



Wrangle Primary Academy

SEND Information Report

(Reviewed 17th November 2025)



Wrangle Primary Academy's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement our SEND policy.

Wrangle Primary Academy recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the academy and to enable all of our pupils to thrive.

Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

Contents:

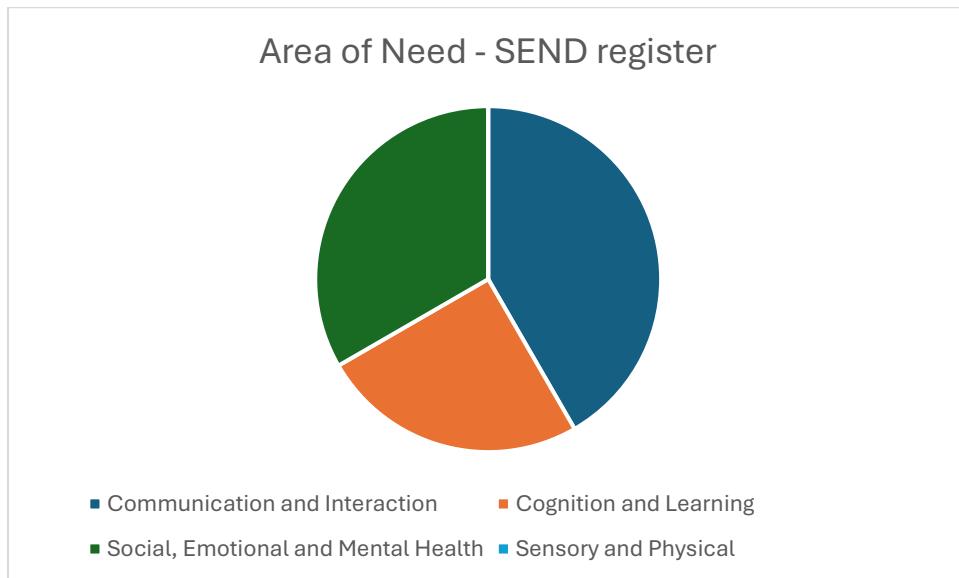
1. The types of SEND that are provided for:	4
2. Identifying pupils with SEND and assessing their needs:	5
3a. How the school evaluates the effectiveness of its SEND provision:	6
3b. Arrangements for assessing and reviewing SEND pupil progress:	9
Evidence required	Error! Bookmark not defined.
3c. The school's approach to teaching pupils with SEND:	13
3d. The curriculum and learning environment for SEND pupils:	14
3e. Additional support for learning for pupils with SEND:	15
3g. Support for improving the emotional, mental and social development of pupils with SEND:	16
4. Name and Contact details of SEND Coordinator and SEND governor	16
5. The expertise and training of staff in relation to children and young people with SEND	16
6. How equipment and facilities to support SEND pupils will be secured:	17
7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child	17
8. Consulting pupils with SEN about, and involving them in, their education	19
9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school	19
10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families	19
11. The contact details of support services for parents in accordance with section 32	20
12. Supporting pupils moving between phases and preparing for adult education:	21
13. Information on where the local authority's local offer is published	22
19. Glossary	23

1. The types of SEND that are provided for:

Special Educational Needs and Disabilities (SEND) is categorised into 4 areas of need – Communication and Interaction (C&I), cognition and Learning (C&L), Social, emotional and mental health difficulties (SEMH) and Sensory and/or physical difficulties (S&P) When a pupil is identified with an SEND, their core area of need is decided by the SENDCO with support and evidence from the Class Teacher and others within the academy such as the Learning Mentor.

Area of Need	Description of need	Example medical conditions and diagnosis.
Communication and Interaction (C&I)	Difficulties in understanding and/or using spoken language, as well as understanding social rules of communication and interaction	Speech Language and Communication Needs (SLCN) Autism Spectrum Disorder
Cognition and Learning (C&L)	Learning at a slower pace than their peers and / or having specific difficulties within an area of learning.	Specific Learning Difficulties (SpLD) such as; <ul style="list-style-type: none"> • Dyslexia (reading/spelling) • Dyscalculia (maths) • Dyspraxia (co-ordination/organisation) • Dysgraphia (writing) Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD).
Social, Emotional and Mental Health difficulties (SEMH)	Pupils may have difficulties expressing and managing their emotions and behaviours, have difficulties developing positive relationships, or there may be concerns about the pupils mental health.	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Anxiety • Depression • Eating disorders • Self-harming • Attachment disorder • Other mental health conditions.
Sensory and/or Physical Needs (S&P)	A disability or impairment that affects a pupil's access to education and the world around them, often requiring specialist equipment or support. These needs can be due to sensory impairment, visual impairment or hearing impairment.	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing impairment (HI) • Multi Sensory Impairment (MSI) • Sensory processing difficulties • Physical disabilities

The chart below shows the current proportion of pupils identified as SEND categorised into areas of need. Data accurate November 2025



The data identified within this table shows the core area of need; there are a number of pupils who have secondary areas of need. The data identifies the need that creates the biggest barrier to the pupil. Throughout the report, it is not possible to identify individual pupils, only trends in terms of percentages. Communication and Interaction is currently the greatest need within our academy as depicted above (October 2025) .

2. Identifying pupils with SEND and assessing their needs:

The SEND information report is underpinned by various policies and procedures in school. These are all available on the Academy's website.

