Annual SEND Information Report for Diamond Wood Community Academy

Status	
January 2026	Draft for Governors
	Accepted by Governors
	Date for Review

1. Introduction

Diamond Wood Community Academy - “A Place to Grow and a Place to Shine”

At Diamond Wood Community Academy, we aim to create a warm, caring, stimulating environment which enables children to feel safe, secure and valued as they grow and learn, a place where all children can develop to their full potential.

Through a broad and balanced curriculum, we will strive to ensure that each individual is nurtured so that they can succeed in their learning and development. We believe that every teacher is a teacher of Special Educational Needs & Disabilities (SEND) and that the right to Quality First Teaching is recognised by every member of the school. We pride ourselves on our commitment to inclusion, ensuring every child can be involved, with support, in all aspects of school life. This ensures that all children feel valued within the school and the community.

This report complies with the statutory requirements set out in The Special Educational Needs & Disability (SEND) Code of Practice 0-25yrs 2015 and should be read in conjunction with the following guidance, information and policies;

- The Equality Policy
- The Accessibility Plan
- The schools SEND information on the school website
- The Local Authority (LA) Guidance – Children & Young People with SEND: Guidance-School Based Support
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014, updated 16 August 2017)
- The Safeguarding and Child Protection Policy
- DfE (2022) ‘Keeping children safe in education 2025’

2. SEND at Diamond Wood Community Academy

Our Special Needs & Disabilities Co-ordinator (SENDCo) is Natalie Lyons, who is also a member of the Senior Management Team. If you need to contact her, please ring 01924 325308 or email sendco@diamondwood.enhanceacad.org.uk.

Our SEND governor is Junaid Patel, and he can be contacted through the school office email address office@diamondwood.enhanceacad.org.uk.

Parents are welcome to contact the SENCo directly if they have concerns about their child’s learning or development.

3. Identification of SEND

At Diamond Wood Community Academy, we believe that early identification of need is key to ensuring pupils are supported to achieve their full potential. Concerns could be identified through observations, assessments or parental contact.

Definition of SEND and Disability (SEND) SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The School is committed to the early identification of Special Educational Needs. We can then establish what action the school needs to take to make provision effective in targeting barriers to learning and improving long-term outcomes.

We identify SEND as early as possible through:

- Teacher observations and classroom monitoring
- Regular assessments of progress
- Discussions with parents and carers
- Advice from external professionals where necessary

If a child is identified as having additional needs, we follow the graduated approach:

Assess → Plan → Do → Review

4. Categories of Need

We support pupils with a wide range of needs, including:

- Communication and Interaction (e.g., speech, language, social communication difficulties, autism)
- Cognition and Learning (e.g., moderate, severe, or specific learning difficulties such as dyslexia)
- Social, Emotional and Mental Health (SEMH) needs including ADHD
- Sensory and/or Physical needs (e.g., hearing, vision, mobility)

There are other recognised factors that impact on progress and attainment. These are:

- Attendance and punctuality
- Speaking English as an Additional Language

- Looked After Children
- Health and Welfare
- Being in receipt of Pupil Premium (free school meals)
- Disability and medical needs

The Code of Practice 2015 also does not allow for the identification of behavioural needs to be described as SEN. Any concerns that are raised about a child with behavioural difficulties would need to be considered alongside one or more of the four broad areas of need above.

5. Supporting Pupils with SEND

We provide a range of support, including:

- High-quality teaching that is adapted, scaffolded, and or differentiated to meet individual needs
- Small group interventions and targeted support
- In-class support
- Access to external agencies for specialist advice

Graduated Approach to SEND Support

Assess ***Plan*** ***Do*** ***Review***

The school seeks to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child at the centre of the process.

Quality First Teaching
When concerns are raised about a child, the school's first response is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo during their 1-1 half-termly meetings and also during pupil progress meetings.

(See Appendix 1 for our QFT offer)

Assessing Pupil Needs – SEND support
A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress, given their age and individual circumstances. Additional assessments linked to speech and language or emotional wellbeing may be explored. Parent/carer or staff concerns may also be raised.

The SENDCo, in collaboration with the class teacher, parents/carers and pupil (if appropriate) will decide the action required to help the pupil progress.

