

# Cherry Tree Academy

## SEND Information Report



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The Special Educational Needs and Disability (SEND) Regulations (2014) requires a school to publish certain information regarding our provision for pupils with SEND. The SEND Information Report is written to meet the legislative requirements for SEND, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.796.81 of the SEND Code of Practice](#).

We hope parents and/or carers of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

#### Who is the Special Educational Needs Coordinator? (SENDCO)

Miss Kirsty King, is the SENDCO at Cherry Tree Academy and she is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary.

She will:

- Liaise with parents and relevant outside agencies.
- Attend and deliver appropriate in-service training, in order to meet new developments with policy and practice.
- Prepare and deliver INSET and assist in the purchase and deployment of resources, encouraging their efficient and effective use.
- Oversee the maintenance of the SEND Register.
- When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, specialist support from external agencies will be sought.

Miss King can be contacted via the school office [cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org) Or by telephone on 01924 967603.

#### Other Key Contacts.

Headteacher:

Mr Adam Dawson

[cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org)

01924 967603

Academy Standards Committee (ASC) SEND representative:

Ms. Becky Cook

[cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org).

01924 967603

#### What types of SEND do we provide for?

The Code of Practice (2014) explains that 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.

This is due to 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.

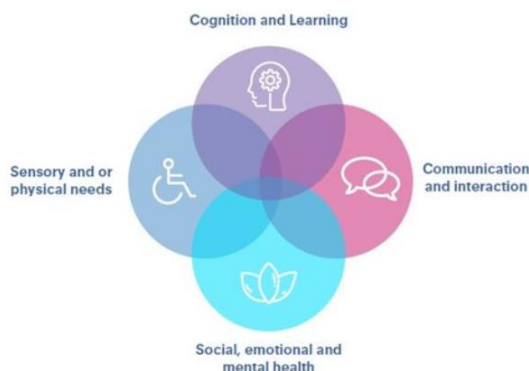
The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas.

The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs.

This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.



#### How do we identify and assess pupils with SEND?

Cherry Tree Academy promotes a graduated approach to assessing, identifying and providing for pupils' with special educational needs and disabilities.

This approach follows a model of Plan, Do, Assess and Review and is a model of action and intervention to help children to make progress and successfully access the full curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Your child's class teacher, or the SENDCO, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by the Senior Leadership Team.

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

A range of assessments are used to establish an individual pupils' needs. The academic progress of SEND pupils at Cherry Tree Academy is monitored in the same way as all pupils across the school, using our school assessment system. Some children who are working below curriculum levels may be assessed and measuring using smaller steps of progress against the Wakefield Progression Steps.



All children are assessed in Maths, Reading and Writing and Spelling, Punctuation and Grammar (SPAG) termly. These curriculum assessments show if a child is working below, working towards, working at or working above age expectations.