These include:

- [WPA SEND Policy December 2025](#)
- Accessibility policy 2025
- Accessibility Plan
- Intimate Care Policy
- Supporting children with medical needs who are not able to attend school policy
- Safeguarding/ child protection policy and procedures
- Admissions Policy
- Attendance policy
- Behaviour Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy
- Health and Safety Policy
- Pupil Premium Policy
- Complaints policy

School Admissions

The admissions policy is located on the academy's website. We are an inclusive mainstream academy. If your child has an existing EHCP, the Local Authority would consult with the Academy as to whether we would be able to meet your child's needs. This process would have to take place directly with the Local Authority rather than through the admissions process or with you directly. If a young person wishes to join our academy, and the EHCP process has been initiated but not finalised usual admissions procedures should be followed.

Supporting Children with Medical Conditions

Where a child has a medical condition which impacts on their time in school, consideration will be given in how best to meet their needs. Access to their education and additional opportunities are carefully considered and crafted to ensure the best outcomes for all. To support with this, relevant processes will be followed to ensure that the child receives the best possible form of education supported within the school setting and for any time that the child is not able to attend. In certain situations, the Emotional Based School Avoidance (EBSA) route will be followed to support the child in accessing an education. This can suggest reasonable adjustments to support attendance, whilst striving towards education. Where medical needs are impacting on attendance, medical evidence will need to be provided to validate the need for the adjustments to be made. Without the medical evidence, the attendance policy would be followed, and the Academies attendance team would become involved. Children with medical conditions may require specific documents to support them in school such as risk assessments and care plans. These will be developed between medical professionals, parents and staff within school. Depending on the medical condition, staff training may be required to increase awareness of the condition, administer medication or to follow specific medical processes. This could include training for asthma, diabetes, cystic fibrosis or anaphylaxis. In other cases, training may be required for moving and handling or how to use a specific piece of equipment. Where medical needs are present the Academy seeks advice from trained medical professionals.

External services

The academy works alongside external services to support pupils with special educational needs. These can include but are not limited to:

- <https://www.lincolnshire.gov.uk/send-local-offer> - Lincolnshire Local Offer

3a. How the school evaluates the effectiveness of its SEND provision:

At Wrangle Primary Academy, we regularly assess and review the learning of all our pupils. This occurs in the form of summative and formative assessments. Through assessment processes a child may be identified as potentially having SEND. Once a child has been identified as SEND, staff work closely with the child to identify their challenges and work together with the young person, family and at times outside agencies to provide a clear vision of next steps for the child.

Throughout a child's school journey, they will participate in a range of assessments either within their High-Quality Teaching or as part of their SEND specific provision. These assessments are detailed below:

Statutory Assessments

As an academy, we follow the national statutory assessments for children with SEND. These assessments may be adapted to support access to their content. Statutory assessments include

- Reception Baseline Assessment- on entry of the reception year
- Early Years Foundation Stage Profile- at the end of the reception year
- Phonics Screening Check- in the summer term of year 1.
- Multiplication Times Tables Check- summer term of year 4.
- Year 6 SATS- summer term of year 6.

At Wrangle Primary Academy, we hold information sessions about these assessments so parents are well versed in the assessments and how they can support their child. In some cases, access arrangements may be required to support the child and in these cases, parents will be informed. These reasonable adjustments may include additional time, use of a scribe or a transcribe, individualised and adapted materials. When it is felt that an adaption would promote the child's access to the assessments, these are trialled as usual within the classroom learning activities. In rare circumstances, it is at the Principal's discretion if a pupil is disapplied from any of the statutory assessments. If this were the case this would be explained to parents/ carers and usually this would be on the grounds that the child would not be able to access the content of the assessment or if they had not attended a significant amount of school to effectively be assessed. Should a parent wish to have their child disapplied from a statutory assessment, they would need to formally raise this with the Principal. The results of the statutory assessments are submitted to the local authority or the standards and testing agency. Parents will be informed of the outcome of their child's performance in a statutory assessment.

Non-Statutory Assessment

Within the academy, we use summative and formative assessments as part of our High-Quality Teaching (HQT). At Wrangle Primary Academy, we believe it is important for early identification of need and SEND. Assessment for learning (Afl) is used as an ongoing process to identify barriers to learning and recognise misconceptions. This forms the basis of each lesson and allows class teachers to reflect on the learning and intervene at the earliest opportunity. Where a class teacher or member of the support team become concerned about progress of a certain pupil through the course of a lesson further targeting or adaptions to the following days planning could be made to support their future progress. This formative assessment occurs during every lesson and may incorporate retrieval activities to retrieve our prior learning, low stakes quizzes, inquiry questions and more. These tools support the class teachers to plan and monitor any challenges and barriers that the pupils face to enable support to be sourced at the earliest opportunity. During these activities, reasonable adjustments will be in place. An example of this, could be using a laptop to word process rather than hand write or an adult to read for a pupil to access content.

Summative assessments are used to determine the understanding of the learning, which has occurred across a term or unit and usually take the form of a structured assessment. These are planned in each year on an assessment and are more formalised opportunities. An example of these activities are our phonic and mathematics assessments, which take place with an adult who is familiar to the pupils. These assessments inform groupings for the following term and ensures pupils access the learning at their ability. Where pupils have not made expected progress the SENDCO is informed, and the pupil is monitored. This will often result in a small focus group to support the learning and progress of the pupil. This can be used as evidence towards the graduated approach.

