



Headteacher: Mrs M Senior

Glasshoughton Infant Academy
Newfield Avenue, Castleford, WF10 4BH
01977 516343

SEND Report 2025/26

Glasshoughton Infant Academy has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. At Glasshoughton Infant Academy we provide a broad and balanced curriculum with high expectations and suitable targets for all. We have systems for early identification of barriers to learning and participation. All SEND provision is overseen by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator Miss J Swain (SENCo).

SEND provision is monitored, reviewed and evaluated on a regular basis by the Senior Leadership Team and termly reports are provided to the governing body sharing information on how individual needs are being met and how SEND funding is being spent.

Teachers plan carefully to support all children's needs and alongside support staff they make provision to support individuals or groups of children. We strongly believe that all our learners have gifts and talents that we promote through school so that every child can achieve their full potential. Parents of children are regularly consulted and invited to attend termly meetings so that targets can be developed by the child and parents and also reflect on the aspirational and achievable outcome.

Clear and informative This is Me booklets are created and reviewed at least termly ensuring that evidence of impact from interventions has been gathered leading to assessments and next steps for the child. This form of monitoring ensures children are on track to meet targets and that planning addresses individual needs. Intervention plans are reviewed regularly to inform next steps and ensure progress and achievement is taking place. An appropriate and accessible learning environment is provided within the school and the building has been adapted with additional funding. Staff in school are trained and work alongside other professionals to develop their skills, knowledge and confidence in specific areas of SEND. This includes; Speech and Language service, physiotherapy service, Advisory teachers (WISENDSS), Occupational Therapist, Childhood and Mental Service (CAMHS), Educational Psychologists (EP). The school's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of all children. All teachers are teachers of SEND pupils and as a result will provide quality first teaching which takes account of the specific needs of pupils with SEND within the classroom setting.

Main contacts:

Headteacher: Mrs. M Senior

SENCo: Miss J. Swain

SEND Governor: Mrs F Pease

The information below outlines the support available within the school setting to all pupils at Glasshoughton Infant Academy but specifically those with Special Educational Needs and Disabilities.



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Teaching and Learning

What additional support can be provided in the classroom?

- A Teaching Assistant (TA) or a Special Needs Assistant (SNA) is an additional member of support staff who works under the direction of the SENCo and class teacher. At Glasshoughton Infant Academy TAs and SNAs work with small groups and on a 1:1 basis within the classroom to help the pupils access differentiated activities.
- TAs and SNAs are trained to deliver intervention programmes that support children in developing their English, Maths or personal, social and emotional skills. These take place outside of the normal lessons.
- If additional funding has been allocated for a child through an Education, Health, Care Plan (EHCP) we may use the funding to employ a SNA to work specifically with them.
- We also have a family mentor. She provides support to pupils and parents across the whole school.
- Classroom displays are specifically aimed to support children's current learning, and the use of English and Maths working wall provides appropriate prompts for the children.
- Differentiated learning specifically target the needs of the learner within a specific area of the curriculum. Differentiation may be through a variety of means for example; adults support, resources and the tasks set.

What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

- All of our teachers are required to plan differentiated lessons that children can access. This is achieved by our teachers using the assessment information to identify each individual child's starting points and their subsequent next steps. This will include personalised planning and timetables.
- If a child has difficulties in certain areas these are taken into account by the teacher and they will make plans to overcome this. If further support is needed they will discuss a child's needs with the SENCo.
- The SENCo may carry out additional assessments to find out more about the child's learning difficulties so that the curriculum and teaching can be tailored to ensure the child makes progress.
- If needed the SENCo may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, Occupational Therapy, Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS). The advice provided from the specialists is used to inform planning and any intervention provision needed.
- If a child needs a This is Me booklet parents will be involved in planning child centred targets and provided with a copy. Parents will be invited to discuss the booklet three times annually.
- Some pupils need specific pieces of equipment to help them work and learn more independently. At Glasshoughton Infant Academy we have a range of different types of specialist equipment to support pupils including access into and around school, slope boards, wobble cushions, seating equipment, modified pencils and books.
- The school building is on one level and there are disabled toilet facilities with an electronic changing station.



