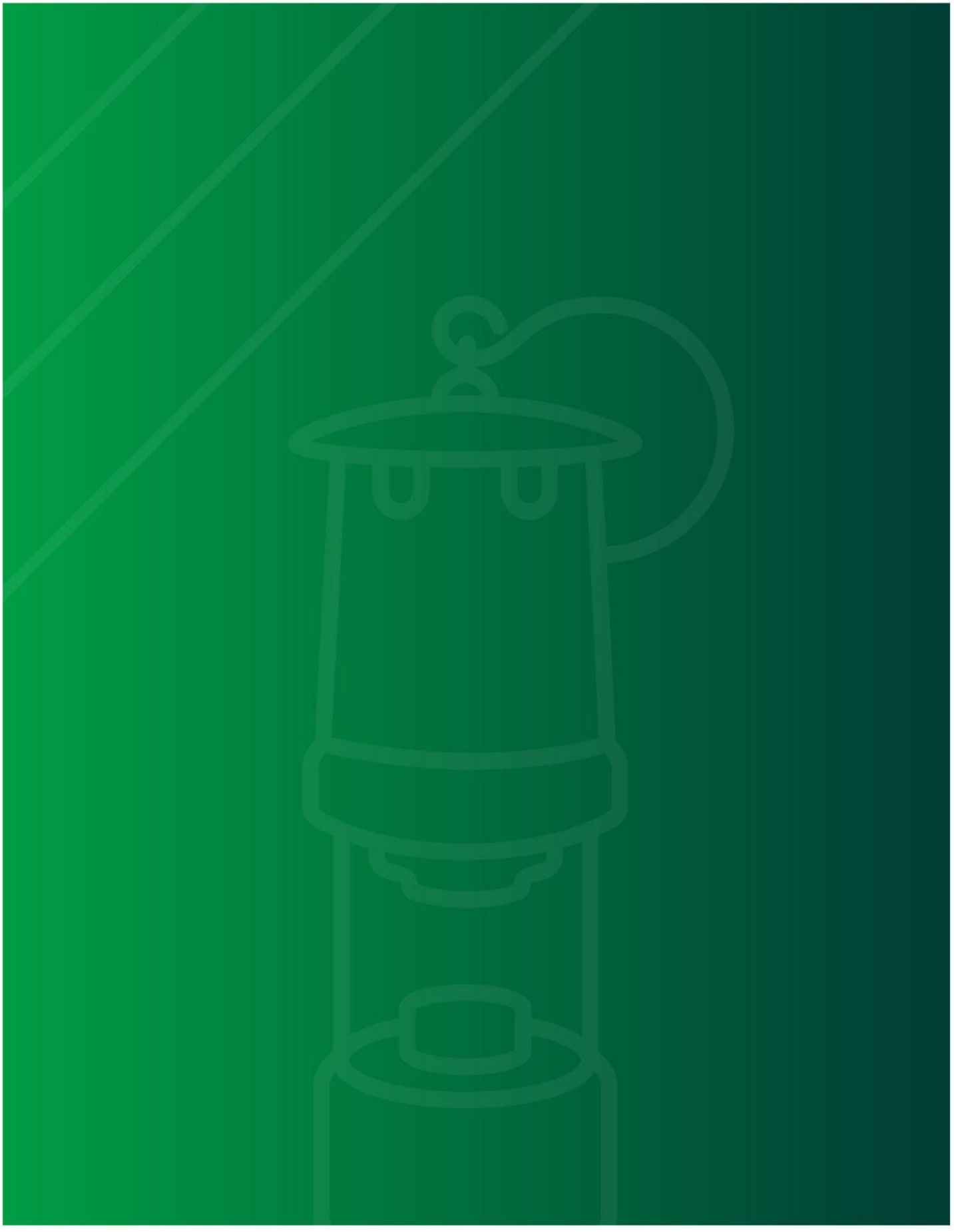
NORTHFIELD
PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report 2026 / 2027



Summary:

The Special Educational Needs and Disability Regulations 2014 require each school to publish information regarding the provision for pupils with special educational needs or disabilities. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information should this be required.