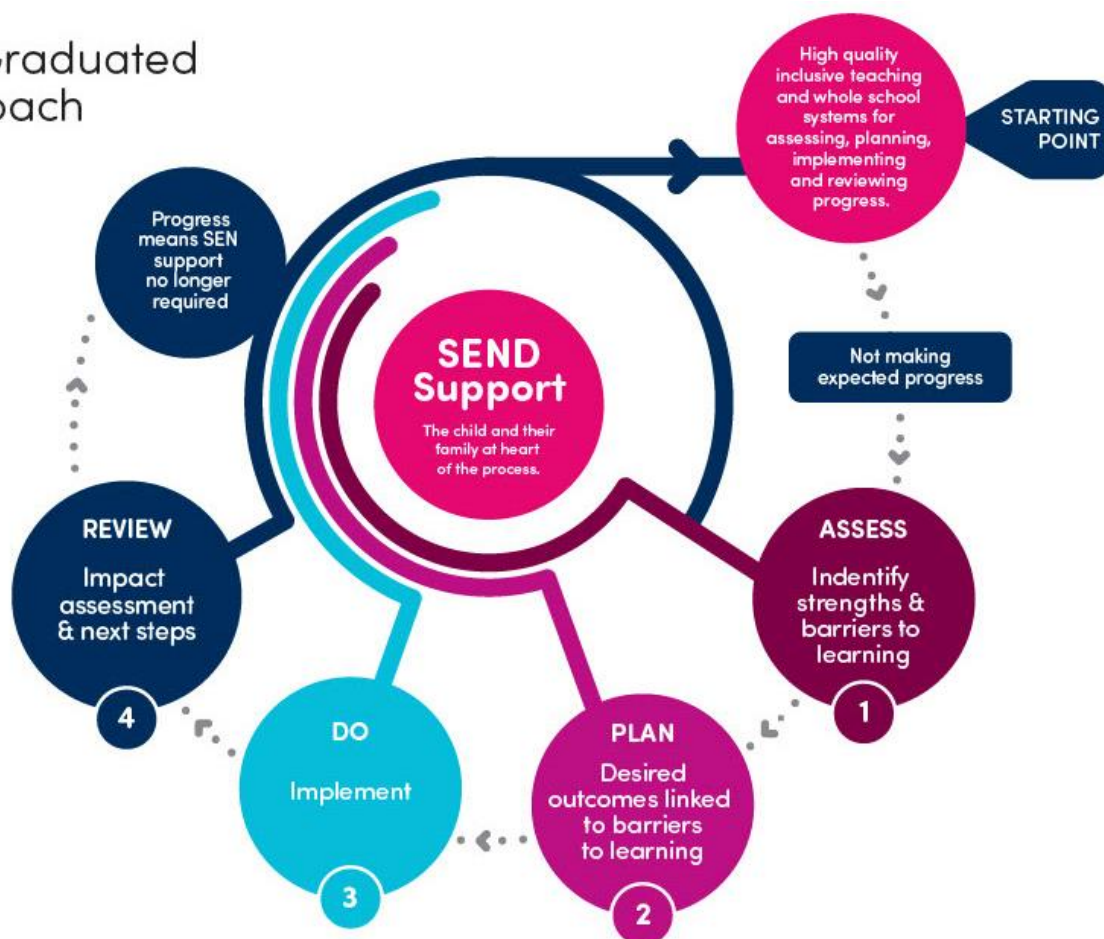
In addition to this, teachers may also use more personalised assessments that support their individual area of need e.g Boxall Profile Assessments with the support of the pupil support team.

This, along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND. If external agencies are involved, with parental consent, they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

If a child is not making expected progress, then alongside parents, a decision may be made to place the child on the SEND register. At this point a My Plan would be put in place that would detail strengths, needs, provision, long and short-term outcomes and targets, child views and parent views.

The teacher remains responsible for the writing of the My Plan, coordinated by the SENCO and is partnership with parents.

## The Graduated approach



### How do we involve parents in the SEND process?

Parents will be kept informed about their child's progress and support throughout the process in a variety of ways.

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraging through parent consultations, school newsletters, annual records, SEND reviews, the school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Leaders are widely present on the gates before and after school and parents are invited to come and raise any comments during these times. Parents are encouraged to speak to class teachers at drop off and pick up times and are invited to make more formal appointments when needed via the school office.

Parents are at the heart of decision-making and when decisions are made about SEND parents will be invited to discuss this with the class teacher and SENCO (as needed). Parent views will be captured on a child's My Plan and parents will be encouraged to contribute to the needs analysis.

My Plans will be reviewed at least once every term and will be shared and discussed with parents. EHCP plans will be formally reviewed every year and parents will be invited to attend these review meetings. Further reviews can be arranged at any time if significant concerns arise.



### How do we involve the child in the SEND process?

At Cherry Tree Academy we have a child centred approach to SEND. The child remains at the centre of all decision making and their voice is captured throughout.