Many factors are taken into consideration including:

- Information from parents/ carers

- Pupil voice (as appropriate)
- Records from pre-school/ nurseries or previous schools
- Evidence obtained via teacher observation/ assessment
- Child's performance in National Curriculum subjects
- Standardised assessment tools providing reading, spelling and mathematical ability ages
- EYFS profile at the end of the Early Years Foundation Stage
- Outcomes from the Phonics Screening check at the end of Year 1/ resits in Year 2
- Reports from external agencies, such as Educational Psychology, Occupational Therapy, Speech and Language Therapy.

As well as using data, teachers, ETAs and/or the SENDCo will also observe pupils, whether this be in their academic learning, in social situations such as at playtimes, or in activities where they are required to use their physical motor skills, such as at lunchtime. All of this information will then be used to decide what the child's area of need is.

The class teacher and/or a SENDCo will discuss concerns with parents/ carers, and together they will decide what outcomes to seek for the child, and agree on the next steps. This may include referrals to external agencies to support the child.

Children with SEND require support which is 'additional to' or 'different from' their peers; however, for the vast majority of the time, they are able to learn alongside their peers within the classroom through quality first teaching.

It should be noted, however, that slow progress and low attainment would not automatically mean a pupil has SEND. For example, where a child newly arrives in England, and their first language is not English, or where a child has poor attendance.

Regular meetings between the SENDCo and the class teacher are planned to ensure that interventions are having an impact on the child's progress. A pupil's provision is planned through a School Support plan. (SSP)

If adequate progress is still not being made, then an I-APDR (individual assess, plan, do, review) may be completed and reviewed every term. The I-APDR will identify a higher level of support such as:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/special equipment/alternative learning space
- Group support
- Provision of additional adult time in devising interventions, boosters and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

It may also be decided at this time, in collaboration with the parent/carer, to refer the child for more specialist support through external agencies.

These agencies include (but not exhaustive):

- Educational Psychology Service (EPS), including Portex and Portage (EYSEN)
- Complex Communication & Interaction Needs (CCIN)
- Social Emotional Mental Health Needs (SEMH)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Cognition & Learning Outreach Team
- Educational Welfare Team
- Children's Services
- School Nurse/ Paediatric Health Team/ Community Nursing Team
- Physiotherapists and Occupational Therapists (OT)
- Visual and Hearing Impairment Outreach
- Play Therapist and Sensory Therapy
- Child and Adolescent Mental Health Service (CAMHS)

Following a successful referral to an outside agency, the school is committed to working alongside the agency so that practices can be maintained once the agency has withdrawn. Single Point referral or Specialist provision referral may be sought at this stage for more than one agency. An Early Help Assessment may be used to identify help required and to prevent needs escalating.

I-APDR (Previously known as a 'My Support Plan')

Every child/young person on SEND Support has a different profile of needs, and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use an I-APDR (Individual-Assess, Plan, Do, Review) to record outcomes, provision, resources and strategies.

These plans are a review and assessment tool. It should underpin the process of planning for the individual pupil with SEND. It should have SMART targets for the pupils and should detail:

- Parent and child views
- Long term aspirations
- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put into place

- When the plan is to be reviewed
- Success and/or exit criteria

Targets for the pupil will be shared with them using child-friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Stages of Intervention

DIAMOND WOOD SEND PATHWAY – universal offer	DIAMOND WOOD SEND PATHWAY – universal offer/pathway 1	DIAMOND WOOD SEND PATHWAY – 1	DIAMOND WOOD SEND PATHWAY – 2
1st Stage	2nd Stage	3rd Stage	4th Stage
Concerns	SEND Support (K)		EHC Plan
This stage is when a child is not making progress through the school's universal offer. The teacher will raise concerns with the parents/ carers and the SENDCo. The teacher meets with the SENDCo and discusses concerns. The SENDCo advises on additional support for the child in collaboration with the class teacher. The child is placed on the SEND cause for concern list and is discussed at the SENDCo and class teacher half-termly SEND meetings.	This stage is for children who have received some interventions but have had little or no impact on progress. A provision map will be drawn up with specific targets, shared with parents and reviewed every half term. An individual provision map records all interventions and their impact. Progress is discussed at Pupil Progress meetings.	This stage is for children who have more complex needs, and outside agencies are involved. An EP referral may be made, and an I-APDR will be drawn up with the parents/ carers, and it will form part of the referral for an EHCP if necessary.	Children who have significant complex additional needs will have access to a higher level of support through additional top-up funding from the LA. They will have an Education, Health and Care Plan which will be reviewed annually, or before if needs change.