Author	SENCos		
Applies to: (please check as appropriate)	Staff [x]	Pupil [x]	Community [x]
Available on:	Compliance Library [ ]	Website [x]	
Date of Approval:	November 2026		
Date of Next Formal Review: (ensure this is aligned to committee meeting dates)	September 2027		
Review Period:	Annually		
Owner:	**Pontefract Academies Trust**		

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1. Special Educational Needs Provision

We aim to provide for children under all four areas of need as identified by the Code of Practice.

- Cognition and Learning, for example, dyslexia and dyspraxia
- Communication and interaction for example, autistic spectrum disorder, speech and language
- Emotional and Mental Health, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and Physical, for example, visual impairments, hearing impairments, processing difficulties

Please see **Appendix A** for how these needs are met.

The leadership of our school works with other leaders in our Trust to support all staff to personalise the provision for children with SEND through regular training opportunities and keeping up to date with relevant practices. We provide support and interventions for a range of SEN needs.

These include:

- Reading and phonics interventions
- Handwriting
- Fine / Gross motor skills
- Social skills
- Emotional and pastoral support
- Literacy & Mathematics Learning interventions
- Speech and Language Therapy

2. Identification

We identify and assess pupils with SEN using the following methods:

Every school in Pontefract Academies Trust has the highest of ambition for all pupils including those with special educational needs and disabilities. The attainment, progress and wellbeing of all the children are reviewed every term. The decision to proceed with extra support for children is based on a variety of factors;

- Liaison with the SENCo, class teachers, pastoral support and SLT
- Observations by class teachers and other members of staff
- Assessments
- Pupil progress tracking
- Conversations with staff
- Parental concerns
- Identification through external agencies (Social services, Health care, OT)

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Children may be placed on the Special Educational Needs (SEND) Register at different stages dependent on their need. They can move through or be removed from the register at any time based on their progress. The emphasis is on outcomes for children and the focus is on what is being offered from the school's own resources to respond to an identified need and to close the learning gap.

The class teacher will oversee, plan and work with children with SEND within their class to ensure progress is made within every area. The SENCo works closely with class teachers and the SLT to oversee the support and progress of every child. Learning Support Assistants and Learning Mentors may also work with a child in class, as part of a group, or individually where appropriate and directed.

With your consultation and involvement, your child will be given a One Page Profile with targets. The One Page Profile with targets, may if appropriate, include specific time measured targets. This is our way of setting and reviewing targets to help your child progress. If targets are continually not met, we may invite you in to discuss starting a 'My Support Plan'. It maybe decided that external support and guidance is required from outside agencies. These will be consulted through the 'My Support Plan' with your involvement. In instances where little impact is made, despite all possible interventions and support, it may be required to proceed to an EHC (Education, Health and Care) plan. The progress of children with an EHCP is formally reviewed annually.

We evaluate the effectiveness of our SEN provision in the following ways:

Schools are required to identify school support as 'Waves of Provision' – part of a graduated approach to meeting additional needs. Provision Mapping shows how the whole school plans and supports this graduated approach. This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

Inclusive Quality First Teaching underpins all learning at Wave 1 (universal), which is for all children, including those with Special Educational Needs. Wave 2 provision (targeted) is 'additional to' and usually forms part of small group work interventions for some children. Wave 3 provision (specialist) is 'different from' where interventions are on an individual basis. Intervention provision is tracked through entry and exit data each term and pupil progress meetings take place between the
Headteacher, Senior Leadership Teams, class teachers with consultation from the SENCo if required.

3. Review and Assessment

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

Assessment and Improvement (A&I) meetings take place each term. The entry and exit data of all pupils are monitored through interventions and data is tracked termly.

For children with specific targets in place through a One Page Profile with targets, My Support Plan and Education Health and Care Plans, targets are reviewed three times per year. Children who have an Education health Care Plan have an additional meeting in order to review long term targets in the form of an annual review.