We may gather pupil voice for My Plan and EHCP reviews by:

- Holding a discussion between the child and the teacher/TA.
- Using visual prompts and pictures to allow the child to show their likes / dislikes and strengths / areas to develop.
- Allowing the child to draw pictures to illustrate their views.
- Capturing the child's views via parental discussions / input from outside agencies.

Pupil voice is recording on the one-page profile and 'All About Me' sections on the My Plans. These detail strengths and areas for development, likes and dislikes, what works for the child and aspirations for the future.



#### How do we assess and review pupils' progress towards their outcomes?

Teachers set personalised long-term outcomes and corresponding short-term outcomes and targets appropriate to an individual pupils' area of need at the start of each term or half-term. These are recording on the My Plan.

These are then reviewed at the end of the half-term / term using any available evidence e.g. observations, class work or intervention sessions.

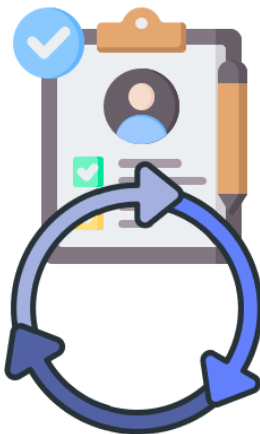
Teachers will then clearly specify on the My Plan whether the child has achieved the set outcome or not. These are then shared with parents and carers with an opportunity to review the terms provision.

If your child has an Education, Health Care Plan, this will be reviewed annually whereby parents/carers, the class teacher and SENCo alongside any outside agencies that are involved will meet and discuss the plan.

The provision in place and targets are reviewed with both teachers and parents providing feedback on the child's progress and current attainment. Where appropriate, the child will also attend the meeting to share their views about their learning.

All interventions are planned in consultation with the SENCO, Phase Leaders and members of the Senior Leadership Team.

All interventions for a child are recorded on the child's provision map. The impact of interventions is measured and discussed at termly Pupil Progress Meetings and shared with pupils and parents through parental discussions when My Plans are reviewed.



#### How do we support pupils moving between different phases of their education?

When a child with SEND transitions to Cherry Tree Academy, all information from the previous setting will be requested and shared with the new teaching team in order to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous setting to gain a full understanding of the successful strategies and provision in place.

Additional visits to our school may also be organised for some pupils as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are tailored to the individual needs on the child in order to support a smooth transition to the school.

At the point of transition to a new school or when children are transitioning to high school, the SENDCO or phase leader/class teacher will meet with the SENDCO / SEND team of the new school to ensure all information is accurately shared along with relevant records. Additional transition programmes are put in place between our school and the new school with support from WISENDSS transition workers when appropriate.

If your child has an EHCP in place, the annual review will take place during Autumn term 1 on the Year 6 year in order to ensure there is sufficient time to secure appropriate placements. Parents will be kept informed of when the review will take place and will be invited to attend.

Transition work is not just carried out at the point of transition between key phases, it is carried out on an annual basis as children move between year groups. Pupils are prepared for the transition to their new class with a comprehensive transition package in place over Summer 2 each year. This consists of:

- At least two transition visits to the new class / teacher.
- Additional transition visits to classes for some pupils.
- Teachers meet and 'hand-over' information about their children with dedicated time to focus just on SEND learners.
- Effective use of and shared of data between teachers.
- Completion of all SEND paperwork which is passed to new teachers.
- Opportunities for key parents to meet with new class teachers.
- New to year group parent meetings.
- Additional visits for some pupils at the start of the new academic year before all pupils return to school.



## What is our approach to teaching pupils with SEND

### Quality First Teaching

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (SEND Code of Practice 6.37)

At Cherry Tree Academy, all children are entitled to universal high-quality teaching, adapted to children’s individual needs to enable them to access the curriculum. Lessons follow the Cherry Tree Way of teaching and learning and are adaptive to support children in accessing the curriculum at a level appropriate to their learning and developmental stage.

All children will be taught within the main classroom environment whenever possible and will access quality first teaching delivered by the class teacher.



