DANESHOLME
INFANT ACADEMY

SEND Information Report

Be Ready

Be Kind

Be Respectful

Approved by:	Sonia Kendal (Executive Principal)	**Date:**	September 2026
Last reviewed on:	1st September 2026		
Next review due by:	September 2027		

Danesholme Infant Academy Values

Danesholme Infant Academy is committed to ensuring that every child has access to a provision that enables them to develop their abilities and ambitions, supporting them to grow as successful learners and members of our community.

Introduction

The purpose of this document is to clarify to the Academy staff and parents how the special educational needs of pupils are managed at Danesholme Infant Academy and how the Greenwood Academies Trust policy is put into practice.

Definition of Special Educational Needs

The Special Educational Needs and Disability Policy takes into account the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, the policy of the Local Education Authority and the aims of the Academy.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice defines SEND as:

6.15 – A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.23 – Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability Some learning difficulties or disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

We follow the fundamental principles of the SEND code of Practice, and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents play a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be made to support children with SEN or disabilities, including a clear approach to identifying and responding to SEN.
- Being aware and alert to emerging difficulties and responding early.

The SEND Code of Practice 0-25 (2015) can be located here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Danesholme Infant Academy Objectives

- To effectively identify additional needs at the earliest opportunity
- To set bespoke targets for children based on their individual next steps
- To adapt teaching and learning to meet the needs of individual children
- To work closely with families to ensure a cohesive approach to support
- To work effectively with external agencies in the best interests of the child

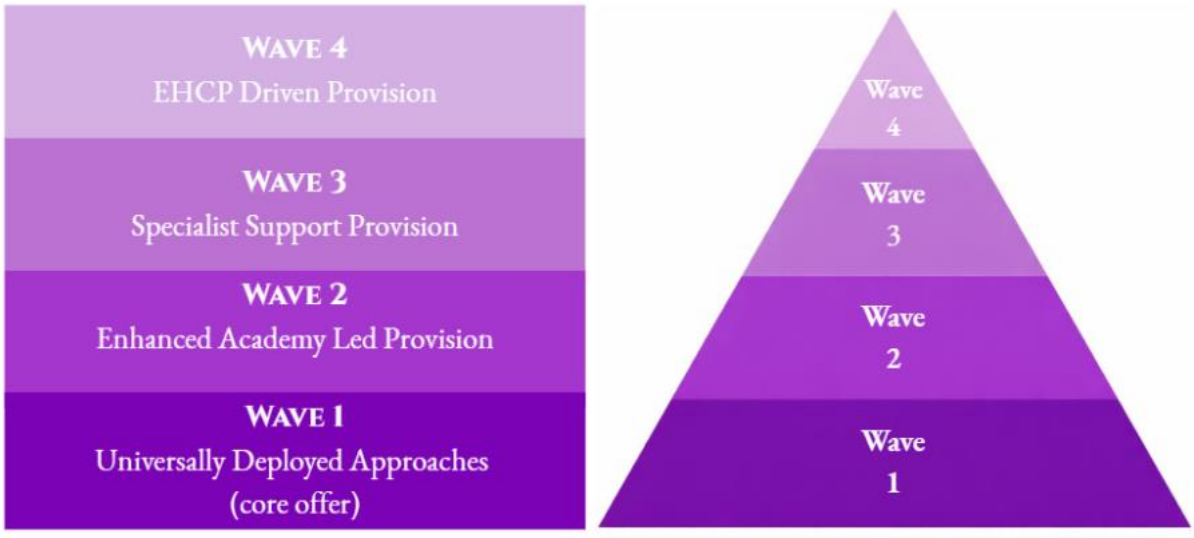
Rationale

Danesholme Infant Academy is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff, and families, regardless of ability, race, gender, or social background. We believe that all people are of equal value and that we have a responsibility to provide a provision that removes barriers to learning, to help them achieve their full potential and secure their best outcomes.

At Danesholme Infant Academy, staff work cohesively together, to identify children with Special Educational Needs (SEND). These children are entered onto our SEND register, highlighting the category of SEND that is appropriate to the individual child. The SEND register is monitored frequently to ensure it is up to date and accurately reflects the children within the school who are receiving SEND support.

The SEND Code of Practice (2015) recommends a Graduated Approach response to special needs. At Danesholme Infant Academy we provide a graduate cycle – **assess, plan, do and review,** which is fully embedded across our school and monitored using Individual Learning Plans and Positive Support Plans. We provide quality first teaching to all pupils; some pupils will need additional support through school to help remove their learning barriers, whilst other pupils may need further support through external professionals.

