EWO referrals, etc. (Multi-agency safeguarding Hub referrals and Education Welfare Office referrals) - Training by outside professionals for ASD, ADHD, S&L, etc. - First Aiders attend re-fresher training, when required, by an outside agency. - Positive Handling/REACT training is refreshed, when required, by an outside agency.



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<i>Which health or therapy services can children access on school premises?</i>
- Scheduled health screening for example vision and hearing tests, vaccinations by the school nurse. - Speech and Language is delivered by the SALT team according to the needs of individual children. This can be in clinic or in school. - Occupational Therapy /Physiotherapy may conduct work 1:1 with pupils in school. - Compass offer Mental Health therapy sessions in school. - Habilitation by the Visual Impairment Service.
Communication with Parents
<i>How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</i>
- Staff information is provided at the start of each school year to all parents and to new parents as and when required. - Staff information is also available on the school website. - The SENDCo encourages all parents to ring regarding any concerns that they may have or meet with the Head, or Deputy Head in the morning, or evening on the playground. - Staff are all available to speak briefly to parents at the beginning of the day, or to arrange a further, more detailed appointment. - Through the school’s communication app ‘Dojo’ Through email to enquiries@pjademy.net
<i>Do parents have to make an appointment to meet with staff or do you have an Open-Door policy?</i>
- Park Junior Academy does operate an open-door policy to speak to a member of staff but an appointment will be made if there is a request to speak to a teacher, due to their teaching commitment. - All parent concerns are dealt with as swiftly as possible, usually on the day of initial contact or at the latest, the day after. - School use the ‘Dojo’ school app where contact can be made directly to class teachers to discuss any worries or concerns.
<i>How do you keep parents updated with their child/young person’s progress? Do you offer open days? What opportunities are there for parents to have their say about their son/daughter’s education?</i>
- Parent’s Evenings twice annually / Regular parent drop ins. - SMTLP and MSP meetings up to twice a year. - End of the year annual School report - Meetings with parents as the need arises for SEND pupils. - Review of EHCPs annually or as and when required. - Weekly celebration assemblies - Letters home. - Dojo communication school app. - Hall of Fame assembly half termly. - Parents are invited into school to attend their child’s class assembly, to take part in services at Harvest, Christmas and Easter at our local church and to be involved in structured learning opportunities such as creative weeks and opportunities to work alongside their child.



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How can parents give feedback to the school?

There are plenty of opportunities for parents to provide feedback both formally and informally.

- Parental Questionnaire annually (Ofsted parent view in addition)
- School academic diary
- SEND Parental Questionnaire
- Parental Meetings
- Telephone Calls
- Letters
- Arrange to see staff at a mutually convenient time
- Dojo school communication app

Complaint's procedure

Parents/carers or a third party with the authority to do so, are asked to speak to the class teacher, in the first instance to raise an informal concern. If the matter is not resolved then a stage 2 formal written complaint can be raised with a member of SLT, such as Deputy or Headteacher. If dissatisfied with decision under stage 2, you may request that a Complaints Committee be convened to consider your complaint. Further details of the Trust's complaint procedure can be found using the link below:
<https://www.pjacademy.net/wp-content/uploads/2025/03/Trust-Complaints-Policy-V7-March-25.pdf>

The SEND information report should be read in conjunction with the school SEND policy, please follow the link: <https://www.pjacademy.net/wp-content/uploads/2024/09/SEND-Policy-2023.24.pdf> .

The SEND information report will be reviewed annually.

Working Together

What opportunities do you offer for pupils to have their say? e.g., school council

- School Parliament – comprising of Art Council, Environment Council, Wellbeing Council and PE Council
- Pupil questionnaires
- Through informal discussions with their class teacher and other members of staff during and around lesson times
- Pupil-led assemblies
- Pupil voice is also gathered as part of the monitoring process

What opportunities are there for parents to get involved in the school or become school governors?

- Parental volunteers are encouraged.
- As governor posts arise, all parents are offered the opportunity to become a governor. They are asked to complete a letter of application and this is then published to parents.

What are the Governors responsibilities?

- Our current SEND Governor is Jess Swain and she is contactable through the usual school contact details. The Governor meets regularly with the SENDCo and the SEND team and will be updated on changes and current needs in school.



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- The SENDCO, Head teacher and School Business Manager report regularly to the Governing body regarding progress and teaching and learning, which involves discussing the progress that pupils with additional needs make and the resources they may need.

What Help and Support is available for the Family?

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

- If parents need help completing forms or paperwork then a member of the SEND team would arrange to meet with them and help them complete all the necessary paperwork – electronically or by hand.
- Parents are offered this service at a parental meeting or by phone.
- All parents of pupils with special needs are made aware of the Wakefield Early Support Advice Information Liaison (WESAIL) Family Action (www.family-action.org.uk) whom are also available to support parents with completion of forms and other matters regarding SEND. More information can be found at the Wakefield Offer website: <http://wakefield.mylocaloffer.org/Home>

What information, advice and guidance can parent and young people access through the school? Who normally provides this help and how would they access this?