Lessons will use a range of visual, aural and kinaesthetic elements to interest and engage children. The lessons take into account children's needs and they are planning in order to remove any barriers to the curriculum following our adaptive teaching sequences.

Using high quality teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need extra support. Adaptations that may take place as part of quality first teaching could include:

- Classroom regulation stations (to support SEMH and sensory needs).
- Sensory resources (e.g barrier boards, wobble cushions, ear defenders, bouncy bars, fidget toys).
- Adapted curriculum resources (e.g writing frames, writing scaffolds. Word banks, sound mats, spelling lists, number lines, 100 squares, practical resources, large print materials, use of technology to record, recording devices, pencil grips).
- Use of Communicate In Print (WIDGET) to break down instructions, provide scaffolds and adapt teaching resources.
- Adaptive seating within the classroom (e.g. table spaces / work stations, seating near the front on the class).
- Targeted support within the classroom.
- Peer support.



#### Wave 2 support

All children who are on the SEND register will have additional targeted support and provision. This may consist of:

- Targeted adult support within the classroom and/or as part of a small group.
- Focussed group interventions.
- Specific resources.
- Environmental adaptations.
- The involvement of external professionals where needed.
- Access to alternative learning environments at points within the school day (e.g access to a calm/quiet space or sensory breakout room).

#### Wave 3 support

Some children including some children who have an Education, Health Care Plan (EHCP) or My Plan may receive a more personalised provision and curriculum depending on the needs of the individual pupil. This does not mean 1:1 support across the curriculum.

This support may include:

- Individual reward / behaviour trackers, behaviour contracts, risk assessments and hierarchy of support documents (to meet SEMH needs).
- More bespoke curriculum and environmental adaptations.
- Access to some very small group or 1:1 intervention time.

### How do we adapt the curriculum and learning environment to support SEND learners?

At Cherry Tree Academy, we adhere to the guidance set out within the SEND Code of Practice and the Equality Act. We believe that every child's learning needs will first be met through the high-quality teaching delivered by the class teacher. We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Adaptive teaching is built into all teachers' lesson planning and delivery.

The class teacher will adapt lesson planning and teaching to match every child's special educational needs and / or disability.

For children with some SEND, learning resources and the learning environment are adapted, where possible, to allow them to access the full extent of a broad and balanced curriculum. For example, resources may be enlarged, simplified or communicate in print may be used. Disabled facilities, including accessible toilets are available on site for children.

Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology will be used to support learning.

Planned assessment points spread throughout the year help teachers to fully understand every child's progress and to adjust planning, teaching, feedback and environments accordingly.

The use of breakout spaces within school are used to support some children with specific needs and to allow opportunities for calm time and small group or 1:1 intensive intervention.



### What equipment and facilities do we have to support SEND learners?

Much of the equipment and facilities that support all learners also support children with SEND. Cherry Tree Academy is a one level building with disabled access into the building and a ramp that leads to the main playground area. We have disabled toilet facilities on site including a raised changing table and electronic hoist. (See our accessibility plan for further information).

Children are supported to access the curriculum through a wide range of adaptive teaching approaches and practical resources.

We strive to increase the range of equipment used within school for children with SEND as well as the facilities we offer. We have a range of equipment within school to support learning and attention such as coloured overlays, pencil grips, recording devices, visual support cards, wobble cushions, tangle and fidget equipment, Chewellery and other sensory and learning devices.

### How do we secure equipment and facilities to support SEND learners?

Some children may require more specialised equipment such as personalised technology or adapted seating. Decisions about suitable equipment and facilities will be made by the Headteacher in partnership with the SENCO and outside agencies. On occasions further funding to meet a child's specialist requirements may come as part of funding attached to an EHCP.

### How do we support SEND learners to develop their social and emotional skills?

At Cherry Tree Academy, we pride ourselves in our inclusive offer and our commitment to providing a happy and safe learning environment. We know that at some time within their school life all children may need extra support from their class teacher, or another professional within the school community.

