SEND INFORMATION REPORT

Common Road Infant and Nursery School

Flying High Together

Our Mission Statement

The staff and governors at Common Road are:

‘Committed to developing high standards and achievement in a safe, caring environment where everyone is valued’

Policy reviewed by: Karen Atkinson Date: Sept 2026

Introduction

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

At Common Road, we aim to:

- Create a positive ethos that equally values staff, pupils, parents, carers and governors.
- Ensure that the curriculum is appropriate and matched to developmental levels and needs of individual children.
- Provide an education for all children that is exciting, stimulating, encourages individuality and builds confidence.
- Encourage and develop high expectations from children, staff, carers and parents.
- Provide a balanced and broadly based curriculum using the best resources available.
- Develop a partnership with parents and carers, and involve them in the learning process.
- Share and seek good practice, rising standards of inclusion in partnership with other agencies and schools.
- Forge and establish links with the community.
- Achieve a level of staff expertise to meet pupil need.

Definition of Special Educational Needs and Disability (SEND).

The SEND Code of Practice (2015) defines SEND as, “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

Special education provision means, for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

What are the areas of Special Educational Needs?

(Outlined by the SEND code of Practise)

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions including as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression or self-harming. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

When identifying Special Educational Needs, children may have needs within one or more area, having a prime need and/or a secondary need. The purpose of identification is to work out what type and level of support the child needs, not to fit a child into a category. Children's needs may change over time.

In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process. We use the graduated response system for identifying, assessing and responding to children's special educational needs.

There are other factors that may impact on progress and attainment that are not considered SEN: Disability, Attendance and punctuality, health and welfare, English as an additional language, being in receipt of pupil premium, being a 'Child who is looked after'.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Miss K Atkinson. The SENCO can be contacted on 01977 651918 or K.atkinson@commonroad.wakefield.sch.uk
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- We provide parents with information on sources of independent advice and support such as SENDIASS, contact number 01924 965588
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing 'one page profile', 'Support me to Learn Plan', 'My Support Plans' and 'Educational Health and Care (EHC) Plans' for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy. The policy can be found on the website under SEN Information or Policies.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. AET, Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One Page Profiles, SMTLP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Support for Children with Complex Needs
Some children need extra help because they have long-term and complex needs. These children may have an Education, Health and Care Plan (EHCP), which is a legal document that explains what support they need in school, at home, and from health or care services.

How EHCPs Are Reviewed
An EHCP must be reviewed once a year. At the review meeting, we look at:

- How well your child is doing.
- Whether the current support is working.

If changes are needed as your child grows and develops.
Your views and your child's views are always at the heart of this process. After the review, the local authority decides if the plan needs to be updated.

Moving On – Phase Transfer
When your child is in Year 2, we have to plan carefully for their move from Key Stage 1 to Key Stage 2. This is called a phase transfer. The EHCP is checked and, if needed, updated before 15 February to make sure the right support is in place for the next stage.

Checking That Support Works
We regularly check that the support in the EHCP is making a difference. This is done by:

- Teachers tracking your child's progress.
- SENCOs and staff reviewing support and making adjustments.
- Listening to your child's views.
- Talking with you about how things are going.
- This helps us make sure your child gets the right help at the right time.

How we support the range of individual need

	Wave 1 Whole class setting Quality First Teaching	Wave 2 Targeted support for individuals or small groups Short/medium term	Wave 3 Specialised individual support Medium/longer term	Agencies that can be used to help support your child.
Learning difficulties	The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. This may be through the delivery of the learning, environmental considerations or choice of resources that are used, additional time to complete tasks, differentiated questioning or forms of recording learning.	Your child will attend mainstream classes but may attend an intervention with a trained member of staff such as 'Read, Write Inc' to support their reading and writing development, further adaptations to their learning with a multisensory approach.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day. Your child may work on modified tasks targeted to tier level of learning.	Advice will be taken from the relevant professionals such as the Wakefield Inclusion special education needs service (WISENDSS), and EP (Educational Psychologist).
Communication difficulties	The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. Additional resources within the classroom may be used	Your child may attend an intervention with a trained member of staff such as 'Turn taking activities' and NELI (Nuffield early language intervention), to support their communication	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as the SALT (Speech and Language Therapist), Chatterbugs or Wakefield Inclusion special education

