



SEN Information Report

Academy Name	Lepton CE Primary Academy
Date	September 2026
Written by	Katie Daw
Annual Review Date	August 2027

1. Introduction and Legal Framework

As an academy, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)

2. The kinds of Special Educational Needs that are provided for in school

Under the New SEN Code of Practice 2014(15), a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. Special Educational Needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

We aim to support all pupils with their learning journey and embrace an inclusive ethos.

3. The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

Insert relevant contacts eg.

- SENCO name and contact details – Katie Daw
(katie.daw@lepton.enhanceacad.org.uk)
- Head of School name and contact details – Rachel Brook
(rachel.brook@lepton.enhanceacad.org.uk)
- Executive Headteacher name and contact details – Andrew Gibbins
(Andrew.gibbins@enhanceacad.org.uk)

Other contacts within Enhance Academy Trust

- Jenni Machin, Trust SEND and Inclusion Lead
- Anthony Grey, Educational Psychologist

Contacts within the Local Authority can be found on the Local Offer website:

- Wakefield Local Offer - [click here](#)
- Kirklees Local Offer – [click here](#)

4. Policies for identifying children and young people with SEN and assessing their needs

There are a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents / Carers and pupils are invited to comment on any school policy by emailing the school.

Relevant policies including:

- Behaviour Policy including Anti-Bullying Strategy
- SEND Policy
- Safeguarding Policy
- Accessibility Policy
- Pupil Premium Strategy

5. Arrangements for consulting parents/carers of children with SEN and involving them in their child's education

Parents and carers are treated as partners. The academy will listen to their knowledge of their child, explain concerns clearly and involve them in decisions about assessment, outcomes and provision.

- Class teachers maintain regular communication through normal school arrangements and additional meetings where needed.
- Parents are consulted before a pupil is placed on the SEND register and when significant changes to provision are proposed.

- SEN Plans, My Support Plans/APDR documents and EHC plans are reviewed with parents at least termly, or more frequently when required.
- Reviews consider strengths, progress towards outcomes, what is working, current barriers, next steps and how home and school can work together.
- Reports and professional advice are shared and explained in accessible language. Interpreting or alternative formats can be arranged where practicable.

Parents can request a meeting with the class teacher or SENDCo at any point. The academy aims to respond promptly and resolve concerns through open, respectful communication.

6. Arrangements for consulting with young people with SEN and involving them in their education

Pupils are involved in a way that is appropriate to their age, development and communication needs. Their views are gathered directly and, where helpful, through observation, visuals, communication aids, trusted adults or contributions from home.

- Pupils help identify their strengths, interests, aspirations, worries and what helps them to learn.
- Pupil views inform SEN Plans, My Support Plans/APDR reviews and annual reviews of EHC plans.
- Teachers explain targets and support in child-friendly language and provide regular feedback.
- Pupils are supported to develop independence, self-advocacy and an understanding of the reasonable adjustments available to them.

The academy avoids making decisions about a pupil without seeking their perspective wherever possible.

7. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The academy follows the Assess, Plan, Do, Review cycle.

Assess: The teacher and SENDCo draw together attainment and progress information, observations, pupil and parent views, previous records and relevant professional advice.

Plan: Agreed outcomes, reasonable adjustments, teaching strategies, interventions, responsibilities, frequency and review arrangements are recorded. Provision is intended to be specific and measurable.

Do: The class teacher remains responsible for the pupil's learning and works closely with support staff and specialists. Additional intervention does not replace high-quality teaching.

Review: Progress and the impact of provision are reviewed at least termly with the pupil and parents. Support is continued, adapted, intensified or reduced in light of the evidence.

Progress is considered broadly. This may include attainment, rate of progress, communication, attendance, independence, engagement, emotional regulation, relationships and access to the curriculum. For pupils with EHC plans, the academy also contributes to the statutory annual review process.

A pupil may leave the SEN register when sustained evidence indicates that special educational provision is no longer required. This decision is made with parents or carers after a review cycle, and progress continues to be monitored.

8. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

When a child joins the academy: Staff seek records and professional advice from the previous setting, invite parents to share key information, arrange additional visits where helpful, and agree immediate adjustments. The SENDCo may liaise directly with the previous SENDCo or early years provider.

When moving classes within school: Teachers share SEN Plans, provision, successful strategies and relevant risk or medical information. Pupils may receive social stories, photographs, a transition booklet, additional visits or opportunities to meet key adults.

When leaving the academy: The SENDCo liaises with the receiving school, transfers records securely and may arrange a transition meeting involving the pupil, family and relevant professionals. Additional visits and personalised transition materials are used where appropriate.

From the earliest years, outcomes promote communication, independence, self-care, confidence, friendships, participation and readiness for the next stage of education. For Year 6 pupils, transition work reflects the pupil's aspirations and builds the skills needed to take increasing responsibility for their learning and support.

9. Approach to teaching children and young people with SEN. How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

High-quality, inclusive teaching is the first response to SEN. Class teachers plan from pupils' starting points and retain responsibility for progress when teaching assistants or specialists are involved.

Depending on assessed need, reasonable adjustments and additional provision may include:

- clear routines, visual timetables, task boards, now-and-next prompts and pre-teaching of vocabulary;
- adapted instructions, chunked tasks, modelling, worked examples, scaffolds and additional processing time;
- flexible grouping, targeted small-group work or time-limited individual intervention;
- accessible reading materials, concrete resources, assistive technology or alternative methods of recording;
- seating, lighting, movement, sensory or noise adjustments;
- communication supports and advice from speech and language, hearing or visual specialists where applicable;
- adapted equipment, access arrangements and support for physical or medical needs;
- planned support for emotional regulation, transitions and social understanding.
 - Little Wandle Rapid Catch up phonics intervention, Lego Therapy, Sensory circuits, WellComm intervention, Motional intervention

The curriculum remains broad and ambitious. Adaptations are intended to provide access rather than unnecessarily narrow learning. The academy's Accessibility Plan addresses access to the curriculum, physical environment and information.