Some children may require:

- Daily meet and greet and personalised check-ins with a key member of staff.
- Opportunities to talk through concerns with members of staff.
- Time with our Learning Mentor, Inclusion Support Worker or SENDCO to further explore feelings, anxieties and behaviour.
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction.
- Alternative break time arrangements or support.
- 

We have regulation station areas in all classrooms which all children can access when needed as a safe, calm space to regulate within the classroom environment. Our PSHE curriculum and assembly plan are carefully planned to take into account social and emotional skill development and is flexible to enable us to meet contextual issues that might arise within the year.

Some children may require more intense support to develop their social and emotional skills. This may consist of:

- Individualised and bespoke behaviour tracking documents and reward cards.
- Reporting to a designated member of staff at key points within the school day as an additional check-in.
- Planned sensory breaks and calm time.
- 1:1 ELSA interventions with our Inclusion Support Worker.
- 1:1 intervention time with our Learning Mentor.
- Daily contracts.
- Personalised hierarchy of support documents and risk assessments.
- Access to break out spaces for calming / sensory time.



How do we ensure that SEND pupils are able to participate fully and enjoy all aspects of school life?

At Cherry Tree Academy, and in line with the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice, we work hard to ensure children with SEND are fully included with their peers within learning experiences both inside and outside of the classroom.

All children in our school have access to high quality teaching, ensuring adaptive tasks for all individual needs. Risk assessments are carried out and procedures put in place to enable all children to participate, whenever possible, in consultation with parents / carers.

If a health and safety risk assessment suggests that an intensive level of 1:1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

Children with SEND have equal access to all after school and breakfast club opportunities and clubs in line with their peers.



What expertise and training do our staff have to support SEND learners and what training do we offer our staff?

Special Education Needs provision and training is coordinated by Miss Kirsty King (SENCO) alongside Mr Adam Dawson (the Headteacher) and other senior leaders.

Our staff have received training across a wide spectrum of need, including targeted intervention programs, Moving and Handling, Autism Awareness and Dyslexia support within the classroom. As a school we are Trauma Aware trained and the SENCO is a Team Teach trainer. All members of teaching staff are Team Teach trained as is the Inclusion Support Worker.

Training is identified based on an analysis of the needs within school. The school works closely with Local Authority professionals including sourcing training through WISENDSS and the Educational Psychology Service (EPS).

The SENCO attends regular training opportunities that are provided within Waterton Academy Trust including regular network meetings.

The Inclusion Support Worker is part of the Waterton Specialist training program.



How will we secure specialist expertise when needed and how do we involve other organisations and agencies in meeting the needs of SEND learners and supporting their families?

At Cherry Tree Academy, we draw on support and training as and when it is required in response to the needs of our pupils. Training is reviewed regularly by the Senior Leadership Team and all staff receive access to regular training related to SEND.

We believe that all children's learning needs will first be met through quality first teaching delivered by the class teacher. Regular professional development, across the curriculum, ensures that staff at Cherry Tree are aware of how to cater for a range of children with SEND.

The SENDCO is in regular communication with teaching staff to make sure that everyone is aware of what SEND there is within the school, and how to help support those needs in the classroom, and through additional interventions and personalised provision. There is a weekly open-door drop-in session where teachers can come and speak to the SENCO and seek advice.

When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress.
- A child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- A child continues to have difficulty in developing English and Maths skills.
- A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
- A child has sensory or physical needs that require additional specialist equipment or require regular advice or visits by a specialist service.
- A child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff.
- Provide additional assessment.
- Be involved in supporting the child directly.



- Suggest that a statutory assessment is advisable.
- Consult with all parties involved with the child.

Outside agencies that may become involved with a child and family could be:

- Wakefield Inclusion and Special Education Needs / Disabilities Support Service (WISENDSS)
- Education Psychology Services (EPS)
- Occupation Therapist (OT)
- Physiotherapist
- Visual Impairment (VI) team
- Hearing Impairment (HI) team
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Speech and Language Therapist

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

The request is made to the Local Authority (LA), which in our case is Wakefield.