- Our Inclusion Manager provides parents with important information about financial support and external agency support for parents.

Transition from Primary School and School Leavers

What support does the school offer around transition?

- Pupils who are transitioning at a key point for example, Key Stage Two to Key Stage Three have additional arrangements. The Phase Leaders of each department, new class teachers and the SENDCO will meet to discuss the needs of all SEND pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- Parents of key pupils who we envisage experiencing difficulties/barriers will be invited into school for a meeting with the Inclusion Manager or SENDCO. This is particularly important for children with social and communication difficulties.
- The SENDCO works closely with the Inclusion Manager and liaises with all Secondary School SENDCOs regarding pupils transitioning from KS2 to KS3. Should a child with an EHCP be moving to secondary school the secondary SENDCO will also be invited to the EHCP review.
- Year 3 teachers visit Year 2 pupils twice in their own classes before they come to our Academy and they have three opportunities to visit for transition days. Parents are offered the opportunity of a tour before their child starts and are invited into school to have lunch with their child to see the school during its operational period. Pupils who may need further transition support are invited to meet key adults and tour the school in small groups, so that they are familiar with the school before September.
- Year 6 pupils spend a full day at their new secondary school in July of the summer term whilst pupils identified as possibly 'vulnerable' could visit more often if it is agreed that this would



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benefit them. Our Nurture Transition intervention supports pupils identified, who may need further support to process the upcoming change.

- Transition activities for secondary school take place during both Year 5 and 6 such Inter-Schools Sports Competitions and 'Library Group' visits throughout the year.
- All pupils from Y3-Y6 will engage in transition activities within school with their new class teacher. These include meeting their new teacher and spending two full days with them. Teachers also meet to have a professional discussion regarding the learning and social needs of the pupils they are passing on.
- All pupils take their SMTLP/MSP with them to their new class from September and this will be reviewed after the first half term. This is to ensure that the pupil's needs continue to be met at the start of the new school year.
- Those with an EHCP will have their plan shared and discussed between their current and new teacher. Parents are welcome to also discuss the EHCP and how it will be met in their new class with their new teacher.
- Identified year 6 pupils who would benefit from additional support around transition may be offered a two-week placement in the school's nurture intervention in the summer term.

Extra-Curricular Activities

Do you offer school holiday and/or before and after school provision? If yes, please give details.

- There is on-site Breakfast Club that provides care from 7:30 am until the start of school
- After school Wrap Around Club runs Mon through to Fri and runs until 5:30pm.
- School staff run the club so that we can ensure that the children receive high quality, professional care in familiar surroundings, including breakfast and an after-school snack.
- These services can be booked via Arbor. For further information please contact the school office on 01977 518959.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- There are a wide variety of lunchtime and after school activities that pupils are actively encouraged to attend. These include: multi-skills sports, cross country, football, netball, choir, forest club and Lego club, art club and cooking club.
- Most activities have a small charge to help school with resourcing and staffing of the clubs and some are led by an external company that charge.
- Most clubs are targeted at a particular age group however all pupils within this group and encouraged to sign up and they will then be chosen on a first come first served basis.

How do you help children and young people to make friends?

- There are weekly PSHE sessions which regularly focus on the theme of friendship.
- An external specialist drama teacher has this as a focus for her sessions with year 3 in September
- Pupils who have identified social needs, take part in interventions which enable the development of confidence and nurture a core group of 'friends' who will support the individual concerned.
- All adults on the playground support pupils with positive play and developing friendship and designated pupils also help with this where appropriate.
- This is also the role of our Play Leader at Dinner time and our Inclusion Manager at playtime and all staff are trained and use a restorative approach with the children.



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- Our Academy actively promotes oracy, collaboration and team work throughout all lessons and expect pupils to communicate regularly, explain themselves and continue to build new and relevant vocabulary which helps them explain when they think something has gone wrong.
- All staff are equipped to support pupils who need help resolving a problem using our restorative practice policy

This document is contributing to the Wakefield Council Local Offer. A copy of the Council Local Offer is available at

[Wakefield SEND Local Offer | Wakefield SEND Local Offer \(mylocaloffer.org\)](https://www.wakefield.gov.uk/council-local-offer)

SEND Information Report: Park Junior Academy's Local Offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents.



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Glossary of Terms



ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Anxiety	A feeling of worry, nervousness, or unease about something with an uncertain outcome.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.



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ASD	Autistic Spectrum Disorder	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': • Socialisation – difficulties with social skills; • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEND Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs and/or disabilities.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems



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		learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia is a specific learning disability that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language based, and/or non-language-based disorder. Many people have poor handwriting, but dysgraphia is more serious. Dysgraphia is a neurological disorder that generally appears when children are first learning to write. Experts are not sure what causes it, but early treatment can help prevent or reduce problems.
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g., eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEND. An EHCP has the same statutory protection as the old 'statement' but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for a child is detailed as part of Wakefield's Local Offer.