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Staff specialisms/expertise around SEN or disability

- SENCo who has completed the National Award for SENCos.
- Staff have received training in the following areas:
 - ✓ Phonics
 - ✓ Physiotherapy programmes
 - ✓ Music Interaction
 - ✓ Attention Autism
 - ✓ Positive handling
 - ✓ Numicon (maths resource)
 - ✓ Behaviour Management
 - ✓ Precision Teaching
 - ✓ Makaton
 - ✓ Fit to Learn
 - ✓ It's in a little bag/ What's in the bag?
 - ✓ Developing early speech and language.
 - ✓ Developing fine/ gross motor skills.
 - ✓ Developing visual resources as a communication tool

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

- The Head teacher and teaching staff oversee access arrangements - which includes Readers, Scribes, extra time, small classroom for anxious children or children with behavioural needs.
- Modified fonts in order to make it easier to read for children.
- Modified pencils including grips, size and shade.
- Visual timetables and symbols to support learning.
- Workstations for children in a quieter and low stimulus area of the classroom.
- Differentiated learning and resources/tests for SEND pupils.
- This is Me booklets shared with all staff who have direct teaching/support contact with a pupil.
- Guidance for Readers and Scribes before assessments.
- Home learning, where possible, will mirror the resources used in school to meet the needs of the child including bespoke resources in order to access learning.

What external teaching and learning do you offer?

- The school has a very good relationship with a range of outside agencies to support children.
- Termly planning meetings are held with professionals to discuss children and what next steps need to be put into place and work is commissioned to agencies to support children.
- If needed we may refer children to a number of external agencies such as Speech and Language Service or Educational Psychology Service.
- If a pupil requires additional support from the Wakefield Inclusion Service (WISENDSS) they may conduct 1:1 or small group teaching sessions to target the specific needs. This will also include feedback to home.



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

- Staff development needs are identified through performance management and appraisals.
- The SENCo identifies training required according to pupil need within each cohort.

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How does Glasshoughton Infant Academy know if pupils need extra help?

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

- Liaison with any previous school or setting.
- Child performing significantly below age expected levels.
- Concerns raised by parent.
- Through termly Pupil Progress Meetings held between the Teachers/SENCo and SLT.
- Concerns raised by a teacher for example if self-esteem is affecting performance.
- Liaison with external agencies.
- Health diagnosis through paediatrician/doctor.
- Using the Academy SEND Pathway

As a school we measure children's progress in learning against National expectations and age-related expectations, some children are assessed using the Wakefield Progression Steps and BSquared assessment tool. The assess, plan, do and review cycle is embedded so that all children make progress.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery



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What should I do if I think my child may have special educational needs? What are the different categories of need my child may have?

- Talk to the school. In the first instance contact your child's class teacher. If you require more information contact the SENCo or Headteacher. We pride ourselves on building positive relationships with parents.
- Children will have needs and requirements which may fall into at least one of the categories, many children will have inter-related needs. The areas of need are:-Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical (this includes hearing and visual impairments).

What support will there be for my child's overall well-being?

- We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self- esteem in order to achieve positive well-being. Here at Glasshoughton Infant Academy we commit to our own aims and ethos statement and ensure children are able to develop to their full potential and feel secure and valued.
- The class teacher has overall responsibility for every child in their class; therefore this would be the parents' first point of contact.
- We have a family mentor who supports children and parents by providing advice, help and care. The headteacher is the designated safeguarding officer in school.
- If further support is needed the family mentor can liaise with the SENCo/headteacher. This may involve working alongside outside agencies such as Health and the Social Care Team.

Reviews

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

- All parties involved, including parents and child, will be invited to attend the meeting with at least 4 weeks' notice.
- Review meetings will be held at school termly and an overall review held annually
- Translation services will be provided if necessary to help communicate with parents.
- Children with an EHC plan will be consulted about their views on their SEND and provision in school the evidence gathered may be in the form of writing, photographs, pictures, mind maps or also recorded on a recordable device.
- Children who are transitioning at a key point for example Nursery to Reception, EYFS to KS1 and KS1 to KS2 have additional arrangements. The new class teachers and the SENCo will meet to discuss the needs of all SEND children making the transition. Transition books will be started at the start of the second summer half term for those children who require it. Children will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- The SENCo works closely with the family mentor and liaises with the Junior School/ Academy SENCos regarding children's transitioning from KS1 to KS2.



