



SEND Information Report

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Prepared by	Headteacher
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Part of
The Rose Learning Trust

SEND INFORMATION REPORT

The proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The aim of this information report is to explain how we implement our SEND policy.

The kinds of special educational needs and disabilities that are provided for in school	
We believe that it is important for every child to feel valued, respected, treated fairly and equally. Children with either a disability or special educational needs are warmly welcomed by the school and the governing body. We are a fully inclusive school which accommodates all types of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014)	
AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
The name and contact details of the SENCO and further contacts where parents and carers may have concerns	
<p>Miss Batten – SENCO (Experience in Special Settings) Mrs Lakin – Early Years Leader and Designated Safeguarding Lead (SENCO Award and Thrive Practitioner) Mrs Emma Cooke – Headteacher and Deputy Designated Safeguarding Lead (SENCO Award) Miss Parker– Child and Family Practitioner (Forest School trained and Thrive Mental Health Child Practitioner) Mrs Wiltshire – Child and Family Practitioner (Forest school practitioner and child mental health Practitioner)</p> <p>Contact Information SENCO@balbycentralprimary.co.uk Tel: 01302 321914</p>	

Policies for identifying children and young people with SEND and assessing their needs

Special Educational Needs and Disabilities Safeguarding
(Child Protection)
Behaviour
Equality and Diversity
Assessment
Learning and Teaching Accessibility
Moving and Handling Positive
Handling

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. Please arrange an appointment by speaking to them when you collect or drop off each day. Alternatively, please contact school via telephone or email.

The class teacher will liaise with Miss Batten (SENCO) who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email or telephone.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what is discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will we inform you if my child needs SEN support?

All children are entitled to **Universal Support** from their class teacher through high quality teaching. This includes: high expectations and aspirations for all learners, secure subject knowledge, clear presentation of subject matter, promoting discussion, systematic checking of learners understanding, identifying and addressing misconceptions through clear feedback, adaptation of teaching as necessary, building upon previous learning to enable learners to remember long term content, designing learning environments to support learning. .

All our class teachers are aware of SEN and are on the lookout for any children who are not making the expected level of progress in their work or social development. This might include reading, writing, number work, social skills, emotional regulation, speech and language. If the teacher notices that your child is falling behind, they try to find out if there are any gaps in learning. If they can find a gap, they will use assessment tools to support their judgements and provide support where required. Children who do not have SEN usually make progress quickly once the gap in their learning has been filled. If further support is required, the class teacher will then refer to the school SENCO for observation and further assessment. Interventions may be suggested with small groups or one-to-one support. Where a need is identified an initial monitoring period (up to 1 term) to review progress would be put in place. This is **Universal Plus Support**.

After this period of time, if a child does not make progress, or has a diagnosed special educational need, the child is placed on the SEND register. They are deemed as requiring provision which is different from and additional to their peers. They may require individualised intervention or

support programs which are recorded on their SEND plans. External agencies may then be called upon to seek further advice and assessment. These agencies will then be involved in at least termly assess >plan>do>review meetings alongside parents/cares and suggest outcomes to meet the child's needs. This is classed as **Targeted Support**.

Finally, if a pupil has a high level of need and it is deemed necessary by all professionals and parents supporting the child, an application for an Education Health Care Plan assessment would be required. This is **Specialised Support**, which will involve a multi- agency evaluation of the plans and provision through ongoing assess > plan > do > review cycles.

Throughout monitoring the SENCO will observe your child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support.

If an SEN Support Plan is required the class teacher will notify you. Outcomes will be set which will be reviewed termly with the class teacher and parents; reviews and outcomes will be overseen by the SENCO to discuss next steps. If needed, other agencies such as the Educational Psychology Service will be invited to join the meetings. Any child with an SEN support Plan will be added to the school's SEN register.

How will school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Any intervention will be based on STAR Assessment, formal assessments and teacher judgements. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Progress towards outcomes are measured in many evidence-based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to your child's specific needs.