Following our summative assessments and teacher judgements, formal pupil progress meetings are held between the class teacher and the SENDCo. This enables easy identification of the pupils' barriers or challenges to learning and informs the future planning of SEND provision through the graduated approach. Parents/ carers are provided with two parents evenings a year and a written report at the end of the year. Assessments are considered when generating the reports. Where progress has not been made, this will be identified as early as possible and shared with parents/ carers accordingly.

SEND assessment tools

If it is felt that there is a specific area of need that may be impacting a pupil's progress in other areas of learning then further assessments may be carried out. These can support the graduated approach and informs Individual Education Plan (IEP) targets. These assessment tools are not always shared with parents/ carers as they are used as an informative tool but they may be included within the pupils' graduated approach

- WELLCOMM Primary and Secondary
- Strengths and difficulties questionnaires
- Valuing SEND tool
- Sensory profile
- Children's Therapy Services - Speech and Language Therapy assessment
- Read Write Inc assessment

IEPS

When a pupil is identified as SEND, they will be issued with an IEP. This is evaluated by the Class teacher and other adults working alongside the pupil, every half term. During this period the Individual Education Plan (IEP) is considered through class planning and the assessments carried out to strive towards the pupil achieving the target during a specific time period. If a pupil achieves a target before the next assessment period, teachers will adapt the target accordingly. Where progress has not been noted through the target period class teachers will inform SENDCO or a member of the SEND team and will adapt the target to ensure SMART targets are set to enable children to achieve. IEP's are used as a starting point towards the graduated approach. Within our setting the Principal is the SENDCo. This supports the strategic management of SEND to ensure that the correct resources are in place to support certain pupils

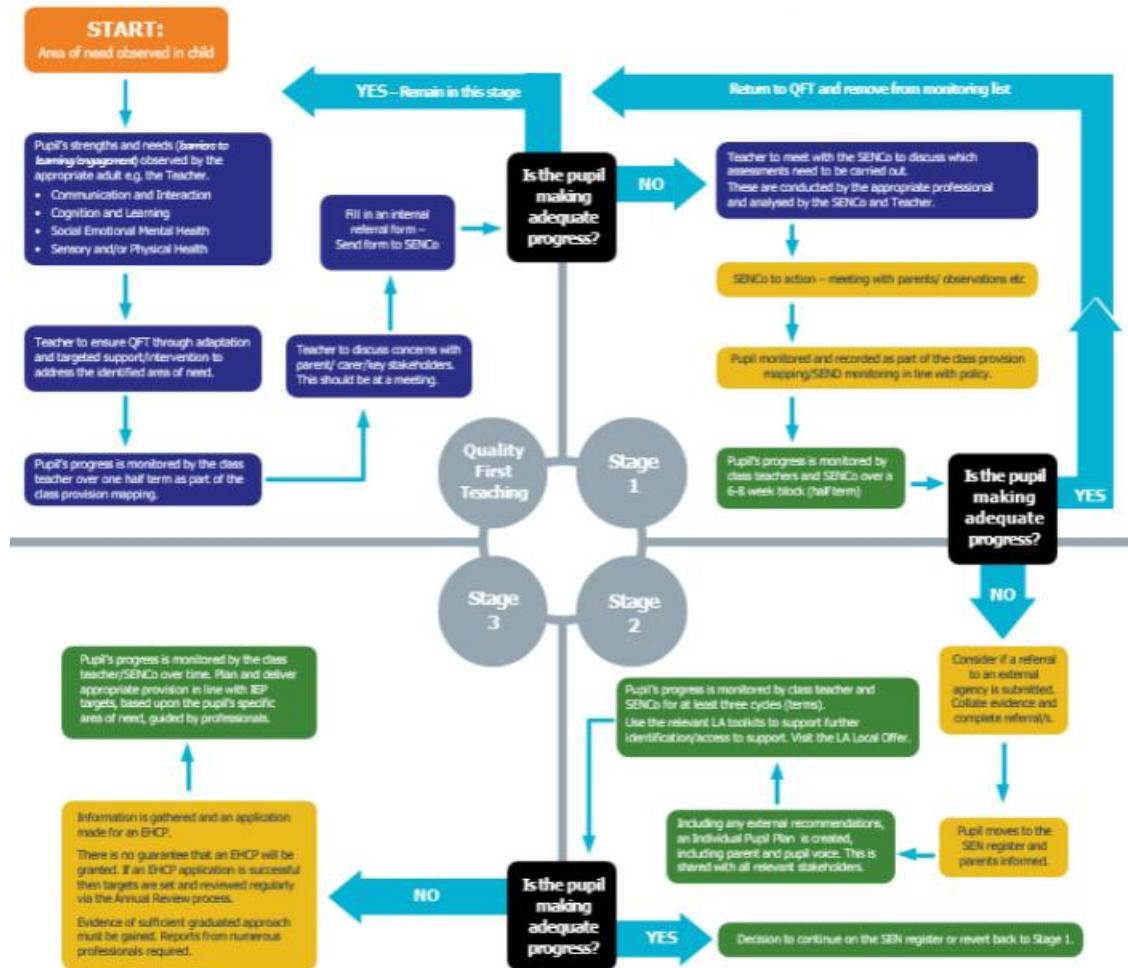
and provision plan for the following term. This may include planning for additional agency involvement or staff deployment needs. Alongside this planning, our academy has a provision map. The provision map outlines the children requiring further support and details interventions that may be used to support the pupil. This is updated regularly by the SENDCO and Learning Mentor. These regular updates allow evaluation of the current interventions and pupil progress to be recognised.