	such as picture/visual cues.	skills. There may be individual speech and language input as advised by SALT.		needs service (WISENDSS) and EP (Educational Psychologist).
ASD (Autism Spectrum Disorder)	According to the degree of need the curriculum and learning environment will be adapted by the class teacher. Individual timetables, now and next, reward charts could be used	Your child may attend an intervention with a trained member of staff such as 'Musical Interaction' or 'Lego Therapy' to encourage social interactions and turn taking.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as the Wakefield Inclusion special education needs service (WISENDSS) and EP (Educational Psychologist).
Specific learning difficulties	The curriculum will be modified by the class teacher and your child will be given access to the appropriate resources.	Your child may attend an intervention with a trained member of staff to support the development of literacy and/or numeracy such as 'Keep up maths', multisensory approaches and pre-post teaching.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as Wakefield Inclusion special education needs service (WISENDSS) and EP (Educational Psychologist).
Physical difficulties and medical needs	The curriculum and the learning spaces will be adapted by the class teacher so that your child can access the learning with the rest of the class.	Your child may attend an intervention with a trained member of staff such as 'What's in the bag?' to support coordination and dexterity. Your child may have input from	If deemed appropriate your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	A Health Care Plan will be written with you so that the school is aware of your child's health requirements and the procedures they need to put in place. Advice may be sought from other professionals. All

		Physiotherapist or Occupational therapist.		medication is kept securely in the office and given by trained staff. A risk assessment will be written to ensure that the spaces within school are safe for your child and this will be reviewed regularly.
Sensory difficulties	The teacher will be aware of the sensory need and take this into account when planning the learning. Wherever possible new experiences will be reviewed to take account of a sensory need e.g. loud noises/bright lights from a visiting theatre company. Additional resources to support the sensory need may be put in the provision.	Your children may have input form Occupational therapist. A sensory profile maybe completed by school staff and parent/carers to gather a holistic view of your child's needs.	Your child may need individual support to manage all or parts of the day according to their need e.g. they may need support during PE, access to spaces to meet their sensory needs.	Advice will be taken from the relevant professionals such as the OT (Occupational Therapist), Wakefield Inclusion special education needs service (WISENDSS) and EP (Educational Psychologist).
Behaviour, emotional and social difficulties including mental health	When a child is anxious or does not feel safe we recognise that may prevent the child from learning for a period of time. We recognise the	Your child may attend an intervention with a trained member of staff such as 'Time to talk'' or 'Musical Interaction', five point scale or	Your child may need individual support to manage their emotions or behaviour. They may have an individualised timetable	Advice will be taken from the relevant professionals such as the EP (Educational Psychologist) or your child may be referred to

	times of day when children experience most anxiety such as; start of the day, after lunch and the end of the day. We then look at implementing activities and routines to re-focus the learning. The teacher will put structures in place to support good behaviour and a stable environment such as prompt cards, a calming space, now and next chart, individual timetable, reward chart. Time for discussion and circle time will be planned into the timetable through our Jigsaw programme.	'zones of regulation' to support any social or emotional difficulties.	to follow which gives them routine with positive reinforcement.	Future in Mind or CAHMS (Child and Adolescent Mental Health Services). Wakefield Inclusion special education needs service (WISENDSS)

Questions from a Parent/Carer View

Parent's Questions	Answers
How does the school know if children need extra help and what should I do if I	Staff know their children very well and will be aware if a child needs extra help and support. This will be identified in different ways e.g. through working with the child,

