

*'Striving to be the best that we can be'*



## Jerry Clay Academy

Academy Name	Jerry Clay Academy
Date	September 2025
Written by	Emma Taverner (SENCo)
Annual Review Date	September 2026

### 1. Introduction and Legal Framework

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

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

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

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

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

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

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

Insert relevant contacts eg.

- **SENCO name and contact details –**  
Emma Taverner [emma.taverner@jca.amat.org.uk](mailto:emma.taverner@jca.amat.org.uk)
- **Headteacher / Principal name and contact details –**
- Tony Palin [tony.palin@jca.amat.org.uk](mailto:tony.palin@jca.amat.org.uk)
- **Inclusion Leader name and contact details –**
- Tony Palin [tony.palin@jca.amat.org.uk](mailto:tony.palin@jca.amat.org.uk)
- **Pastoral Support Manager name and contact details –**
- Tony Palin [tony.palin@jca.amat.org.uk](mailto:tony.palin@jca.amat.org.uk)
- **Lead Learning Mentor name and contact details –**  
Mandi Wood [amanda.wood@jca.amat.org.uk](mailto:amanda.wood@jca.amat.org.uk)

Contacts within the Local Authority can be found on the Local Offer website:

- Wakefield Local Offer - [Homepage \(mylocaloffer.org\)](http://mylocaloffer.org)

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

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

List all relevant policies including:

- Behaviour Policy including Anti-Bullying Strategy
- Inclusion Policy / SEN Policy
- Accessibility Policy and Plan
- Safeguarding Policy
- Equality information and objectives
- Pupil Premium Strategy

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

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher who will liaise with the SENCO.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you any concerns you may have

Parents will then be supported by school by being:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing at termly SEN Plan meetings
- included in planning ahead for them.

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

Children with SEN are involved in a number of ways in their education. This depends on their individual needs. Methods we use in which children with SEN are involved include:

- Informal discussions with the SENCO/Learning Mentor and class teacher throughout the school day.
- Contributing their voice in the One Page Profile aspect of termly SEN plan meetings
- Attending meetings where target setting takes place.

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

### **How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?**

- Class Teachers Profile lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- High-quality teaching is our first step in responding to pupils who have SEN and we use recommendations from the EEF SEND in mainstream schools guidance report. This recommends using a repertoire of strategies flexibly in response to the needs of individual pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND;
  - scaffolding
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- We also provide reactive teacher led interventions and targeted intensive interventions to address specific needs.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

### **How will we measure the progress of your child in school? And how will I know about this?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term at SEN Plan meetings
- If your child is in Year 1 and above, but is not yet at National Curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress using the B Squared package.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at School Support will have an SEN Plan which will be reviewed with your involvement, every term and the Profile for the next term made. Your child will also contribute their voice to the SEN Plan termly in the form of the One Page Profile which they will be supported to complete.
- The progress of children with a statement of SEN/ EHC Profile is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular meetings with the staff delivering the programme and the Class Teacher.
- A range of ways will be used to keep you informed, which may include:
  - Home/school book
  - Letters/certificates sent home
  - Additional meetings as required
  - Reports

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

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

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

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the School (TAS) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCO/your child's teacher may make a home visit and also visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily
- We may create a SEN Plan for your child
- We may arrange support for your child immediately

### **When moving classes in school or if your child is leaving the school:**

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All OPPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- A Transition meeting is held in the summer term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.
- Further home visits may be carried out for pupils leaving Nursery school to attend reception to ensure up to date information is shared between parents and the school

In Year 6:

- The SENCO will attend the Primary Transition Days to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with SEN, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## 9. Approach to teaching children and young people with SEN. How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

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

### **Class teacher input via good/outstanding classroom teaching.**

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- High-quality teaching is our first step in responding to pupils who have SEN and we use recommendations from the EEF SEND in mainstream schools guidance report. This recommends using a repertoire of strategies flexibly in response to the needs of individual pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND;
  - scaffolding
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

### **Specific small group work. This group may be run in the classroom or outside.**

- Run by a teacher or a Teaching assistant who has had training to run these groups. These are often called Intervention groups by schools.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.
  - He/ She will Profile group sessions for your child with targets to help your child to make more progress.
  - A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's Profiles, or a recommended programme.

**Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups AND/OR Individual support for your child of 20 hours and below in school**

- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help Profile possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific professional expertise
  - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit, paired reading
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support or group support in school. This will be communicated with you.

**Specified Individual support for your child.**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Profile (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

- After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support formally known as School Action Plus.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Profile. If this is not the case, they will ask the school to continue with the support at School Support and also set up a meeting in school to ensure a Profile is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Profile will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a school development Profile, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO.

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

The SENCO is responsible for co-ordinating all the support and evaluating the effectiveness for children with special educational needs (SEN) and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

He will do this by ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing
- included in planning ahead for them.

And by:

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, CIAT etc.
  - Liaising with the Local Authority SEN Department where appropriate
  - Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
  - Supporting your child's class teacher to write One Page Profiles (OPPs) that specify the targets set for your child to achieve.
  - Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- 
- The school budget includes money for supporting children with SEN.
  - The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
  - The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected.
    - decide what resources/training and support is needed.
  - All resources/training and support are reviewed regularly and changes made as needed.

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

Jerry Clay Academy is an inclusive school. At Jerry Clay Academy, we look to develop and adapt the curriculum to adapt the needs of our children whatever their needs may be. This includes involving all children in learning.

The SENCO and Headteacher will monitor this by:

- Ensuring that all children with SEND have access to good/outstanding teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation).
- Checking on the progress of the child and supporting the class teacher in identifying, planning and delivering any additional help children may need (e.g. targeted work, additional support, adapting resources etc.) and discussing amendments as necessary.
- Working with the class teacher to ensure that all members of staff working with children in school are aware of the child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with children in school are supported in delivering the planned work/programme for SEND children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

## 13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Pupils are well supported by:

- An anti-bullying policy that is supported by all staff
- A specialist Learning Mentor with specific social and emotional training
- Targeted support for individual pupils
- Future In Minds
- School council
- Pupil voice

In addition to this, our Learning Mentor works alongside children in the school who have identified pastoral needs. She adapts the work she does dependent on the child's needs as well as how they respond to an intervention. Children with a 1:1 Teaching Assistant may also be supported by them in this way.

## 14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families

It is the role of the SENCO to liaise with relevant professionals to discuss the needs of the children with SEN in school. These discussions will then be fed back to parents so that there is a transparent approach to dealing with any issues or concerns.

Professionals that may provide SEN support to children at Jerry Clay Academy include:

A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning mentor</li> <li>• Teaching assistants</li> <li>• Educational Psychology input to provide a higher level of service to the school</li> <li>• Specialist LSA support</li> <li>• Team Teach</li> </ul>
B. Paid for through our SEND service level agreement centrally to the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> </ul>
C. Provided and paid for by the Health Service (NHS Trust) but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• CAMHs</li> </ul>
D. Voluntary agencies	<ul style="list-style-type: none"> <li>• Targeted Youth Support</li> <li>• WeSail</li> </ul>

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

*Taken from Statutory DfE Guidance – The designated teacher for looked after and previously looked after children.*

51. Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).<sup>13</sup> It is vital that designated teachers are aware of the SEN needs of looked-after and previously looked-after children.

52. Most children with SEN do not have an EHC plan. Instead, the school undertakes to meet their identified needs through SEN support. However, children with higher levels of need will have EHC plans. A significant proportion of looked-after and previously looked-after children fall in to one of these groups.

53. In respect of looked-after children, the designated teacher should ensure that:

- the special educational needs and disability (SEND) code of practice 0 to 25 years, as it relates to looked-after children, is followed; and
- children’s PEPs work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met. Professionals should consider how the EHC plan adds to information about how education, health and care needs will be met without duplicating information already in a child’s care plan or PEP. Equally, the child’s care plan, including PEP, should feed into the care assessment section of the EHC plan.
- Ensure that, with the help of the VSH, they have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary, making full use of the SENCO and local authority support team where applicable

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

Please see separate Jerry Clay Academy complaints policy.

For more information for Wakefield’s Local Offer, please follow the link below:

[Homepage \(mylocaloffer.org\)](http://mylocaloffer.org)