6. The Grove (Specialist Provision) – ENHANCE PATHWAY 2A SLCN

From September 2025, we established The Grove, a specialist provision within our school. It has been designed to support our most vulnerable SEND with complex communication and learning difficulties.

The Grove provides:

- A bespoke, provision for six children (initial intake in September 2025)
- Support for children who are developmentally not ready for the full mainstream curriculum
- A safe and nurturing environment for pre-verbal children with a diagnosis of Autism Spectrum Condition (ASC) or those awaiting assessment
- A tailored, high-quality curriculum aligned with small step targets taken from PIVATS
- A strong focus on developing communication and interaction skills
- This provision also supports children potentially awaiting a specialist school placement.

7. Education, Health and Care Plans (EHCPs)

If the child has not made sufficient progress, or the child is giving significant cause for concern, or has lifelong or more significant difficulties, then a Statutory Assessment of needs can be requested for an Education, Health and Care Plan. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

A referral for an EHC Plan can only be initiated if sufficient evidence has been gathered and the provision required is beyond that which can be funded through standard notional funding at a school level.

The decision to make a referral for an Education, Health Care Plan will be taken at a progress review meeting. The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care (where appropriate)
- Health professionals
- Outreach services

Parents/ carers have the right to ask for a statutory assessment even if the school do not consider it appropriate. They also have the right to appeal against the LA decision not to initiate a statutory assessment leading to an EHC Plan.

If a local authority (LA) is requested to carry out an EHC needs assessment by a parent/ carer, young person, school or college, it must consider:

- whether the child or young person has or may have special educational needs (SEN); and
- whether they may need special educational provision to be made through an EHC plan.

If the answer to both of these questions is yes, the LA must carry out an EHC needs assessment.

This test is set out in the law (section 36(8) of the Children and Families Act 2014).

An EHCP will usually only be issued if it is decided that all the special help the child needs cannot be provided within the school's notional budget. These resources could include money, staff time, specialist equipment etc.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set
- Established through parent/pupil consultation
- Broken down into an SSP (school support plan)
- Implemented in the classroom
- Delivered by the class teacher with the appropriate additional support where specified

Once a referral for an EHC Plan has been accepted by the LA, Kirklees EHCP Team contact relevant professionals for reports, which will help in creating a draft plan. A draft plan is created and then, after discussions with all stakeholders, will be approved. Children with an EHC Plan continue to be the responsibility of the class teacher despite having access to additional support in school. Their progress will be monitored by the teacher, the SENDCo and the Senior Leadership Team through the normal cycle of monitoring and assessment, pupil progress meetings, but also within the annual review process.

EHCP's will be reviewed annually with:

- The child's parents/ carers
- The child (if appropriate)
- The relevant teacher
- The SENDCo
- A representative from the LA (if appropriate)
- Any other external agency person considered appropriate

8. Access to the Curriculum

All pupils, including those with SEND, have access to a broad and balanced curriculum. Adaptations may include:

- Differentiated teaching strategies
- Specialist resources (e.g., visual aids, assistive technology)
- Adjustments for trips, clubs, and enrichment activities to ensure full inclusion
- Environmental adaptations (e.g. calm, neutral displays to support sensory and cognitive overload. Widget communication aids, seating plan adjustments, teaching approaches to support cognitive overload and working memory)

The 'Grove'

As stated previously, in September 2025, the school established a specialist provision designed to meet the needs of our most vulnerable SEND pupils. This provision places particular emphasis on supporting those with complex communication difficulties, ensuring they have access to tailored strategies, resources, and interventions that promote inclusion, engagement, and positive outcomes.

The purpose of The Grove is to:

- Provide a bespoke, SEND provision for six children (initial intake in September 2025).
- Support pupils with severe and complex communication and learning (C&L) needs.
- Offer a specialist setting for children who are not developmentally ready for a full mainstream curriculum.
- Meet the needs of children whose long-term requirements cannot be addressed within fulltime mainstream education.
- Support children identified as potentially requiring a special school placement.
- Cater for children who are pre-verbal and either diagnosed with Autism Spectrum Condition (ASC) or undergoing assessment.
- Deliver a tailored, high-quality curriculum within a safe and supportive environment.
- Align the curriculum with the Early Years Foundation Stage (EYFS).
- Place a strong focus on developing communication and interaction skills.