think my young person may have special educational needs?	observing their independent learning and behaviours, through monitoring the progress your child has made weekly and half termly. If you feel that your child has special educational needs then we encourage you to speak to a member of staff either the class teacher, SENCo- Miss K Atkinson k.atkinson@commonroad.wakefield.sch.uk or the head teacher Mrs D Edwards headteacher@commonroad.wakefield.sch.uk
How will the school support my child?	You will be invited to a meeting with your child's class teacher and the SENCo. At the meeting we will all discuss the needs of your child and the steps that will be put in place to support their needs. Your class teacher will complete a SMTLP (Support me to learn plan) with you that details the support your child will receive in school. The profile will be reviewed with you every six to eight weeks or before if needed. In the reviews the teacher will share the progress your child is making and what the next steps are, when necessary. This will be in line with the SEN policies assessing and reviewing pupil progress.
How will the curriculum be matched to my child's needs?	Your child will complete the curriculum according to their stage of development. The learning will be adapted by the class teacher so that your child is able to access the curriculum and make progress. They may also attend interventions with an adult, which are small group or individual lessons that address a skill that your child may need more support with. The provision in each unit/classroom is designed for all children to access and learn at their own level.
How will I know how my child is doing and how will you help me to support my child's learning?	In addition to the school's parent meetings and end of year report, you will be informed of your child's progress at the regular Support Me to Learn Plan review meetings, which take place every six to eight weeks. You may also make an appointment to see your child's class teacher to discuss any concerns with progress at any time. Advice on how to support your child's learning will be given at the meetings along with any relevant resources that you could use at home.
How are the school's resources allocated and matched to children's special educational needs?	The resources are allocated according to the needs of the individuals. Advice may be sought from outside professionals or be a requirement on an Education and Health Care Plan. The Head teacher, in consultation with the Senior Leadership team, Governors and SENCo allocates the resources, which may be in the form of staffing, resources or equipment.

What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?	Your child will access an inclusive curriculum on Personal, social and health education through our Jigsaw sessions. The senior leadership monitor behaviour closely and have discusses with teachers, staff and children to embed the schools ethos and rules. We have dedicated leaders in school to promote good mental health and well-being. Further information can be find on the school webpage https://commonroadschool.org.uk/our-school/mental-health-and-wellbeing/
What training and develop have staff undertaken to support my child?	Our school has a strong commitment to staff development and training. All our staff receive quality training throughput the year both in house training form school leaders and other agencies. Recent training includes, ADHD, Autism education trust, Speech and Language, REACT.
Other policies	The following policies are in place and copies are available on the school website; Behaviour Safeguarding Drug education https://commonroadschool.org.uk/our-school/policies/ Accessibility https://commonroadschool.org.uk/our-school/send/ Mental health and well-being https://commonroadschool.org.uk/our-school/mental-health-and-wellbeing/ These can be found on our school webpage
How is the decision made about what type and how much support my child will receive?	The Head teacher in consultation with the SENCo will decide on the support your child will receive. This will be explained to you and your child's progress will be tracked so that a decision can be made as to whether the support is having the required impact.
Who can I contact for further information?	Further information can be gained from the school's Headteacher Mrs D Edwards and the SENCo Miss Karen Atkinson 01977 651918 or k.atkinson@commonroad.wakefield.sch.uk
What should I do if I have a complaint?	• Come to school and speak to someone who knows about the problem and can help you. In the first instance this will usually be your child's teacher • If you are still not happy, please telephone the school office on 01924 894309

	to make an appointment to speak with our SENCO. They will investigate your complaint and get back to you as soon as possible. Please allow us a reasonable time to investigate and respond to your complaint. • If the problem has not been resolved please make an appointment to speak to the Head teacher. She will investigate your complaint and get back to you as soon as possible. • Any issues that remain unresolved at this stage will be managed according to the school Complaints Policy. This is available on the school website. If at any stage you need help or advice, you can contact: SENART 01924 302465 SENDIASS 01924 965588

If some of your questions have not been answered in this document please get in touch with the school and we would be happy to answer them and with your permission add them to the list above.

Questions from a Child's View

Parent's Questions	Answers
How does the school know if I need extra help?	Your teacher will think about your learning very carefully and talk to other adults who help you with your learning, if they think that you are finding some of your learning a bit tricky they will find ways of helping you so that you can do your learning really well.
What should I do if I think I need extra help?	You need to tell a grown up, this can be any grown up you feel happy talking to like your teacher, the learning mentor or your mum or dad.
How will my learning change?	Your teacher might change something in the classroom to help you with your learning like give you special equipment or you may do some learning in a little group or on your own with a grown up for a few minutes every day.
How will I know what is happening?	You will be able to go to a meeting with your mum/dad and teacher when they talk about your learning or they might talk to you about it afterwards. They will tell you

	what they have talked about, what you are doing really well and what your next steps are. You will be able to say what you think and a grown-up can write this down if you want them to.
What should I do if I am worried about something?	You must tell a grown-up who you like to talk to, they will listen to you carefully and help you with your worries.

For information on Wakefield's Local Offer, please follow the link below

http://wakefield.mylocaloffer.org