Graduated Response at Danesholme Infant Academy



Wave 1
Core offer - universal provision provides the appropriate learning opportunities to all pupils. **Early identification observations and monitoring take place at this stage.**
Wave 2
Requiring additional support. Enhanced provision may be needed as well as provision in Wave 1. **Leading to SEN register and/or screening and assessments.** **Assess-Plan-Do-Review process to continue to be used.**
Wave 3
Wave 2 is not sufficient to meet SEND needs. Pupil accessing everything available in Wave 1 and 2 plus involvement of external professionals and specialist interventions.
Wave 4
Request for EHC needs assessment. **Where an EHCP is in place provision should in place as outlined in Section F. Assess-Plan-Do-Review must be maintained throughout.**

Types of SEND

Danesholme Infant Academy is a mainstream school and we provide support for children with a range of special needs and disabilities under the 4 categories of SEND:

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

Identification of pupils with SEND

Identification will come from a range of sources:

- Class teacher in liaison with the SENCO – observations and discussion, WAVES forms
- Parents / carers
- Previous setting
- Liaison with outside professional / agency
- Speech and Language Links assessment on entry to school
- Senior Leadership monitoring of data patterns which may lead to further investigation

Progress and Assessment

Progress of children with identified SEND is monitored closely by the SENDCo and Senior Leadership Team through Learning Plan cycles (APDR) and Raising Standards meetings at each data point. Children are assessed against the National Curriculum objectives for their year group. Where children are working below their chronological year group, we will assess them against the appropriate year group using B-Squared to ensure we can evidence even the smallest steps of progress. Some children may be monitored using the Autism Education Trust objectives (AET) alongside or instead of the National Curriculum. The AET objectives allow us to track key areas such as independence, communication and play/learning skills, which are more appropriate for some children with SEND.

School Inclusion Funding

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil. This funding is called School Inclusion Funding (SIF).

SIF intends to provide the most appropriate support package for children and young people with special educational needs and disabilities in a range of settings. As a school we submit evidence to the SIF panel to provide evidence of the support we have in place and how we have undertaken a graduated response to meet the child's needs. The panel meets monthly during term-time to consider applications, and each application is discussed to determine whether the child meets high needs criteria.

https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-information-for-professionals/Pages/high-needs-funding.aspx

Education Health and Care Plans (EHCPs)

An Educational Health Care plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these. An EHC Plan must be created in a person-centered way. This means that the information is written from the perspective of the child and family, and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only need to tell your 'story' once and practitioners do not duplicate assessments and information.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan. The review must also consider whether these outcomes and supporting targets remain appropriate. School will run the annual reviews with parents so that all information shared and any changes/actions are agreed upon. In some cases it may me appropriate to call a review sooner than the 12 months, for example, at phase transfer for Year 2 or if a child's needs have changed significantly.

An EHC plan can be requested by school, a health or care professional or the parent.

Further information can be located:
https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans

Staff Development

The are the person responsible for the day-to-day teaching and learning of children with SEND is their class teacher. They are supported by the SENDCo to meet the needs of all children in the best way possible – all teachers are teachers of SEND. As such, we acknowledge that teachers require opportunities to learn and develop their understanding of specific areas of SEND and we tailor our CPD opportunities for all staff to ensure they are confident in their roles. We engage with local, specialist outreach services (Maplefields and Rowan Gate Outreach) to provide recommendations and advice for specific children, or to facilitate staff training. We also aim

to ensure that all support staff, including teaching assistants, lunchtime supervisors and play workers are trained to deliver equally high-quality provision and meet pupils needs.

Recently our staff have received training in:

- Emotion coaching and trauma informed practices
- Supporting children with cognition & learning difficulties in the primary classroom
- Supporting ASD in primary
- Understanding ASC in Early Years
- Creating an Emotional Regulation Toolkit for the Classroom
- Identifying and Supporting Sensory Needs in the Classroom

Working Together

We acknowledge that parents and carers know their children best and welcome opportunities to meet and discuss progress and next steps. In the first instance, a child's class teacher should be the first port of call for anything concerning their learning and progress. They may wish to consult with the SENDCo or invite the SENDCo along to a parent meeting. In the first instance, this will normally be fact-finding and planning a way forward. Individual Learning Plans are written by the class teacher, with SENDCo support as required, and shared with parents. We encourage parents and children to comment and give feedback on Learning Plans when they are shared and reviewed at the end of each term. When EHCPs are reviewed on an annual basis we encourage both parents/carers and children to contribute to the meeting either by attending in person or providing written feedback. Some children may not yet be able to express their views, but every effort will be made to gather the child's voice

Where the academy requires the advice of external agencies we will always ask for parent/carer written consent to make a referral. Referrals are part of our graduated response and can support evidence building for SIF or EHCP assessment requests.