Interventions

At Wrangle Primary Academy, we have a tiered system for interventions as we believe that intervening starts in the lesson. In Tier 1, our interventions start within the classroom, during high quality teaching with AfL. This focuses on addressing misconceptions as they occur to enable pupils to make progress in every lesson. In Tier 2, occasionally following the lesson, pupils are identified as not being secure within their learning and these interventions may take place in small groups to further pupils understanding. Finally in Tier 3, further interventions are planned into our provision mapping to support pupils with their barriers or challenges to learning. These are formally planned and considered to ensure that pupils do not miss similar lessons every week. These interventions can include outside agencies alongside school staff.

3b. Arrangements for assessing and reviewing SEND pupil progress:

Once a pupil is identified as SEND and added to the SEND register, they enter into the graduated approach. The graduated approach is a model of intervention for meeting the needs of a young person, often used in special educational needs and disabilities (SEND) support. It involves a cycle of **Assess, Plan, Do, and Review** to ensure that support is appropriately matched to the individual's needs. The cycle becomes increasingly personalised and may bring in more specialist expertise if a pupil is not making expected progress, while always involving parents/ carers and the pupil in the process.



At Wrangle Primary Academy, the graduated approach is split into 4 stages (seen above). Once a child is added to the register, they enter the graduated approach at Stage 1. Below is an explanation of what to expect at each stage.

High Quality Teaching (HQT) – All pupils within the academy receive HQT. Where pupils are identified as needing support with a specific area of need, the Class Teacher will share concerns with the SENCO. Following these discussions the pupil is placed on a SEND monitoring list. The Class Teacher will consider intervention to address the concern raised to address the specific area of need. This may be following advice from the SENCO. The pupils' progress will be carefully monitored during a 6-week period. Where it is felt that a child is not making the expected progress with the support available, a meeting will be called including the pupil (if appropriate), parents, class teacher and / or SENCO and it will be agreed to place pupil onto the SEND support register and move to stage 1.

School based Support (Stage 1) - Pupils receiving SEND provision will be placed on the academy's SEND support register. These pupils have needs that can be met by the academy through the graduated approach and High-Quality Teaching (HQT). At this stage, an in-house assessment tool may be used to try to identify specific areas of challenge or particular barriers. Pupils will be on the provision map and their progress will be closely monitored and may include observations from the SENCO. IEPS will be closely monitored over 6-8 weeks.

School-based SEND provision with additional agency involvement (Stage 2) - Pupils who are causing a concern at stage 1 due to lower-than-expected progress or due to a specific identifiable barrier will be escalated to stage 2. At stage 2 further in house assessment tools may be used to further identify any potential barriers to progress. Where it is felt that the child requires specialist support, a referral to external agencies will be made with the consent of the parent. This will provide the class teacher with a report and potential strategies to support within the classroom and help to overcome barriers where possible. This will also provide parents with information with regards to their child. The external providers that Wrangle Primary Academy currently work with include:

- ASKSALL – advice line for SEND.
- Specialist Teacher - This agency provides learning support for your child; they will carry out tasks with your child usually on a 1:1 basis and generate a report from their finding to support school in their delivery of provision and also to give advice on targets. Specialist Teachers can also recommend further testing such as testing for dyslexia and visual tracking.
- The Working Together Team: The service provides three main areas of expertise; consultancy, training and advice. The service can support schools in developing suitable practice for children with social communication concerns and developing staff knowledge on how to meet specific needs. The service can also offer support to parents and carers. Gosberton House Academy also offer training for parents if their child has a diagnosis of ASD through the Early Bird program. For more information visit: <https://www.wtt.org.uk/>
- Speech and Language Therapists (SALT): This service works on a referral basis, if the referral is successful, an assessment will be made and a program of work will be developed to be carried out at home and in school. Assessments will often take place in school and parents will be invited to be present.
- Community Paediatricians: Under the new Children and Families Bill, health care professionals play an integral part to supporting specific needs. Should your child attend a paediatrician appointment, the reports can be shared with school and school will act upon the advice given.
- The Pupil Re-integration Team (Through PSP Process): A service to support those pupils at risk of exclusion from school. The process involves agencies working together to develop a plan that is right for the pupil and the school. This process opens up the opportunity for behaviour professionals to become involved should they need to be. This team now also works with pupils who are school refusers.
- Mental Health Support Team (MHST) : This service supports children with mental and emotional wellbeing concerns. This agency can be referred to and supports pupils with mental health challenges.
- Behaviour Outreach Support Services (BOSS): This service supports children who are displaying challenging behaviours within school. This agency can only be referred through the PSP process.

During stage two, it may be pertinent to begin a specific process such as a Pastoral Support Plan (PSP), an Emotional Based School Avoidance plan (EBSA) or a Working Together Team (WTT) ladder. This will form the foundations of the graduated approach moving forwards. Every 6 weeks, the Principal and Learning mentor meet to plan the stage two provisions and evaluate previous cycles. This provides a clear vision of support for pupils and provides further actions.