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Should a child with an EHC plan be moving to another school the SENCo will also be invited to the annual review.
What arrangements are in place for children with other SEND support needs?
- Parents of children at SEND Support level and SEND support level plus meet with the class teacher three times annually to discuss the child's progress, review their This is Me booklets and set targets for their new booklet. - The parents can also meet with the SENCo/SLT by appointment anytime throughout the school year.
How do you share educational progress and outcomes with parents?
- Termly parents evening. - Meetings are held with parents three times annually where progress and This is Me booklets are reviewed/ discussed. - Annual School report. - Meetings arranged with parents as the need arises for SEND children. - Review of EHCP's and MSP's.
How will my child be able to contribute their views?
We value and celebrate each child being able to express their views on all aspects of school life. Children are encouraged to discuss and set their targets with their class teacher. If your child has EHC Plan or MSP then their views will be obtained before/ during any meetings.
Keeping Children Safe
What are the school arrangements for undertaking risk assessments?
- Risk assessments are undertaken when children are taken off site to take part in an activity. Risk assessments may also be used when a child's needs may pose a risk to themselves, the adults responsible for them or other children in school. - An outcome of a risk assessment for a child with special educational needs may be for a child to have increased support at key points in the school day/ in off-site activities, for activities to be adapted if they are unsuitable for a child's needs. If necessary these would be shared with parents at either an annual review or regular parents meeting with the class teacher. - Glasshoughton Infant Academy follow Wakefield Council guidance on risk assessments and the Evolve reporting system is used for all off-site trips.
What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- Children in Nursery wait with their parents outside nursery until the nursery teacher opens the door. - Children in Reception and KS1 enter the school via the playground gates where stay with their parents until the teacher opens the door. This is the same at home time and children remain in the classroom until parents arrive at the door. - Should there be a need for a child to enter/leave school separately from the other children they can enter and leave via the main school entrance. - Children are greeted by their class teacher at the classroom door each morning.



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<i>What support is offered during breaks and lunchtimes?</i>
• If a child is struggling to access playtimes and lunchtimes either because they struggle to regulate their behaviour or find it difficult to interact with their peers then they may access a range of activities/ strategies such as playground buddies at lunchtime. • Staff members are on duty and visible to children. • All children have a dedicated lunch time supervisor at lunchtimes who they must report any problems to. This will be the class teachers' point of contact. • If there is provision within an EHC plan for lunchtime support a member of staff will be employed specifically to support that child.
<i>How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</i>
• Risk assessments are undertaken for all school trips and individual risk assessments are taken out for children in conjunction with the parent and any outside agencies as necessary. • PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. • Staffing ratios are strictly adhered to and in the case of lunchtime provision are exceeded.
<i>Where can parents find details of policies on bullying?</i>
• All key policies are available in the Policies section of the schools website. Should a parent want a hard copy, one will be provided by post.
Health (Including Health and Emotional Wellbeing)
<i>What is the school's policy on administering medication?</i>
• School has a policy on medication administration which has been agreed by governors. A copy is available in the Policies section of the schools website.
<i>If my child has a disability how will they access the school?</i>
• School has an Access Plan. A copy is available in the Policies section of the schools website.
<i>How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</i>
• A multi-agency meeting is held with the parent/carer, the SENCo, family mentor, and any other professional who is involved with the pupil. The Care plan is then shared with all staff and is regularly monitored by the SENCo and or the family mentor. Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo/ family mentor if they feel the plan needs to be amended. • Staff are trained in the use of Epi-Pens and inhalers. • Key staff are trained in the use of specific tracheostomy equipment.
<i>What would the school do in the case of a medical emergency?</i>
• Call 999. • Contact a qualified first aider. • Contact parent/carer, and ensure that they can make their way to the hospital. In absence of parent/carer a first aider would accompany the child to the hospital. • If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.
<i>How do you ensure that staff are trained/qualified to deal with a child's particular needs?</i>



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- All staff are trained every year on Safeguarding/Child protection.
- Relevant staff undertake external courses provided by the LA and private companies.
- Relevant staff are trained on how to use an epi - pen and inhalers
- Relevant staff are trained how to use tracheostomy equipment.
- Relevant staff all trained on completion and other relevant documents i.e MASH, TAS etc.
- Training by outside professionals for ASD, ADHD, SALT, OT etc.

Which health or therapy services can children access on school premises?

- Scheduled health screening for example vision and hearing tests.
- Speech and Language is delivered by the SALT team for those children who have an EHC plan with this as an identified need.
- Occupational Therapy may conduct work 1:1 with pupils in school.
- Physiotherapist may conduct 1:1 with pupils in school.

Communication with Parents

How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?

- Staff information is provided at the start of each school year to all parents and to new parents as and when required.
- Staff information is also available on the school website.
- The SENCo encourages all parents to ring regarding any concerns that they may have.

Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

- Glasshoughton Infant Academy does operate an open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. Parents are asked to telephone the school office or use the Class Dojo app to speak with teacher. All parents concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.

How do you keep parents updated with their child/young person's progress? Do you offer open days?