Outside agencies and services:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Maplefields & Rowan Gate outreach
- Portage / SEND Support Services
- KidsAid

We endeavour to work effectively with other schools and academies in the best interests of the child. This may be where a child has just transitioned into Danesholme Infant Academy and we require information from their previous setting in order to best meet their needs. Where children transition to another setting we will share information to make the transition as smooth as possible. This is particularly important when children move on to secondary school at the end of Year 6.

Monitoring and Review

The Assistant Principle and the rest of the senior team are responsible for the monitoring of the policy into practice document as well as analysing data and progress of SEN pupils.

Activities outside of the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are made to enable children to participate as fully as possible. Where this is the case parents will be fully involved in the process.

Equipment and Facilities for SEND

Where a child requires additional equipment, specialist resources or adaptations to support their learning, the academy will:

- Conduct an assessment through the **Assess–Plan–Do–Review** cycle to determine what is required.
- Consult relevant external professionals (e.g., occupational therapists, physiotherapists, specialist teachers).
- Use the academy's delegated SEND budget to source appropriate resources.
- Apply for **School Inclusion Funding (SIF)** or, where appropriate, support via an **Education, Health and Care Plan (EHCP)** if needs exceed the ordinarily available provision.
- Ensure staff are trained in the safe and effective use of any specialist equipment.

All equipment is reviewed regularly to ensure it remains appropriate, safe and effective for the pupil.

Accessibility and Inclusion

Danesholme Infant Academy is committed to meeting the requirements of the Equality Act 2010, ensuring all pupils, including those with disabilities, can fully participate in school life.

We make reasonable adjustments to support access by:

- Adapting the physical environment where needed (e.g., ramps, accessible toilets, quiet learning spaces).
- Providing auxiliary aids such as visual supports, specialised seating, sensory tools or communication aids.
- Adjusting teaching strategies to ensure lessons are accessible to all learners.
- Ensuring staff receive training to understand and meet the needs of pupils with disabilities.

Our full Accessibility Plan, which outlines how we improve the physical environment, curriculum access and information accessibility for pupils with disabilities, is available on our school website or on request from the school office.

Specialist Expertise

When a pupil requires support beyond the school's own expertise, we work with a range of external practitioners. Specialist expertise is secured through:

- Direct referrals (with parental consent) to services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, or CAMHS.
- Engagement with local outreach services, including Maplefields and Rowan Gate, to provide school-based observation, assessment and staff support.
- Multi-agency meetings where all professionals contribute to a coordinated plan of support.
- Accessing Local Authority specialist teams where funded support (SIF or EHCP) is approved.

These services help us implement personalised strategies, interventions and provision tailored to each child's needs.

Admissions for Pupils with SEND and Disabilities

Danesholme Infant Academy welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND). In line with the School Admissions Code and the Equality Act 2010, we do not refuse admission on the basis of a child's SEND.

For children **without an Education, Health and Care Plan (EHCP)**:

- Admissions are processed through the usual Local Authority procedures.
- Having SEND does not affect a child's place in the admissions criteria.
- We will work with families and external professionals to plan appropriate support upon entry.

For children **with an EHCP**:

- The Local Authority is responsible for consulting with parents and the school before naming a placement.
- As part of this consultation, the academy must explain whether it is able to meet the needs outlined in the EHCP, taking into account:
    - the suitability of the setting,
    - the efficient education of other pupils, and
    - the efficient use of public resources (as set out in Section 39 of the Children and Families Act 2014).

- In rare circumstances, the academy may inform the Local Authority that the provision required cannot be met within our mainstream environment.
- The Local Authority then makes the final decision about the school to be named in the EHCP.

We are committed to working closely with families to ensure that, where Danesholme Infant Academy is named, the transition is carefully planned, and the appropriate support is in place.

Full admission arrangements can be found on our academy website or via request from the school office.

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

Our qualified SENCO is Miss Mills.

She has had 13 years' experience in SEND and has worked as a class teacher, curriculum lead and SENDCO in a specialist setting for children with moderate and severe learning disabilities as well as in mainstream prior to this. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in June 2023 from Middlesex University. She is also a qualified mental health lead and experienced designated teacher for children in care.

Miss Mills can be contacted directly by email: mills@danesholmeinfantacademy.org or by calling the school office on 01536 741732

They are allocated 3.5 days a week to manage SEN provision.

The SENDCo:

- Manages the day-to-day operation of the policy
- Monitors and update children's provision using the assess-plan-do-review cycle (Graduated Approach).
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues by providing or directing to relevant training.
- Maintains the school's SEN Register and Provision Map.
- Contributes to and manages the records of all children with special educational needs and disabilities.
- Ensures the annual reviews for children with EHCPs are completed.

- Manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to stake holders.
- Liaises with other schools to share transitional information.
- Monitors attendance and number of exclusions.
- Reviews data for pupils with SEND and other vulnerable pupil groups.
- Updates the school's Inclusion Statement & Charter which can be found on the website.