Pupils at this stage of the graduated approach are funded through the academy's notional budget. They are identified as K on the census.

Education, health care plan (EHCP) (Stage 3)

EHCP Request

If it is felt that a pupil through the graduated approach has not made the expected progress and there could be concerns in more than one area of a child's learning the pupil may be escalated to stage 3. At this stage further work will be carried out with additional agencies and an EHCP submission may be made to the local authority. This would only be initiated with the families consent. When an EHCP request is made the SENDCO has access to the Lincolnshire County Council HUB. The submission is made through the portal and parents are provided with log in details to add their contributions along with additional agencies, health and social care services. The EHCP process is 20 weeks from the date of submission to the decision whether a plan is to be issued. Families have the right to move to this stage and create a self-referral for their child through the EHCP request system. The academy will contribute with the information that they have at that point for the child. This can mean that the school are not able to contribute to the EHCP as effectively due to the time frame of when it was submitted and not therefore having enough evidence to support an EHCP submission. For a parental request the Academy will remain impartial on the HUB submission and contribute only evidence that has been collected from the date of submission. The provision for these pupils is funded through the academy's notional SEND budget. On the census these pupils will be marked with the code K.

EHCP plan approved

If an EHCP request is successful, the plan will be agreed. This plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. When a child has an EHCP in place, they are allocated a caseworker from the Local Authority. When an EHCP is issued a consult is received via the EHCP HUB. The academy has a set period to review the content of the EHCP and evaluate whether they would be able to meet the child's needs or not. In cases that the Academy would not be able to meet the needs of an EHCP they have to specify the details why they would not be able to and this needs to comply with the SEND Code of Practice. The plan is evaluated annually through a formal meeting which is recorded on the EHCP HUB. Parents and the child's voice are captured through the meeting. The SEND Caseworker does not need to attend the annual review unless their attendance has been requested. The SEND caseworker will attend the Year 5 annual review to formalise the phase transfer to secondary school. The provision for these pupils will be funded from the Academy's notional SEND budget and top up funding is received from the child's home Local Authority. In Lincolnshire there are 3 main bandings of funding: moderate, significant and pronounced. On the census these pupils will be marked with the code E. In specific circumstances, a bespoke learning pathway may be necessary. This occurs when a pupil has an EHCP in place and their current provision continues to not meet their needs. The SENDCO will raise concerns with the SEND Caseworker and suggest an emergency annual review. At this stage evidence from additional agencies will be further sought and a comprehensive case will be put forwards to the SEND Caseworker as to why the Academy are not able to meet the needs of the child given the current EHCP provisions. Following the outcome of the Annual Review, the Caseworker would feedback to the managers with an Additional Needs Request. The outcome of

this could be that the current funding banding is increased to more effectively meet the needs of the pupil. This could also look at whether mainstream education remains the most appropriate setting for the child. Or whether a different type of setting could be more beneficial. Where the Local Authority recognise that a specialist setting is the most appropriate for the young person they will consult with alternative settings. In the case that there are no specialist settings available a bespoke learning pathway could be put in place in the interim to support the pupil. This is often a more creative curriculum with a great deal of adaptions made to facilitate the child's needs as they await a more specialist setting. At this stage the family have high stages of communication with the young person and their family. On the census these pupils will be marked with the code E.

3c. The school's approach to teaching pupils with SEND:

The Academy is a small setting of 55 pupils across three classes. We strive to meet the needs of every child and we are inclusive for all of the pupils. We focus on high quality teaching, which focuses on using adaptive strategies to promote pupils' learning preferences. Within the academy, our classes are split to suit the pupils we have. This is based on the needs of the pupils. Currently the classes are:

Beech Class – EYFS and Y1

Willow Class – Years 2 and 3.

Oak Class - Years 4, 5 and 6.

These teachers work closely together to develop their ideas and adaptations. Our academy has clear adaptations which can be made for each subject based on the pupils area of need and these are consistent across our academy.

The curriculum frameworks are designed to be engaging and promote sequential learning. This means that classes are taught as a whole with adaptive teaching methods being used to support pupils with SEND. Our early reading, Mathematics and spelling curriculums have more aligned learning to ensure that pupils can access learning at their ability. Pupils are assessed termly in phonics and spelling and at the end of a unit in Mathematics. From these assessments, groups are developed accordingly. This means that the learning that a pupil receives is delivered at exactly the right stage to promote the optimum stage of progress.

At Wrangle Primary Academy, we have developed specific subject reasonable adjustments to support pupils with their specific areas of need. An example of these is shown below.

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These strategies form a basis of the support that may be offered to pupils and ensure consistency for pupils across the academy. Teachers and support staff use these adaptive teaching strategies to support pupils within the classroom. These can often be highly personalised to ensure that barriers are broken down.

Our pupils enjoy clear routines throughout the day. Every morning, pupils have set subjects and transitions are shown to pupils through visual timetables and daily schedules. Where required some pupils use now and next boards to navigate through the school day.