How will I be involved in decisions made about my child's education?

Parent consultations are held twice yearly to celebrate the success of our children. Contact between school and parents is encouraged and parents are welcome to arrange a meeting with the class teacher or SENCo if they feel they want to discuss anything before the next formal review of outcomes or parent's consultation evening. The SENCO will be available at each consultation evening to discuss progress against targets on the support plan and next step targets.

Annual Review Meetings (Reviews of learning, achievements and next steps) are held annually for those children with Education, Health and Care Plans.

Parents' views and opinions are taken into account when planning for next steps in school including transition from one-year group to the next and at key points such as a change in key stage or placement.

We will

1. Set clear outcomes for your child's progress
2. Review progress towards these outcomes
3. Discuss the support we will put in place to help your child make that progress
4. Identify what we will do, what we will ask you to do, and what we will ask your child to do

We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Children are made aware of their outcomes and areas they need to work on. They work closely with their support and teaching staff to ensure they understand their next steps. We recognise the importance of children's voice and a One Page Profile enables children to share their ideas and opinions with others.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will school adapt its teaching for my child?

Please refer to the school's accessibility plan for more information including how we ensure disabled children are able to participate in the curriculum.

Lessons are as inclusive as possible, with adjustments made based on children's needs with quality first teaching being at the centre of provision. Interventions within the classroom may be used to close the gap or cover misconceptions; this may be completed by the class teacher or support staff. Support from the inclusion team may be used to help children in accessing the curriculum and preparing them to learn. Pre and post teaching is used to enhance children's key skills and knowledge before completing tasks. Some children may receive 1:1 adult support or small group work, the time with the adult will differ depending on the individual needs of all children. Children have access to school visits and residential stays.

Your child's teacher is responsible and accountable for the progress and development of all children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way your child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support children in the classroom. This may be on a 1-to-1 basis or as part of a small group
- Teaching assistants also support whole class teaching in the classroom

We may also provide interventions to support with learning in number, reading, phonics, spelling, writing and for social, emotional and mental health. The school uses the Read Write Inc. program to support with phonics. Other interventions are determined from analysis of STAR Assessments in Reading and Maths, teacher assessments, formal testing and from pre and post teaching outcomes. The school will use a variety of approaches to meet with each child's needs.

To support with specific needs

Area of need	How we support children
Communication and interaction	Visual timetables Social Stories Tailored assemblies Speech and Language Therapy Colour Semantics
Cognition and Learning	Writing slopes Scaffolds Different coloured paper to allow access Electronic devices Precision Teaching
Social, emotional and mental health	Adapted work stations

	<p>Nurture Groups including work with 'With Me in Mind'</p> <p>1:1 inclusion support</p> <p>Behaviour Outreach specific support</p>
Sensory and / or physical	<p>Limited classroom displays</p> <p>Adapted equipment</p> <p>Wobble cushions</p>

These interventions are part of our contribution to Doncaster Local Authority's Local Offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after periods of time relevant to the type of intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will school resources be secured for my child?

It may be that your child's needs mean we need to secure resources. These may be in different forms which could include:

- Extra equipment or facilities
- More support from assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is required beyond this, we will seek this through consultation from our local authority.

How will school make sure my child is included in activities alongside children who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. There are no barriers to children with SEND enjoying the same activities as other children in school, including physical activities.

All children are encouraged to go on our school trips, including our residential trips in Year 3, Year 4, Year 5 and Year 6. Reasonably practicable adaptations will be made to ensure that all children can access the experience.

All children are encouraged to take part in sports activities, workshops, plays and other experiences in the school.

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable practicable adjustments are needed to make sure that they can be included.

How will the school make sure the admissions process is fair for children with SEN or a disability?

We welcome children with all types of SEND who have applied for a place via our normal admission process. If a child has complex needs, a disability or SEN, we consider admissions on a case-by-case basis to review the stage of involvement with external services and in line with the Code of Practice for Special Educational Needs. For more information on this, please contact our SENCO.