Looked After Children (LAC) with SEND

Danesholme Infant Academy is committed to ensuring that Looked After Children (LAC) with Special Educational Needs and Disabilities receive the highest standard of support. We recognise that being in care can present additional barriers to learning and wellbeing, and we work closely with the Virtual School, social workers, carers and other professionals to ensure a fully coordinated approach.

For all LAC with SEND, we will:

- Ensure that their SEND needs and care needs are jointly understood, shared and addressed through both SEND processes and the Personal Education Plan (PEP).
- Work closely with the child's allocated social worker, carers and the Virtual School to ensure that provision is cohesive, timely and centred around the child's best interests.
- Ensure that PEP meetings, SEND review meetings and annual reviews (for those with EHCPs) are aligned so that progress, targets and next steps are coordinated and clearly communicated.
- Place the child's voice at the centre of planning, gathering their views using developmentally appropriate approaches.
- Monitor academic, social, and emotional progress regularly to ensure the child is thriving and that any concerns are identified early.
- Make any necessary reasonable adjustments to the curriculum, environment, or wider school life to reduce barriers to learning and ensure full inclusion.

As our SENDCo is also the Designated Teacher for Looked After Children, they ensure that pupils who are both LAC and have SEND are fully supported. Where appropriate, additional funding—such as Pupil Premium Plus—is used strategically to enhance provision and secure improved outcomes.

Anti-Bullying Arrangements for Pupils with SEND

Danesholme Infant Academy is committed to safeguarding the wellbeing of all pupils and has clear systems in place to prevent and address bullying. We recognise that pupils with SEND can be more vulnerable to social difficulties and may require additional support to navigate peer relationships.

To ensure pupils with SEND are protected and supported, we:

- Operate a zero-tolerance approach to bullying, with clear processes for reporting, recording and responding to concerns.
- Ensure staff are trained to identify early signs of social isolation, anxiety, or bullying affecting pupils with SEND.
- Provide targeted support such as:
    - Social skills groups
    - Emotional regulation interventions
    - Play-based support

- Sensory-based approaches where needed

- Have OPAL (Outdoor Play and Learning) in place during playtimes, offering a range of structured activity zones that support children who require reasonable adjustments.
- Work closely with parents/carers to ensure concerns are shared promptly and that actions are agreed collaboratively.
- Ensure pupils with SEND are encouraged and supported to express their views and report worries through child-friendly systems such as check-ins, key adults, or visual communication tools.
- Embed social-emotional learning and positive relationships education throughout the curriculum to promote inclusion and empathy.

Our approach ensures that every child feels safe, valued and able to learn. Emotional wellbeing is a core part of our provision, and all pupils with SEND have access to pastoral support tailored to their needs.

Local Offer

North Northamptonshire Council provides a comprehensive Local Offer, which sets out the support available for children and young people with Special Educational Needs and Disabilities (SEND) within the local area.
Our academy works closely with the Local Authority to ensure families can access the services, guidance and provision described within their Local Offer.

You can access the North Northamptonshire Local Offer here:
https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans

How to Make a Complaint

We aim to work collaboratively with parents and carers to resolve concerns quickly and effectively.
If you have a concern about the support your child receives for their special educational needs:

- Speak with your child's class teacher in the first instance.
- If the concern remains unresolved, contact the SENDCo, Miss Hannah Mills.
- If further resolution is required, the matter can be escalated to a member of the Senior Leadership Team.
- If you still feel your concern has not been addressed, you may follow the academy's formal complaints procedure, available on the school website or by request from the school office.

All complaints will be handled in line with the Greenwood Academies Trust Complaints Policy and responded to within appropriate timescales.

Useful Contacts

SEND Support Service – parent referral link
Make a referral to the SEND Support Service | North Northamptonshire Council
If you are a parent and would like to refer your child, the team will only provide support for you at home. Support within an educational setting needs to be requested by that setting.

Special Educational Needs and Disabilities, Information, Advice and Support Service (SENDIASS)
SEND Information Advice Support Service | North Northamptonshire Council
SENDIASS provide free, confidential, impartial advice, guidance, and support to children and young people with SEND, and their parents and carers and help them understand their entitled rights, fulfil their aspirations and reach their potential.

EnFold

About Us - Autism Service Charity Northampton - Enfold

EnFold is a growing charity providing an important range of support services to help improve the lives of those living with Autism Spectrum Condition and their families, whether diagnosed or undiagnosed, adult or child.

Parental Requests for EHC Needs Assessment – Parent Portal

Parent portal | North Northamptonshire Council

Parents/carers need to sign up in order to use this service.
Email: **synergy.admin@northnorthants.gov.uk** if you need support using the portal