3d. The curriculum and learning environment for SEND pupils:

Within our academy, our curriculum is adapted to support our pupils with small class sizes, bespoke learning opportunities and a focus on the individual needs of the pupils. We have a high number of support staff within classrooms to develop pupils learning further and give support where needed. Where a barrier is evident, we strive to find strategies to overcome these challenges. These are some of the adaptions that are made to support accessible learning for pupils:

Information – within our academy information can be shared in a variety of ways to increase accessibility. Some examples include:

- Adapted background colours to support pupils
- Symbols or chunked information
- Information adapted for the needs of the pupils.
- Enlarged materials
- Printed versions for pupils
- Coloured exercise books (pages suit the pupil)
- Coloured overlays
- Writing frames
- Key vocabulary
- Word processing
- Scribes
- Widget (symbols)
- Makaton (Staff are receiving training this year)

Learning environment – our learning environment focuses on ensuring pupils are fully inclusive within our classes. We carefully consider the following adaptations to support our pupils.

- Small class sizes
- High number of support staff within classrooms.
- Calm and considered lay out to classrooms
- Displays are purposeful and used by the pupils.
- Visual timetables – so pupils know what is coming up and are pre-warned of any changes.
- Specific seating
- Adapted seating (wedge cushions, kick bands)
- Fiddle objects
- Ear defenders
- Safe spaces
- Movement breaks and sensory circuits as needed.

Curriculum – our curriculum is adapted as previously discussed and shown and consideration has been given to reasonable adjustments for every subject. These are available from the school office and on our website.

- Now and next board
- Individual regulation basket
- Movement breaks
- See our specific subject adaptations.

Technology – can enable accessibility through different ways to record, show learning and understand the learning being delivered. The following adaptations support our pupils.

- Widget
- Laptops and IPADs to support
- Using technology to type rather than write.
- Voice recording tools

Enabling pupils who cannot physically attend – If a pupil cannot physically attend, we will liaise with other agencies to ensure the best education possible will be provided. Online and remote learning can be developed to ensure pupils have access to key members of staff to enhance learning. In the instance of Emotional Based School Avoidance (EBSA), a range of strategies can be trialled to support the pupil in accessing their education. These will be dependent on individual need. The provision for pupils not able to access school is underpinned by the Safeguarding Policy and Attendance Policy.

3e. Additional support for learning for pupils with SEND:

Alongside the reasonable adjustments, tier 3 interventions are in place. These interventions are usually run by support staff but planned for by class teachers. These interventions may be informed by an outside agency report or possibly from an in-house assessment. These interventions may include:

Cognition and Learning:

- Read Write Inc tutoring
- White Rose Maths
- TT Rockstars

Communication and Interaction

- WELLCOMM
- Attention Autism Resources
- Specific speech and language interventions
- First Call

Social Emotional and Mental Health

- ELSA
- Lego Therapy
- Mindfulness sessions
- Feelings Detectives
- Lunch time interventions.
- Social stories
- Sensory circuits

Sensory and Physical:

- First Move

- Sensory circuits
- Handwriting

3g. Support for improving the emotional, mental and social development of pupils with SEND:

Wrangle Primary Academy strives to support the emotional, social and mental needs of pupils with SEND. Across the staff team, we consider individual needs to ensure that our pupils can feel safe and regulated to help them to make progress in other areas. Pupils within our academy, are aware of who they can approach for help or to talk to and who will willingly support them. Our learning mentor is trained as an Emotional Literacy Support Assistant (ELSA) and interventions are being carefully implemented to support key children. Where necessary, referrals are made to outside agencies, including occupational health, speech and language or other agencies. Our academy is developed to support pupils with their social development, unstructured times are planned to ensure pupils are included and pupils of all ages play and communicate together. We have a sensory courtyard, sensory room and sensory garden. Key pieces of sensory equipment are also shared across the academy to support regulation. Sensory profiling is carried out by class teachers and support staff to identify sensory needs and possible intervention to support pupils. Key members of staff work closely with families and will often communicate with families about the work they are carrying out where appropriate. They work closely with agencies such as; the Behaviour Outreach Support Service and Early Help workers.

4. Name and Contact details of SEND Coordinator and SEND governor

Name of School SENDCO: Mrs Tiffany Hebron
enquiries@wpacademy.com

Name of SEND governor: Name Here
 School Telephone Number: 01205 870509

5. The expertise and training of staff in relation to children and young people with SEND

- Tiffany Hebron has held the National SENDCo award since 2022.
- A comprehensive CPD cycle is supported by staff and opportunities are provided to support a range of techniques and strategies.
- Natasha Holmes is currently undertaking ELSA training
- Staff are trained in positive handling and de- escalation strategies
- Wrangle Primary Academy participated in the PINS project which provided the staff team with a range of training opportunities led by the Working Together Team.

- We work closely with the Pupil Reintegration Team who offer various training. More recently we have had trauma informed practice training
- The Speech and Language service support certain staff in supporting individuals, this can often be shared among small groups of children.
- Mental Health Support Team (MHST) – trained staff in Zones of Regulation
- A number of staff have been trained in Attention Autism by WTT.
- A number of staff are trained in creating sensory profiles by WTT.
- Participation within a local SEND conference and follow up sessions with local sessions delivered by additional agencies such as WTT and BOSS.
- A number of staff have had training in Pathological Demand Avoidance (PDA).
- A number of staff are trained in first aid or paediatric first aid.
- A high proportion of staff are trained in Read Write Inc.
- Most staff have accessed BOSS training – behaviour is communication, trauma informed practice,
- AfL training with teaching staff.
- Makaton training is booked for two members of staff in December and January 2025.