#### How do we evaluate the effectiveness of our SEND provision?

We evaluate our provision in place regularly and rigorously through provision mapping and quality assurance systems. SEND provision is monitored by the SENDCO alongside the Senior Leadership Team and forms part of the quality assurance work that is completed every half term. Provision within the classroom will be monitored through classroom drop-ins, discussions with class teachers, observations of key pupils and monitoring of My Plans. This will ensure that the provision detailed within individual plans is transferred to learning within the classroom.

Each child's individual progress is evaluated termly and provision is matched depending on their need. Pupil Progress meetings are held between teachers and senior leaders each term and SEND pupils are discussed in depth.

Some children may need additional support and this is evaluated and assessed regularly. Additional support is

allocated according to the information provided by the previous setting, external agencies, teachers, the SEND team and SENDCO.

Children with an Education Health Care Plan will be allocated appropriate resources as specified on their plan. The class teacher will then carefully monitor progress in consultation with the SENDCO and this will be discussed as part of the Pupil Progress Meetings, My Plan reviews and annual EHCP review.

The school reports on outcomes for SEND pupils via the Academy Standard's Committee. The SENDCO and Headteacher present relevant and regular updates regarding the effectiveness of our SEND provision.



#### How do we support Looked After Children with SEND?

If a child is under the care of the Local Authority other professional involved can be:

- A social care team – who support the family and work closely with the school.
- The virtual school – who provide schools with information, tools to raise attainment and training and additional financial support.
- Pupil Premium Plus – additional funds to help school meet the needs of a child.

The schools designated member of staff for Looked After Children (LAC) is the Designated Safeguarding Lead (DSL) Ms Lisa Shephard.

#### Who do I contact if I have a complaint regarding SEND provision?

We have an open and inclusive ethos at Cherry Tree Academy and encourage parents / carers to come and speak to staff if they have any concerns. Leaders are present on a daily basis during morning drop-off and afternoon collection times and are always happy to speak to parents.

The first point of contact with any concerns should be the class teacher who is available daily during morning and afternoon meet and greet times. Alternatively, a more formal meeting can be made with the class teacher at any point and can be arranged via the school office. In the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, the next step would be to make an appointment to speak with the phase leader and / or SENDCO. This can be arranged via the school office. The senior leadership team and ultimately the Headteacher will always strive to resolve and concerns.

However, in the very unlikely even this fails, and a parent wishes to make a formal complaint, the school complaints procedures and policies are published on the school website.

#### What support is available to children and families?

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

#### School Agency Partners include:

- Educational Psychologist
- Learning and Cognition Team
- Communication, Interaction and Access Team
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Behaviour and Exclusion Support Team
- Health Service
- Social Care Direct
- Virtual School (Looked After Children)
- SENART (Special Educational Needs Assessment and Review Team)

#### Support services for families

- WESAIL (Wakefield Early Support Advice Information and Liaison)  
<http://wakefield.mylocaloffer.org/wakefield-early-support-advice-informationandliaison-servicewesail>

**Telephone:** 01924 304 152, available Monday to Friday 9am to 5pm

**Email:** [wesail@barnardos.org.uk](mailto:wesail@barnardos.org.uk)

**Post:** Barnardo's Wakefield, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH

- SENART (Special Educational Needs Assessment and Review Team)

**Address:** Normanton Town Hall, High Street, Normanton WF6 2DZ

**Email:** [SENART@wakefield.gov.uk](mailto:SENART@wakefield.gov.uk)

**Phone:** 01924 30246

#### The Wakefield Local Offer

The local offer details information about SEND provision and support across the district.

Wakefield's SEND Local Offer can be obtained from:

<http://wakefield.mylocaloffer.org/Home>

## Document Detail

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## Version Control

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1	November 2021	Paula Millard	Policy created
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