4. Teaching and the Curriculum

Our approach to teaching pupils with SEN includes:

The class teacher will oversee, plan and work with children with SEND within their class to ensure progress is made within every area. This is referred to as Quality First Teaching (QFT). The SENCo works closely with class teachers to oversee the support and progress of every child. Learning Support Assistants may also be deployed, as part of a group, or individually where appropriate. We aim to provide a fully inclusive environment, however where necessary, children will work outside of class on a 1:1 basis or as part of a small focus group to address specific targets and outcomes.

We work closely with outside agencies and implement any strategies given to us to aid the progress of your child. Please see **Appendix A** for how these approaches to teaching may differ to meet each individual need.

We adapt the curriculum for pupils with SEN in the following ways:

The curriculum is scaffolded and personalised to meet the needs of all of our children. Personalisation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style; lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs, etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks).

Equality, disability and reasonable adjustments

Northfield is committed to ensuring that disabled pupils are not treated less favourably and are able to participate in education and wider school life. We identify and consider barriers to access, make reasonable adjustments where required, and use advice from pupils, families and specialist professionals to inform support. Adjustments may include adapted resources, alternative ways to record learning, changes to the learning environment, assistive equipment, additional adult support or adjustments to activities and visits. The school reviews its provision and accessibility arrangements in line with the Equality Act 2010 and its Accessibility Plan.

- We endeavour to ensure that all class rooms are dyslexia friendly including use of dyslexiafriendly dictionaries, word walls, prompt mats, highlighting pens and reading rulers, individual resources, e.g. number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- We endeavour to ensure that all classrooms are ASD friendly including, where needed, use of visual timetables, personalised timetables and prompt/sequence cards, quiet work stations, areas of retreat and pictorially labelled resources.
- We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time and pre-teaching of key vocabulary. We commission the services of a SALT therapist to work directly with children in our school and provide training, support and advice to staff.
  Areas are available in both key stages to provide quiet work areas for 1:1 or small group work.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

As part of our inclusive ethos, we ensure children are able to take part in all school activities both inside and outside of school grounds. Risk assessments are put in place where needed to ensure pupils are safe in sporting activities and on school trips. In addition to this, the following are offered to all of our children:

- All extra-curricular activities (listed on the school website)
- Breakfast club
- A residential trip available to all children in Y5
- Structured play at break time

5. Social, Emotional, Mental Health Support

The following emotional, mental and social support is available for pupils with SEN:

We have a specialist staff member trained in Emotional Literacy and run a successful ELSA which caters for both individual 1:1 sessions and group work.

We receive specialist advice from the Wakefield Inclusion Special Educational Needs & Disability Support Service Team (WISENDSS) for children with social communication/interaction difficulties, specialist advice from our Educational Psychologists, advice from colleagues at the Early Help Hub and Future In Mind.

We also provide Structured Play for children with social communication/interaction difficulties.

Preventing and responding to bullying of pupils with SEND

Pupils with SEND are supported by the same whole-school expectations for respectful behaviour and protection from bullying as all pupils. Staff are expected to take concerns seriously, listen to pupils and families, record and respond to incidents in line with the school's Anti-Bullying and Behaviour policies, and consider whether a pupil's communication or additional needs affect how they report or experience bullying. Where appropriate, support may include check-ins with trusted adults, increased supervision at less structured times, structured play, social skills or emotional literacy support, and an agreed individual plan. The school monitors patterns and reviews whether the response has made the pupil feel safe.

6. Specialist Support

Our Inclusion Leader is: Miss Louise Garland-Jones.

Our SENCos are: Miss Louise Garland-Jones and Mrs Katie Grimshaw.

SENCo contact details: Northfield Primary School, Northfield Lane, South Kirkby, Pontefract, WF9 3LY. Telephone: 01977 651291. Email: admin@arknorthfield.org.uk. Please contact the school office and ask to speak to a SENCo.

Listed below are the names of staff members possessing expertise related to SEN:

Name: Katie Grimshaw

Job role: SENCo

Expertise: Special Educational Needs Advice for teaching and assessment

Name: Heather Hirsch

Job Role: Learning Mentor Manager, DDSL and Family Support

Expertise: Family support, ELSA intervention, Hamish and Milo Intervention, Emotional wellbeing

Name: Nikki Lakin

Job Role: LSA

Expertise: Read Write Inc. phonics interventions

Name: Natalie Williams

Job Role: LSA

Expertise: SEND support, SALT interventions

Name: Jane Davies

Job Role: LSA

Expertise: SEND support, Direct phonics interventions

Name: Lindsay Sheridan

Job Role: LSA

Expertise: Medical support

In addition, we work closely in partnership with a variety of external agencies. These include:

Staff expertise and professional development

Staff develop their knowledge and confidence through school and Trust professional development, guidance from the SENCos and Inclusion Team, and advice, training and consultation from specialist services. The report identifies partnership working with WISENDSS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, sensory and hearing/visual impairment services and other relevant professionals. Training and advice are matched to the needs of pupils currently attending the school and may include strategies for communication and interaction, autism, literacy, sensory and

physical needs, emotional wellbeing and medical needs. Staff are supported to implement specialist recommendations in classroom practice and individual pupil plans.

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)
- Educational Psychologist (EPS)
- The School Nurse
- Occupational Therapy (OT)
- Children's Therapy Services (Physiotherapy)
- Children and Adolescent Mental Health (CAMHS)
- SENART
- Early Help Hub & Future in mind
- Chatterbug SALT
- Family Hub

Parents are consulted before a child is referred to an outside service.

In school we have access to the following specialist resources:

We have learning support assistants who are trained to deliver interventions such as:

- Lego Therapy
- Life Boat
- Direct Phonics
- Colourful Semantics
- Hamish and Milo

Further information on the interventions currently offered by the school can be found in **Appendix A.**

We currently possess the following equipment and facilities to assist our pupils with SEN:

Wheelchair accessibility is available throughout school and disabled toilet facilities are accessible within the building. We are able to provide specialist seating and physiotherapy equipment in consultation with the Children's Therapy services. Northfield Communication Resource is a Wakefield Authority provision based on Northfield Primary site, that provides pupils with a communication need, with an EHCP, high quality access to an individualised curriculum.

We are proud to offer access to a dedicated sensory room. This space is designed to provide a calming, therapeutic environment that promotes self-regulation, emotional wellbeing, and sensory integration.

- **Purpose and Design**: The sensory room is equipped with a range of resources including soft lighting, tactile surfaces, calming sounds, weighted items, and interactive sensory equipment. These features are carefully selected to reduce anxiety, support sensory processing, and offer pupils a safe space to decompress.
- **Access and Use**: Pupils identified as benefiting from sensory input are timetabled for regular sessions in the sensory room. In addition, staff may offer ad-hoc access during times of distress, overstimulation, or emotional dysregulation. Use of the room is monitored and tailored to individual needs, often forming part of a pupil's personalised support plan or EHCP (Education, Health and Care Plan).

- **Impact on Learning and Wellbeing**: Regular use of the sensory room has shown positive outcomes in pupil engagement, emotional regulation, and readiness to learn. It serves as a proactive strategy to prevent escalation of behaviours and supports pupils in returning to the classroom environment with improved focus and calm.
- **Staff Support**: Trained staff oversee the use of the sensory room, ensuring that pupils are supported appropriately and that the space remains a purposeful intervention rather than a withdrawal from learning.

7. Support for Parents

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

Parents are invited to meet with class teachers termly through parent consultation evenings and are consulted at the point that children are placed on the SEND Register. One Page Profiles with targets and the review of these are written in consultation with parents and are reviewed termly in agreement with teachers, parents and children.