Curriculum Aims/Principles of the Grove

- A curriculum designed to teach, support and develop: Receptive language, expressive language, social communication, and reading (speech sounds)
- A curriculum to support pupils to achieve, or work towards, PIVATS speaking, listening, reading
- Supporting the development of fluency in early number

9. Monitoring Progress and Outcomes

At Diamond Wood Community Academy, we use an online tracking system for assessment called INSIGHT. If children are registered as BELOW and they are working significantly below

their peers, then we use a separate system called PIVATS (performance indicators for valued assessment and targeted learning). This provides a structured approach for assessing, planning and measuring small steps in the child's progress. These PIVATS levels are used for target setting for children who are on an MSP/IAPDR or have an EHCP

We regularly monitor the progress of pupils with SEND through:

- Half termly reviews with teachers, SENCO, and parents
- Individual support plans and targets
- Tracking data to measure academic and personal development
- Intervention Trackers

10. Supporting Pupils and Families

We aim to work in partnership with our parents/ carers and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is published on our website and is updated regularly, and we guide parents/ carers towards the LA Local Offer for information about wider services. We take pride in helping all our children to succeed.

We also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for assessments
- Our transition arrangements
- Our school policy on managing medicines in school

We host a SEND Coffee Morning every half term in school, which is well attended by parents/ carers. These mornings are also attended by outside agencies such as outreach services, PCAN (parents and carers of children with additional needs) and at least once a year by our SEND governor. These sessions offer additional support and networking with other parents/carers of children with SEND.

Parents are kept fully informed and encouraged to be active partners in their child's education.

11. Partnerships with External Agencies

We work closely with external professionals such as:

- Educational Psychology Service (EPS) including Portex and Portage (EYSEN)
- Complex Communication & Interaction Needs (CCIN)
- Social Emotional Mental Health Needs (SEMH)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)

- Autism Outreach Team
- Physical/Sensory Support Service
- Cognition & Learning Outreach Team
- Educational Welfare Team
- Children's Services
- School Nurse/ Paediatric Health Team/ Community Nursing Team
- Physiotherapists and Occupational Therapists (OT)
- Visual and Hearing Impairment Outreach
- Play Therapist and Sensory Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Social care
- Virtual school (for children that are looked after CLA)

12. Transition Support

We provide additional support for children at key transition points, including:

- Moving between classes and key stages
- Transition into their next school or specialist placements
- Personalised transition plans and extra visits when needed
- Support when transitioning from PVI's

13. Staff Training and Expertise

Our staff receive regular training to ensure they are equipped to support pupils with SEND. Recent training has included:

- Communication and interaction strategies
- Supporting children with autism – Autism Education trust
- Differentiation and adaptive teaching
- ADHD training
- Wellcomm
- Motional

We are pleased to report that our school was selected to participate in the Partnership for Inclusion of Neurodiversity in Schools (PINS) Project during the 2024–25 academic year.

This initiative provided our staff with access to specialist training designed to enhance understanding of neurodiversity and to strengthen inclusive practices across the school. Engagement in the project has been a valuable opportunity to further develop staff expertise, ensuring that we continue to provide high-quality support for all pupils.

14. Pastoral Support

The school provides effective pastoral support to ensure pupils with SEND feel safe, supported and listened to. Staff develop strong, trusting relationships and use age-appropriate strategies such as informal check-ins, play-based interactions, visual prompts and emotion cards to help pupils express their views and feelings. Adults also observe pupils' behaviour and interactions to identify concerns where pupils may be unable to communicate verbally.

Pastoral discussions, concerns and incidents are recorded on CPOMS, enabling staff to monitor, track and respond promptly to emerging needs and patterns over time. Pupils' views are considered when planning and reviewing support, with information shared appropriately with parents and carers.

Measures are in place to prevent bullying and promote positive behaviour, this includes explicitly teaching kindness, respect and social skills, modelling positive interactions and providing targeted support where needed. Any concerns relating to unkind behaviour or potential bullying are logged and followed up using CPOMS, ensuring timely intervention and ongoing support for pupils with SEND.

15. Accessibility and Inclusion

We are committed to making our school accessible to all pupils. Adjustments are made to support physical access, and resources are tailored to meet individual needs. Our Accessibility Plan provides further details.

16. Funding for SEND Provision

SEND provision is funded through the school's delegated budget. In some cases, additional funding is secured through the Local Authority for pupils with higher levels of need.