- Parents Evenings each term.
- This is Me meetings three times a year.
- Annual School report - once yearly.
- Meetings with parents as the need arises for SEND pupils.
- Review of EHC plans/ MSP.
- Reward Certificates
- Class Dojo
- Letters home.
- Targets and progress information sent home each half term.

How can parents give feedback to the school?

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

- Parental Questionnaire
- Home/School book
- Parental Meetings



• Telephone Calls • Class Dojo • Letters
Working Together
<i>Do you have home/school contract?</i>
• Yes the school does have a home/school agreement that parents and pupils are required to sign at the start of each academic year. The class teacher and head teacher also sign the agreement. It is reviewed and updated annually.
<i>What opportunities do you offer for pupils to have their say? e.g. school council</i>
• School Council • Eco Warriors • Celebration Crew • Play Leaders • Pupil questionnaires • Feedback within lessons • Circle Time • Assemblies • Feedback sessions to the Governing Body and SLT
<i>What opportunities are there for parents to have their say about their son/daughter's education?</i>
• Parents Evenings • SEND Review Meetings • Annual Review Meetings • Open door policy • Annual parent questionnaires • Arranging a meeting with teachers • Feedback on the This is me targets • Feedback on the annual school report
<i>What opportunities are there for parents to get involved in the school or become school governors?</i>
• At Glasshoughton Infant Academy we hold 'stay and play' sessions where parents/ carers are invited to join their child in school to complete a variety of activities. • Workshops including phonics, maths and handwriting. • As governor posts arise all parents are offered the opportunity to become a governor they are asked to complete a letter of application and this is then published to parents.
<i>What are the Governors responsibilities?</i>
• Our current SEND Governor is Faye Pease and she is contactable through the usual school contact details. Faye meets regularly with the SENCo and will be updated on changes and current needs in school.
What Help and Support is available for the Family?
<i>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</i>



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- If parents need help completing forms or paperwork then either the SENCo or family mentor would arrange to meet with them and help them complete all the necessary paper work.
- Parents are offered this service at a parental meeting or by phone.

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

- Our family mentor provides parents with important information about financial support and external agency support for parents.
- Parents can also access WESAIL (Wakefield Early Support Advice Information Liaison Service) who provide accurate and impartial information, advice and support about matters relating to SEND.
- Parents can also access the Wakefield Local Offer which provides information and support, follow the link or QR code below.



- [Click here](#)

Transition from Infant School and School Leavers

What support does the school offer around transition?

- Pupils who are transitioning at a key point for example from Nursery to Reception and Key Stage one to Key Stage Two have additional arrangements. The new class teachers and the SENCo will meet to discuss the needs of all SEND pupils making the transition. Transition books will be started during the summer term for those children who require it. Children will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- Parents/ carers of key children who we envisage experiencing difficulties will be invited in to school for a meeting with the family mentor or SENCo. This is particularly important for children with social and communication difficulties or social and emotional difficulties.
- The SENCo works closely with the family mentor and liaises with all junior school SENCo's regarding pupils transitioning from KS1 to KS2. Should a child with an EHC plan be moving to junior School the junior School SENCo will also be invited to the annual review.
- Year 2 pupils spend full days at their new junior school in July of the summer term as well as the new teachers working with them in school where they are familiar.
- All children from YR-Y2 will take place in transition activities within school with their new class teacher. These include meeting their new teacher and spending the morning with them (Parents/carers are then invited to a new to year group meeting to meet the teachers).
- All children take their This is Me booklets with them to their new class from September and this will be reviewed in the autumn term. This is to ensure that the pupils needs continue to be met at the start of the new school year.



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Extra-Curricular Activities

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

- There will be a range of after school clubs for each year group that children are actively encouraged to attend. These include: rounders, Lego, cooking, yoga, craft and art clubs.
- Some activities incur a small charge which is made clear to parents/carers before they start.
- Clubs are allocated on a first come first served basis.

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

- Weekly RHSE sessions held on a Monday morning which regularly focus on the theme of friendship.
- Circle time
- RHSE focus whole school assemblies
- Praise for children being friendly
- Restorative Practice in small groups when needed
- Buddy system when children are new to school
- Class welcome book so children get to know their peers
- Kagan structures and collaborative learning environments.

Complaints Procedure Parents/carers are asked to speak to the class teacher, SENCo or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEND Governor or the Chair of Governors in writing. If following this action, the matter remains unresolved then subsequent recourse can be taken through the LA. The SEND information report should be read in conjunction with the school SEND policy. The SEND information report will be reviewed annually.