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		Wakefield SEND Local Offer Wakefield SEND Local Offer (mylocaloffer.org)
EPS	Educational Psychologist Service	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEND. They may perform assessments of children with SEND and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g., the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum



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	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
	Inclusion Manager	Inclusion Manager works with students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LA	Local Authority/ Council	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Wakefield, the LEA is combined with the children's social services departments and is known as Family Services. Family Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
	Mental Health	A person's condition with regard to their psychological and emotional well-being.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.



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MSP	My Support Plan	My Support Plan should identify how the delegated budget and access to services through the Local Offer can be made to support the child/young person, as well as how a range of professionals are offering support. MSP is a framework to record: • What is important to the child/young person and their family and how best to support them • Contributions from all advice givers • A shared understanding of an individual's strengths and needs • What is in place and what needs to change • Agreed outcomes and actions MSP is not a statutory document. However, it is the document which educational settings (including Pre-5 and Post-16 settings) will use to request a statutory assessment. It forms the basis for the subsequent EHC Plan (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment. You can download the Wakefield MSP documents here: Wakefield SEND Local Offer Wakefield SEND Local Offer (mylocaloffer.org)
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g., setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through



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		inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
OT	Occupational Therapy	Occupational therapy aims to improve your ability to do everyday tasks if you're having difficulties.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological



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		problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEND Governor), who has responsibility for making sure that staff know about a child's special educational needs
PDA	Pathological Demand Avoidance	PDA, Pathological Demand Avoidance, PDA (Pathological Demand Avoidance) is widely understood to be a profile on the autism spectrum, involving the avoidance of everyday demands and the use of 'social' strategies as part of this avoidance. Whilst autism is a well-recognised term, our understanding of the full breadth and complexity of the autism spectrum is still evolving.
SPD	Sensory Processing Disorder	SPD is an umbrella term in which the brain has difficulties receiving and responding to information that comes in through the senses. ... Some people with sensory processing disorder are under or oversensitive to things in their environment. This can also include interoception difficulties where the child may not feel internal sensations such as hunger, thirst, pain etc. There's also proprioception difficulties where the child is unaware of where their body is in space and vestibular difficulties where the child is unable to ascertain which way up their body is, which can lead to sensory seeking/avoidant actions.



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SENART	Special Educational Needs Assessment and Review Team	Local Authority (Special Educational Needs Assessment and Review Team (SENART)) are the team that receives a formal request for a statutory assessment for an EHC Plan Wakefield Education, Health and Care Panel (EHC Panel) considers the information and decides whether there is sufficient evidence to proceed to a statutory assessment. The Local Authority informs all parties of the decision and requests reports if these are not already available as part of the My Support Plan process. A process map and diagram for EHCP assessment can be downloaded here: http://wakefield.mylcaloffer
SENDSCO	Special Educational Needs and Disability Co-Ordinator	A Special Educational Needs and Disability Co-ordinator or SENDSCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDSCO and your child's teacher/s should work together to plan how his/her needs should be met.

	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEND	Special Educational Needs and Disability	Children with special educational needs and disability have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have a SEND at some point in their school career.
	Special Educational Needs and Disability	See 'Code of Practice' above.



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	(SEND) Code of Practice	
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
SMTLP	Supporting Me to Learn Plan	A SMTLP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs and disability (SEND). It is not a legal requirement for your child to have a SMTLP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. A SMTLP should be reviewed regularly and at least twice a year. If there is no SMTLP the school should have another method of recording how it is meeting your child's SEND.
Tas	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Educational support assistants (ESA) support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.



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WESAIL	<u>Wakefield Early Support Advice Information and Liaison Service</u>	Special Educational Needs Disability Information Advice Support Service provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education. More information can be found at http://wakefield.mylcaloffer
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments. This will usually be overseen by our Advisory Teacher for the Visually Impaired.
HI	Hearing Impairment	Hearing impairment requiring additional support or equipment such as a hearing aid, cochlear implant or adaptive teaching. This will usually be overseen by our Advisory Teacher for the Hearing Impaired.



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Outside Support Agencies



We have outside agency support for the different areas of difficulties that children may have.

WISENDSS – Wakefield Inclusion Special Educational Needs and Disabilities support service

EPS – Educational Psychology service

CFIT – Child and Family Inclusion Team

CAMHS – Children and Adult Mental Health Service

FIM – Future in Minds (CAMHS school support)

SEMHT – Social, Emotional, Mental Health Team

- **WESAIL** - Family Action - www.family-action.org.uk

SALT- Speech and Language Service

HI - Hearing Impaired Service

VI - Visual Impairment Service

EH – Early Help support - The Wakefield Families Together

www.wakefieldfamilies-together.co.uk