6. How equipment and facilities to support SEND pupils will be secured:

The Academy receives a Notional Budget per year to support pupils with Special Educational Needs. This funding is used not only to support the academy's pupils with SEND needs but also to support the first part of an EHCP. As an Academy, we ensure that all of our pupils are receiving the correct stage of support and where an EHCP is present that those pupils are receiving their full entitlement. Where possible and appropriate, this support is shared as very small intervention groups. This is monitored closely and evaluated and adapted where needed.

Universal (HQT): At this stage the strategies are open to all pupils and are not specifically targeted to those with additional needs. There is not specific funding attached to this stage support general adaptive teaching strategies. These may include:

- individual phonics tutoring.
- Access to sensory equipment (fidgets, timers, cushions, chew buddies, weighted blankets, wobble cushions, ear defenders...)
- Access to the middle area for regulation purposes.
- Use of adaptive teaching strategies (use of technology, use of different forms of recording, using tools such as colourful semantics).
- Mindfulness activities (colouring, movement breaks, breathing exercises).

Targeted (Stage 1/ 2): These resources are used funded through the academies "notional" funding. This is non-ring fenced funding which feeds into the budget to support pupils with SEND within the parameters of reasonable adjustments. These strategies, resources and interventions build the foundation to building evidence towards a pupil requiring a funding enhancement. These may include:

- Individual Education Plans (identify targets and tools to support the pupil to achieve targets)
- Enhanced adult support (SENDTA, Outside professional).
- Sensory Circuits
- Attention Autism
- Enhanced use of sensory equipment (exercise balls, rollers)
- Individual sensory profiles (these can promote adaptions to resources, uniform or routines to support children).

- Individual behaviour support tools (these can promote de-escalation strategies and preferred behaviour management strategies).
- Individual behaviour cards.
- Speech and language sessions.
- Individualised learning and high stages of adaptive teaching.
- Access to specific resources such as adapted furniture to accessibility supports.

Higher needs (Stage 3): This stage of funding includes the pupils who have EHCP's in place.

Their funding is allocated in line with the EHCP. Their funding is made up of both "notional funding and top-up funding". Much of the funding is covered through the targeted stage however there are specific elements that are covered at the higher stage. At this stage if it is felt that the academy are unable to meet the needs of a pupils effectively with the current funding banding the SENDCO will work with the Local Authority to enhance the funding stage or explore whether a more specialist setting is required. These may include:

- Higher access to enhanced stages of adult support.
- Access to higher stages of communication aids such as PECs books.
- Bespoke learning pathways for individuals in a small number of cases
- Specific and individualised physical resources.
- Individualised routine and access to various spaces within the academy (The Nest)

7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child

Mrs Hebron is the Principal and SENDCo. You can contact via the school office on 01205 870509 or via enquiries@wpacademy.com I will endeavour to respond at the earliest convenience. Both Mrs Hebron and Mrs Holmes are on the gate in the morning to welcome you into school and you are always welcome to speak to them at this time. When a child is identified on the SEND register, they will receive an Individual Education Plan (IEP) 6 times per year. Following each of these, there is a planned SEND coffee morning and parents/ carers are invited to attend. When receiving their child's IEP they are asked if they would like to discuss these with the class teacher or the SENDCO. Meetings are then set up in due course. Parent/ carers feedback led to the coffee mornings, which are usually well attended. Formal meetings with the SENDCO, class teacher or learning mentor can be requested via the school office. When an EHCP is in place the SENDCO will arrange an Annual Review each year which is important for the family to attend to give their views and opinions.

8. Consulting pupils with SEN about, and involving them in, their education

Pupils identified as SEND receive new targets 6 times per year. The format for this is child friendly and these documents are shared with the pupil by their class teacher or SENDTA. Pupils with SEND are included in all elements of academy life and are present on our student council. Within our academy, we support a range of pupils with SEND needs and diversity is celebrated within our academy. Pupils are asked for their student voice and this is carefully listened too. Our pupils are aware they have a voice and are keen to share their ideas.

At Wrangle Primary Academy, the majority of pupils work within the classrooms with adaptive strategies and have their needs met as part of the whole class practice. Strategies, interventions and resources are used to support the needs of individual learners within the classroom. For a very small proportion of pupils for whom the classroom poses high stages of challenge and impacts on their ability to work towards overcoming barriers, these pupils work on a bespoke learning pathway. This is a very small proportion of pupils but promotes a culture of belonging among the pupils. This pathway is planned and monitored by the SENDCO. Ahead of Annual Reviews the pupil's voice is captured to feed into the meeting. Where appropriate pupils are invited to join the annual review and contribute further.

9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school

If a parent is concerned about the provision or performance of the Academy in relation to an aspect related to SEND, early communication is often able to offer a solution. Contacting the office or approaching Mrs Hebron can often result in a concern being raised and a solution being identified. This can include adjustments being made or a resource or intervention being implemented. If parents/ carers feel that their concern has not been effectively handled, they have the right to submit a formal complaint. The Academy complaints policy is available on the Academy website. If the parent or carer is not satisfied with the Academy's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

To find out about disagreement resolution and mediation services in our local area, Lincolnshire Liaise, liaise@lincolnshire.gov.uk

10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families

Within our academy, we work with a range of services and agencies. Where required consent will be gained for agencies to work with pupils. These may include;

Education Services

- Virtual School
- Specialist Teaching Service
- ASKSALL
- Working Together Team
- Behaviour Outreach Support Services