10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All teachers are teachers of pupils with SEN. New teachers and support staff receive an induction that includes the academy's SEND systems and the needs of individual pupils. Training needs are identified through monitoring, appraisal, pupil need and changes in statutory or local guidance.

- The SENDCo provides advice, coaching and termly professional development to staff.
- The SENDCo attends local authority and Trust SENDCo networks to keep practice current and holds the NPQSEND qualification.
- Class teachers and support staff receive pupil-specific guidance from external professionals where commissioned or provided.
- Specialist expertise may be secured through Enhance Academy Trust, local authority services, health services or commissioned professionals. This can include educational psychology, speech and language therapy, occupational or physiotherapy advice, specialist teaching and mental health support.

The SENDCo coordinates advice and supports staff to translate recommendations into everyday classroom practice. The academy evaluates whether training changes provision and improves outcomes, rather than recording attendance alone.

11. Evaluating the effectiveness of the provision made for children and young people with SEN

Effectiveness is evaluated through the academy's continuous monitoring and review cycle.

Evidence includes:

- progress towards individual outcomes recorded through SEN Plans, My Support Plans/APDR documents and EHC plans;
- pupil attainment and progress information alongside wider indicators such as independence, engagement, attendance and wellbeing;
- quality assurance of teaching, reasonable adjustments and intervention delivery;
- pupil and parent views;
- review of intervention entry and exit information, where appropriate;
- SENDCo and senior leader monitoring, pupil progress meetings and scrutiny by the SEND governor;
- advice and review findings from external professionals.

Provision is changed when it is not producing the intended impact. Leaders consider fidelity, frequency, staff expertise, the suitability of the outcome and whether barriers within the learning environment also need to be addressed. The governing body receives information about the quality and impact of SEND provision without identifying individual pupils.

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Pupils with SEND are included in the full life of the academy, including the curriculum, collective worship, visits, clubs, performances, residential experiences and physical education. No pupil is excluded from an activity solely because of SEN or disability.

Staff plan reasonable adjustments in advance. These may include accessible transport or venues, adapted equipment, additional staffing, visual preparation, risk assessment, sensory or communication support, medication arrangements and alternative ways to participate. Families and relevant professionals are consulted when planning more complex adjustments.

Participation is monitored so that leaders can identify and address patterns of under-representation or barriers to access.

13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The academy promotes belonging, positive relationships and emotional wellbeing through its curriculum, behaviour approach, safeguarding systems and pastoral support. Staff recognise that behaviour may communicate an unmet need and seek to understand triggers and barriers.

- Pupils have identified adults they can speak to and are offered regular check-ins where needed.
- Individual support may include a trusted-adult approach, emotion coaching, structured social support, regulation plans, safe spaces or referral to appropriate services.
- Pupil voice is sought during reviews and following significant incidents.
- Bullying concerns are addressed through the Behaviour Policy and Anti-Bullying Strategy. Reasonable adjustments are made so pupils with communication or learning needs can report concerns and understand the response.
- Safeguarding concerns are managed in line with the academy's Safeguarding Policy. SEND does not reduce safeguarding thresholds.

Where attendance, anxiety or emotional wellbeing affects access to education, staff work with the pupil, family and relevant agencies to agree coordinated support.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The academy works with other services when needs cannot be met fully through ordinarily available school provision or when specialist assessment or advice would improve outcomes. Parental involvement and consent are sought in line with the requirements of the service and safeguarding duties.

Support may involve educational psychology, speech and language therapy, occupational therapy, physiotherapy, school nursing, specialist teaching services, hearing or visual impairment services, mental health services, social care, early help, local authority SEND teams, voluntary organisations and Trust specialists.

The SENDCo is the key point of contact. Recommendations are shared with relevant staff, incorporated into plans and reviewed for impact. Families are signposted to the Kirklees Local Offer and, where relevant, the Wakefield Local Offer for information about services, support groups and statutory processes.

15. Arrangements for supporting children and young people who are looked after by the local authority and have SEN

The SENDCo works closely with the Designated Teacher for looked-after and previously looked-after children, Rachel Brook (Head of School). Where a pupil is both looked after and has SEN, the Personal Education Plan, SEN Plan or My Support Plan/APDR and any EHC plan are aligned so that outcomes and provision are coherent and duplication is avoided.

The academy liaises with carers, social workers, the virtual school, parents where appropriate and other professionals. Reviews take account of changes in care, attachment, trauma, attendance, health and education. Information is shared lawfully, sensitively and on a need-to-know basis. The pupil's views remain central.

16. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The academy aims to resolve concerns early and constructively. Parents should usually raise a concern first with the class teacher. If the matter remains unresolved, they should contact the SENDCo, followed by the Head of School or Executive Headteacher as appropriate.

Formal complaints are considered under the academy or Trust Complaints Policy, available from the academy website or office.

[Complaints-Policy-September-2026-1.pdf](#)

The policy explains the stages, timescales and routes for escalation. Complaints about matters that have a separate statutory process, such as an EHC needs assessment or the content of an EHC plan, may need to be directed to the local authority and may carry mediation or tribunal rights.

Parents can seek independent information and support through the local SEND Information, Advice and Support Service. Contact details are available through the relevant Local Offer. Raising a concern or complaint will not adversely affect the support provided to a pupil.