How pupils with SEND are consulted and involved

Pupils with SEND are encouraged to share their views about their learning, support and wellbeing in ways that are appropriate to their age, communication and individual needs. Pupil views are gathered through conversations with class teachers and support staff, review of One Page Profiles and My Support Plans, and involvement in setting and reviewing targets. Where appropriate, pupils contribute to discussions about strategies, interventions and adjustments that help them to access learning and participate in school life. Their views are considered alongside those of parents/carers and relevant professionals when decisions are made about support.

We hold an open-door policy and parents are invited to make appointments with class teachers or the SENCo as often as they feel necessary.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

For information about how to raise a complaint, please refer to the current Pontefract Academies Trust Complaints Policy.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

We work closely in partnership with a variety of external agencies. The amount of provision provided depends on the needs of individual children, but can include the following:

- Planning meetings and consultation meetings are held termly, alongside WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service) and the Educational Psychology Service. Observations of children can be completed following the meetings and staff are supported with assessments and training. Reports are written and shared with relevant staff and parents
- Speech and Language Support (SaLT)

The speech and language therapy service will work with individual children and staff within school and provide programmes of work to be completed throughout the year.

- Visual/ Hearing impairment support (SENSS)

Advisory teachers will attend meetings, write reports, observe children in class and provide advice and training for staff to ensure needs are met.

- The School Nurse

The school nurse is available to consult regarding any medical needs. They will write health care plans in consultation with school and advise on toileting protocols and risk assessments.

- Early Help Hub (EHH) & Children and Adult Mental Health Services (CAMHS) The lead practitioner consults with school to offer children and families support for a range of needs, including behaviour and emotional wellbeing support.
- Children's Therapy Service (OT and Physiotherapy)

School works closely with the hospital service to ensure staff are trained to deliver OT and Physio programmes provided.

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- Wakefield SENDIASS (formerly WESAIL) – a free, impartial and confidential information, advice and support service for children and young people with SEND and their parents/carers. Telephone: 01924 965588 (voicemail service). Email: wakefieldsendiass@family-action.org.uk. Website: https://wakefield.mylocaloffer.org/wesail-including-sendiass/contact-us-making-a-referral/contact-us-making-a-referral/
- Castleford Early Help Hub - offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. Contact number - 01977 722223

8. Admissions and Transition

Our admission and transitional arrangements for pupils with SEN include:

We understand the preparation that needs to go into every new transition; moving up a year group, changing Key Stage or moving schools. With new arrivals, we liaise with the previous school in order to prepare the support needed and home visits are available for new starters. Extra transition days are organised for class to class movement each year. Year 6 transition is discussed between class teachers and the SENCos and children attend various transition days.

Admission arrangements for disabled pupils

Disabled pupils are considered for admission in accordance with the school's published admissions arrangements and the Equality Act 2010. The school does not treat a child less favourably because of disability and will consider reasonable adjustments and the support required to enable the child to access the school and its provision. Where a child has an Education, Health and Care Plan, the Local Authority's statutory processes apply. Admissions to the Northfield Communication Resource are managed by Wakefield Local Authority's Special Educational Needs Assessment and Review Team (SENART). Families are encouraged to contact the school to discuss a child's needs, accessibility and transition arrangements. The school's current admissions arrangements are available on the school website.

We liaise closely with SENART (Wakefield's Special Educational Needs Assessment and Review Team), to read and consult over new Education, Health and Care Plan admissions. If we are able to meet your child's needs, we will outline what we are able to provide to support all areas of need, including medical needs.

We work closely with the WISENDSS team, who provide further transition support if needed.

Wakefield's local offer, explaining what is available on a local authority basis, can be found using the following link: https://wakefield.mylocaloffer.org

Northfield Primary School's Accessibility Plan is available on the school website under Policies: https://northfield.patrust.org.uk/policies/. The plan sets out the school's approach to improving access to the curriculum, the physical environment and information for disabled pupils.