17. Roles & Responsibilities

Meeting children's special educational needs is the shared responsibility of the LA, governors, parents/ carers, teachers and support staff. It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of children who do not require an EHC Plan.

Governors

The Governors are responsible for:

- Ensuring that a member of the teaching staff is a designated SEND Coordinator
- Ensuring that necessary provision is made for all pupils with a SEND
- Consulting with the LA and other bodies to coordinate SEND provision
- Publishing a SEND Policy

- Ensuring that pupils with SEND have full access to school life.
- Ensuring that a SEND Policy is included on the school website
- Consulting with the LA about appropriate staff training in SEND
- Having regard to the Children's and Families Act 2014 and the SEND Code of Practice 0-25
- Publishing information in the Annual Report to parents on:
    - The success of the SEND Policy
    - Any significant changes
    - Any consultations with other schools. The LA etc.
    - The allocation of resources

The SEND Governor will meet with the SENDCo each term to ensure that all relevant information is shared and to monitor the progress of children with SEND. The SEND Governor is Junaid Patel.

The Head of School has a legal responsibility to ensure that all staff, including governors, are adhering to the Statutory and school policies regarding SEND. The Head of School will ensure that resources are used effectively and that the support is having an impact on each child's progress.

The Special Educational Needs & Disability Co-ordinator (SENDCo)

The SENDCo is responsible for:

- The day-to-day operation of the SEND policy
- Liaising with and providing advice for teachers and support staff
- Liaising with the Safeguarding and Inclusion Leader.
- Co-ordinating provision for children with SEND
- Liaising with parents/ carers of children with SEND
- Identifying and contributing to the in-service training of staff
- Being a key point of contact with external agencies, including the Educational Psychology service, medical and social services
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with local pre-schools and next providers to ensure that children and parents are informed about options and a smooth transition is planned
- Working with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- The SENDCo is Mrs Natalie Lyons

The Class Teacher

The Class Teacher will: -

- Plan a broad and balanced curriculum
- Assess and plan differentiated activities
- Identify a child's SEND using the agreed criteria
- Assess each individual child's SEND at the earliest opportunity
- Employ teaching strategies, methods and resources which will cater for SEND
- Plan, write and distribute ANP's with the support of the SENDCo if needed
- Produce modified teaching and learning resources to enable children with SEND to succeed and make progress
- Assess and review progress with the child, the support staff and parents/ carers and keep up to date records
- Inform the SENDCo about any child with SEND
- Participate in regular SEND meetings and training
- Assess SEND children using PIVATS when appropriate

Educational Teaching Assistants

Educational teaching assistants will:

- Work closely with class teachers to plan, implement and review ANP's, activities, resources and interventions and EHCP's
- Prepare appropriate materials and resources
- Keep records as directed by the teacher and SENDCo
- Undertake any necessary training
- Help deliver specific programmes provided by outside agencies

Parents/ Carers

The school aims to promote positive, collaborative partnerships with parents/ carers because we recognise the value of active participation of parents/ carers in the education of their children.

Partnership with parents/ carers is encouraged by:

- Parent/ carer questionnaires
- Acting on parent/ carer concerns
- Formal and informal discussions between staff and parents/ carers
- Providing activities for parents/ carers to work with their children in school, such as Maths and Phonics workshops
- Involving parents/ carers as soon as concerns are noted and encouraging their participation in the process of meetings and reviews

- Informing parents/ carers about school policies for SEND
- The provision of parent/ carer forums, particularly those that have a focus on SEN, e.g. Speech and Language and Makaton training in school

18.Storing & Managing Information

All documents relating to children with SEND are stored in the SENDCo's office, which is locked at the end of each day. If a child with SEND leaves the school, documents are sent electronically, and password protected or are delivered by hand and signed for.

19. Complaints Procedures

Complaints about SEND provision should be made in the first instance to the class teacher, who will inform the SENDCo. If parents/ carers remain dissatisfied, they should speak or write to the Head of School. Following this, if the issue remains unresolved, the complaint should be put in writing to the governor with responsibility for SEND.

20. Local offer

The SEND Local Offer is a statutory source of information published by the local authority that sets out the education, health and care support available for children and young people with SEND and explains how this support can be accessed.

The link to the local offer can be found here:

https://www.kirkleeslocaloffer.org.uk/

21. Reviewing the Report

This SEND Information Report will be reviewed annually and updated to reflect current provision and statutory requirements.