- Emotional Based School Avoidance Caseworkers
- Pupil Reintegration Team
- Admission Services
- Attendance Services
- SEND Caseworkers, practice supervisors
- Mediation Services
- Liaise
- Lincolnshire Parent and Carer Forum
- Sensory outreach service

Health Services:

- Community Paediatrics
- Occupational Health Therapists
- Speech and Language Therapists (including ECLIPS)
- Healthy Minds and Child and Adolescent Mental Health Service.
- Children and Young people's nurse
- Consultants

Social Care/ Safeguarding Services:

- Social workers
- Early Help Workers/ Consultants
- EDAN services
- ESCO workers
- TAC admin
- Futures for me
- Education Progress Co-ordinators for children with social workers
- Haven- domestic abuse
- Lincolnshire Road safety partnership
- Drug and Alcohol support- Horizon
- Lincolnshire Policing
- The Lincolnshire Domestic Abuse Partnership
- Prevent advice line through Lincolnshire Police

11. The contact details of support services for parents in accordance with section 32

As a parent/ carer, if you feel you need to seek external advice Lincolnshire recommend the below services.

- Lincolnshire Parent and Carer Forum: This is a charity run organisation by parents and carers of children with SEND and they offer advice and training opportunities.
<https://www.lincspcf.org.uk/index.php>
- Liaise: Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide impartial advice to parent and carers. Parents, carers, children and young people can refer in to our service in two ways, either call 0800 195 1635 .

12. Supporting pupils moving between phases and preparing for adult education:

Transitions are of high importance for pupils coming into school but also for those transitioning to their next phase of education.

Children joining in reception:

From April, once academy places have been allocated, we begin our Rising Fours. This is where pupils eligible for Reception in the September can attend the academy on one afternoon a week so staff can meet the children and they can become confident with the staff. If a pupil has an EHCP in place, the SENDCO will endeavour to attend the Annual Review if a consult has been accepted. Our EYFS teacher visits nursery settings and will endeavour to visit all pupils within their settings. Where pre-school or the families raise concerns over elements of transition a bespoke transition plan is put together for the pupil. The transition plan is co-created between pre-school setting, family and the academy. Adjustments are identified within the plan which is evaluated once the pupil has been in the academy for a few weeks, this can include timetable adaptions, specific drop off plans, regulation preferences along with many more possibilities.

Children joining within primary phase:

Where pupils join from other schools through the primary stage, the Principal will make contact with the previous settings and seek the SEND records. Information will be shared with new the class teacher to make the transition as effective as possible for the young person. Where relevant, parents/ carers will be involved within the transition process. Where a child transitions with an EHCP, an Annual Review would usually be called within 6 months of the start date within the Academy

Children transitioning to secondary phase:

If a pupil has in EHCP in place, a transitional Annual Review will be called for the summer term of year 5. This will outline parent/ carer preferences for secondary school. The plans will then be finalised in the Autumn term with secondary school allocations. Where required additional transitional plans can be set up and families can also become involved. For some pupil's, additional visits and adapted sessions may be set up. For pupils with an EHCP in place, a representative from the secondary school will be invited to the pupils Year 6 annual Review. The child's SEND file will be shared with their secondary school once on roll and they will then take on the responsibility of their physical and electronic files.

Children transitioning to other settings:

Where pupils transition to other settings, their paper and electronic files will be shared once the pupil is on roll at their next setting. Depending on the stage of needs transitional conversations will be set up between the inclusion teams. Where appropriate, academy staff from the new setting will be welcomed to visit pupils ahead of the transition. Where required, families will be invited to support the transition between both settings. If the new setting feel it is required, follow up meetings can be set up to continue to support the young person and their family.

Transition from year group to year group:

Each year time is allocated to allow teachers and support staff to share information regarding individual needs. Alongside this the SENDCo and Pastoral Leader is available to provide information on individuals. Each class teacher has a file with relevant information regarding

individuals such as; specialist teacher reports, IEP's, EP reports, sensory profiles. These files are shared at the end of a year with the new class teacher. It is the class teacher's responsibility to read and understand the information.

13. Information on where the local authority's local offer is published

To see what support is available locally, have a look at Lincolnshire's local offer: <https://www.lincolnshire.gov.uk/send-local-offer>. The local offer holds wealth of information regarding services and support available to families and young people. There is information surrounding extra-curricular activities, support agencies, specialist professionals and SEND friendly services.

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). You can contact them:

0800 195 1635 (Freephone)

<https://www.liaiselincolnshire.org.uk/>

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

Lincolnshire Parent Carer Forum: admin@lincspcf.org.uk

LPCF, PO Box 1183, Spalding, PE11 9EE

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements	special arrangements to allow pupils with SEN to access assessments or exams
Annual review	an annual meeting to review the provision in a pupil's EHC plan
Area of need	the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
CAMHS	child and adolescent mental health services
Differentiation / Personalisation	when teachers adapt how they teach in response to a pupil's needs
EHC needs assessment	the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
EHC plan	an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-tier tribunal / SEND tribunal	a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
Graduated approach	an approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	a short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
Outcome	target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
Reasonable adjustments	changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SEN	special educational needs
SEND	special educational needs and disabilities
SEND Code of Practice	the statutory guidance that schools must follow to support children with SEND

SEND support	special educational provision that meets the needs of pupils with SEND
Transition	when a pupil moves between years, phases, schools or institutions or life stages