APPENDIX A

Area of Need	Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Cognition and Learning	• Inclusive Quality First Teaching • Differentiated curriculum planning • In-class TA support • In-class targeted teacher support • Increased visual aids / modelling etc. • Visual timetables • Use of writing frames • Access to ICT to support learning and presentation Literacy/Vocabulary Mats across the curriculum • PSHE Focus in • lessons Parent Evenings • Extra-curricular clubs • Whole school reading • Transition Process Staff CPD	• Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA, ELSA trained LSAs • Focussed strategies for groups/classes • Catch up programmes – literacy and numeracy Precision teaching • In class group support from LSA • ICT support for keyboard skills • Scaffold curriculum to meet the needs • of the learner	• Small group or 1:1 literacy/numeracy support Exam Access • Arrangements External Agency Support • – Educational Psychologist, Specialist Teaching Services
Communication and Interaction	• Inclusive Quality First Teaching • Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, • small white boards Structured school and • classroom routines Visual timetables • Differentiated curriculum • delivery Differentiated outputs • Certificates/postcards home • Assemblies reinforcing school ethos • School Council • After school clubs –	• In class support with focus on supporting speech and language • ICT • Effective use of collaborative group work • Groups chosen sensitively to take account of and include mixed abilities and strengths of personality. Multisensory activities to take account of Speech and Language /ASD associated difficulties	• Individual work on: Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills • Multi-sensory activities to take account of Speech and Language /ASD associated difficulties • Direct teaching to develop verbal and nonverbal communications • Use of visual cues to support

	• Staff modelling and reinforcing appropriate behaviour • Social Stories • Whole school INSET with regular reinforcement for all staff • Awareness by all staff of particular needs • Transition Process • Liaise with parents Staff CPD	• Circle Time/PSHE, Speaking and Listening Checking • out understanding of text by encouraging children to re-tell/re-phrase story/text Children with sensory perceptual differences seated in the best available defined area, i.e. away from distractions, at the front of the class, away from visual displays and windows. Social skills groups	• meaning – social stories Speech and • • Language support / advice Visual timetables • Use of ICT to record and support within the learning Advice from outside agencies to develop programmes, strategies and • approaches in collaboration with the school Referral to Speech, Language and Communication Therapists, Educational Psychologist and to CAMHS

Social, Emotional and Mental Health	• Inclusive Quality First Teaching • Whole school and class reward systems promoting positive learning behaviour, reward points and certificates • Whole school/Class rules • Whole school policy for behaviour management with graduated response linked to Waves of Provision • Break supervision to help manage free/unstructured time • Assemblies • Transition Process	• Behaviour Policy • Temporary change of work location. Removal to another classroom or isolation Temporary use of time out. • Teaching anger management and calming techniques Appropriate • curriculum to match needs. Suggested Classroom strategies. Whole class strategies and advice to teachers Extra focus on • personal and social education, e.g. strategies to	• 1:1 support for social skills • Individual ELSA support • Individual reward system • Social skills training Emotional • Resilience Anger management • Advice from EP / WISENDSS & • other Specialist services Personalised Timetables • Parent Meetings EHH/CAMHS • • Responsive group • sessions for current themes in school

		manage feelings, skills of friendship, self- awareness, relationships, conflict resolution. • Social skills group training • Monitoring during unstructured times, e.g. Breakfast Club, ELSA •	
Sensory and Physical	• Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Improved accessibility and modification of building where necessary, e.g. ramps • Coloured Paper/overlays • Large print Awareness of • background noise	• Additional keyboard skills training Additional • fine motor skills practice In class support • to improve access & safety Handwriting • practice Extra time to complete • tasks TA Support •	• Support with physical difficulties and/or medical conditions • External agency involvement – sensory • support, hearing and vision Adapting materials for pupils with co- • ordination difficulties Advice and/or support from an • Occupational Therapist Advice and/or support from an Physiotherapist • Advice and/or support from the school nurse • Advice & strategies for all staff • Individual support in class • INSET for Staff • Liaison with parents