Children with Education Health and Care Plans

The process of admission for children with an Education and Health Care Plan is in accordance with the Code of Practice on Special Educational Needs. Where our school is named as part of the child's plan, we have a duty to admit the child; this will reduce the number of places available.

With all school admissions, we liaise with Doncaster Council Admission Team and we would not disadvantage any child with SEN or a disability as part of this process. Where any year group is over-subscribed, the local authority make any decisions using an independent panel.

How does the school support children with disabilities?

Please reference the Accessibility Plan.

We encourage and ensure that all disabled children have opportunity to participate in the curriculum. Any aspects of the school environment that require adaptations are considered to enable disabled children to take better advantage of the education, benefits, facilities and services that are provided by the school.

Where auxiliary aids and services are required, the SENCO and Inclusion Team will liaise with external professional services.

How will the school support my child's mental health, emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Children with SEN are encouraged to be part of different groups promoting decision making, teamwork and building friendships within the school and participate in pupil voice activities
- We provide extra pastoral support for listening to the views of pupils with SEN via With Me in Mind monthly sessions, inclusion support and therapy services

Details of our school inclusion team are available at Meet the Team on our school website.

Adults across school and with external services work together to meet the needs of our children. We offer a graduated approach to supporting children to improve their emotional and social development, from whole-class PSHE lessons to individual targeted or specialist support with a focus on anti-bullying, relationships and friendships as examples of our curriculum offer.

Our Child and Family Support Practitioners are available to support parents and families of children with emotional health and well-being through targeted intervention, parent workshops and signposting to relevant external partners. We employ the services of a Fortis Therapist using a trauma informed approach to provide appropriate art therapy with individual children who have had an Adverse Childhood Experience (ACE).

Regular meetings are held with professionals e.g. With Me in Mind to link our school triage system with any support or referrals required for individual children.

What support will be available for my child as they transition between classes or settings to prepare them for adulthood?

Between years

To support children with transition from year group to year group we:

- Show children their new environment and allow them to spend time in it at different

points during the school day.

- Allow children to spend time with their new teacher and support staff before the summer holidays if this is possible.
- Transition booklets are completed before the end of the Summer term.
- Key information (such as SEN Support Plans, medical information, One Page Profiles) is shared with staff so they can plan effectively
- Transition meetings may be held

The time scale and level of support during transition is personal to the child and their individual needs.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

To support children transitioning from Key Stage 2 to Key Stage 3 we:

- Involve all agencies to support the child and parents in choosing an appropriate setting.
- Learning how to get organised independently
- Visit schools with parents if requested
- Invite secondary representatives to Year 5 and Year 6 reviews
- Liaise with the secondary school for your child to attend specific transition events/sessions if their allocated secondary school has the provision available
- We arrange additional visits to the secondary school if necessary and also invite members of the child's future school into our school to work alongside the child in a familiar environment.

We use the Preparing for Adulthood Framework to support in setting outcomes for children.

What support is in place for looked after and previously looked after children with SEN?

The designated teacher for Looked After Children or Previously Looked After Children is Mrs Lakin and can be contacted via the school office. Our SENCO and class teachers understand how a looked after or previously looked after child's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

We always aim to work with parents to solve the problem. Different ways we can support you with your questions or queries about SEND include talking to members of the school team accessible on the school gate each day, seeing the class teacher at their classroom doors or by contacting the SENCO.

If you feel that any issues have not been resolved and you need to make a complaint about SEN provision in our school this should be made to the SENCO and head teacher in the first instance. You will then be referred to the school's complaints policy which is available on the school website.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, please follow the link to Doncaster Local Authority's Local Offer and Doncaster SENDIAS on our school website where you will be able to access advice, information and support.

Each week on Central News, you can find information which could include local services, events and support in the local area, regionally and any national links.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Useful Glossary of Terms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages