

# Balby Central Primary Academy



## SEND Information Report

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<b>Policy Date</b>	<b>September 2024</b>
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<b>Ratified by Governors</b>	<b>Signed off by Chair of Governors</b>



## SEND INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and 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.** This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

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 kinds of special educational needs and disabilities that are provided for in school

At Balby Central Primary Academy we are a fully inclusive school celebrating the individuality of children where teaching encourages children to be independent learners.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of member of the school community, everyone is equally valued and we treat each other with respect under the Equality Act 2010. Students in our setting are provided with the opportunity to experience, understand and value diversity. We aim to include all students, including those with disabilities in the full life of school.

As an inclusive school we accommodate a range of special educational needs and disabilities. According to the SEN Code of Practice (January 2015) these are classified under 4 main categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

The name and contact details of the SENDCO (mainstream schools) and further contacts where parents and carers may have concerns

Mrs C Bailey –SENCO  
Balby Central Primary Academy  
Littlemoor Lane  
Balby  
Doncaster  
DN4 0LL

Mrs Emma Cooke – Headteacher and Deputy Designated Safeguarding Lead

**Contact Information**

admin@balbycentralprimary.co.uk  
Tel: 01302 321914

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

*(list all relevant policies)*

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

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

Parents will be invited to a meeting to discuss their child's needs. Together with the class teacher a SEND Support Plan will be completed. Outcomes will be set which will be reviewed termly with the class teacher and parents, reviews and outcomes will be overseen by the SENDCO. If needed other agencies, such as the Educational Psychology Service will be invited to join the meetings.

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 SENDCo if they feel they want to discuss anything before the next formal review of outcomes or parent's consultation evening.

Annual Review Meetings which are reviews of learning, achievements and next steps are held annually for those children on Education, Health and Care Plans.

Parent's 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.

Arrangements for consulting young people with SEND and involving them in their education

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. Where possible children will be invited to attend meetings and share their opinions and views.

We recognise the importance of children's voice and a One Page Profile enables children to share their ideas and opinions with others.

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

All children identified by the school as having SEND have a support plan which is reviewed at least termly at a meeting in which all stakeholders are invited. After an initial meeting where clear outcomes are set for the child a termly review meeting will take place

(using the Assess>Plan>Do>Review cycle). The class teacher, SENDCO and parents will review the outcomes and plan the next steps for the child. Any other agencies involved will be consulted and their advice followed.

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 the child's specific needs.

During this meeting progress towards longer term targets are also discussed.

In order to promote equality of opportunity for young people identified as having a Special Educational Need or Disability we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them from being put under a disadvantage. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils.

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

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 to use over the school holidays
- 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.

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
- Visit schools with parents if requested
- Invite secondary representatives to Year 5 and Year 6 reviews
- We arrange additional visits to the Secondary School where members of our school staff accompany children 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.

#### Evaluating the effectiveness of the provision made for children and young people with SEND

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 in school. 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 the children. Children have access to school visits and residential stays.

#### How the school applies the Graduated Approach for SEND in school.

**At Balby Central Primary Academy, we use the Graduated Approach for SEND in the following ways:**

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.

If a child does not make progress in line with expectations, and further support is required, the class teacher will then refer to the school SENDCO for observation and further assessment. Interventions may be suggested with small groups or one-to-one support and the child is monitored for up to a term on the Cause for Concern register. 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 programmes 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.

How the school accesses local authority support services using the Graduated Approach and how this is co-ordinated through the 'Team Around the School' model. How the school involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

The school accesses local authority support services when a child is requiring additional Targeted or Specialist intervention. This may be through the Educational Psychologist, ASCETS, Behaviour Outreach Support Service, Speech and Language or other Health Care professionals.

The information and support that they provide is included in the child's SEND plan and discussed at Assess>Plan>Do>Review meetings with parents/carers. If it is felt necessary, their reports and information will be used if it is felt that the child requires and Education Health Care assessment.

The purpose of the 'Team around the School' is to support school leaders, SENDCOs and practitioners to develop systems, skills and structures for responding to pupils' needs – with a focus on pupil behaviour and SEND needs in the Covid-19 era.

Using the Doncaster graduated approach specialist practitioners from the Local Authority and agencies will work with schools to support the identification, intervention to support school systems, engagement and support of children and young people who have additional needs.

The Team around the School will bring together key agencies in one place, at one time who can offer advice, guidance, information, signposting and support to schools' around how they can best meet the needs of their most vulnerable pupils.

This may be to:

- gain timely, specialist advice or support with problem solving/interventions/provision mapping and spending of notional funding to support children and young people.
- Advice on strategies to support students within the classroom
- Advice on supporting families and students in their home communities
- Advice on when to make referrals for specialist services, and how to do this
- Providing a point of reference for school staff when deciding the correct intervention level
- As an audit tool for individual pupils or for school practice, so that staff can check that they are providing appropriate and purposeful support. It may identify gaps in provision or new ideas for working with individual pupils

### **External support and expertise we can call upon to help us to meet children's**

#### **Needs:**

- \* Educational Psychologist (*for assessments of children with cognition and learning difficulties or to assess a child who may need specialist support with an Education Health Care assessment*)
- \* School nursing service (*for referrals to the Continence Team, a medical report for a General Development Assessment, vaccination programmes or any other medical need for a child*)
- \* ASCETS (*to support with observations, advice about provision and suggesting appropriate outcomes for children who display or are on the ASD spectrum*)
- \* General Development Assessment Team (*for referrals to community paediatrics for children who present as having ASD or ADHD tendencies, or may need the support of CAMHS*)
- \* Speech & Language Team (*who will offer Specialist and Targeted support for children who have difficulties with communication, speech and language*)
- \* Occupational Therapy (*for children who have difficulties with fine or gross motor skills, and sensory difficulties*)
- \* CAMHS / With Me in Mind (*for children with mental health*)
- \* Physiotherapy (*for children who require specialist support for physical difficulties*)

\* SEND Team (*to oversee the APDR process and involved in EHC applications and reviews*)

\* Early Help (*who work with a holistically with the whole family and bring in external agencies to support as necessary*)

\*PAFSS (*Parenting and Family Support Service*)

\*SENDIAS (*Special Educational Needs and Disability Information, Advice and Support*)

\* Voluntary Organisations such as the Trusted Mentor scheme, EPIC.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

At Balby Central Primary Academy, a Provision Map identifies groups of children for specific interventions. Children identified with SEND will have a Support Plan where the class teacher will discuss with parents the child's difficulties and set SMART targets. The child will then receive regular plan> do> review meetings at least termly with the teacher, parent, SENDCO and if necessary, relevant external agency professionals to aid with more detailed outcomes and provision and resource allocation. The SENDCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

It is during such meetings that resources may be allocated to meet the needs of a child. Balby Central Primary Academy operates the Graduated Approach system for allocating resources: Universal (all children led under the direction of the class teacher), Universal Support (time-limited intervention programmes led by trained members of staff), Targeted Support (provision that is different from and additional to peers). Where the provision on the child's provision map goes above the Notional Element 2 funding, an application for Early Intervention Allowance may be submitted to the Local Authority to apply for Element 3 funding. If more specialist support is required to support the child's needs in school, an application for an EHC assessment will be made by the SENDCo in conjunction with the external professionals and parents / carers involved with supporting the child. If approved, the LA will be responsible for the allocation of the Element 3 funding.

The expertise and training of school staff to support children and young people with SEND and plans for professional development

Staff access a range of training opportunities for example: The SENDCo attends SENDCO network meeting for regional and national updates and support other setting with SEN as required. The Rose Learning Trust holds half-termly SENDCo network meetings to provide information and share practice. The SENDCo attends half-termly Pyramid Planning Meetings led by the LA Educational Psychologist and other multi-agencies which look at individual cases and using a solutions-focused approach to a child's next steps.

All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.

Relevant staff have been trained in specific areas of specific needs within the SEN spectrum. This includes all staff who have been trained in the new SEND Code of Practice and ongoing training is focused on SMART targets and SEND Support Plans.



\*SENDCO Award: Mrs C. Bailey (SENDCO), Mrs G. Lakin (Assistant Head / Safeguarding and Early Years Lead) and Mrs E. Cooke (Head Teacher / Safeguarding)

\*SEND Code of Practice – all staff have received training through ongoing CPD

\*Speech and Language development – all staff

\*Autism Awareness – all staff

\*Trauma Informed Working and Anxiety in Children – Teaching assistants / LSAs.

\*Colourful Semantics – LSAs.

\* Lego Therapy - 2 staff

\* Moving and Handling - selected staff

\*Team Teach / Positive Handling - selected staff

\*Doncaster Graduated Approach toolkit – Senior Leadership Team

The school operates a CPD Padlet for all support staff to share information and relevant professional development to have a whole-school approach to Teaching and Learning and SEND.

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

Lessons are as inclusive as possible, with reasonable adjustments made based on children's needs. This may be through additional scaffolding, resources such as visual or physical aids, or additional adult support.

Children are given the opportunity to take part in residential visits and class trips when appropriate. A range of after school clubs are open to children in school as is breakfast club. All children, including those with SEND, are encouraged to attend.

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 SEND and measures to prevent bullying

A dedicated Inclusion Team - A Child and Family Support Practitioner, Attendance Officer, Fortis Therapist, and SENDCo are all focused on working together as a specialist provision 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 to individual targeted or specialist support.

We also have a Child and Family Support Practitioner who supports parents and families of children with emotional health and well-being through targeted intervention, parent workshops and signposting to relevant external partners.

We also employ a Fortis therapist who uses a trauma-informed approach to provide appropriate art therapy with individual children who have had an Adverse Childhood Experience (ACE).

The SENDCo and Inclusion Team hold a termly clinic with Child and Adolescent Mental Health Service (CAMHS) – ‘With Me in Mind’, during these clinics formal consultations can be made and referrals if deemed necessary to aid us in providing for individuals’ needs.

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

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.

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
- Pyramid Meetings and discussions with receiving Secondary Schools to discuss what is working and what support individual children will need to be successful in the next stages of their education.
- Visit schools with parents if requested
- Invite secondary representatives to Year 5 and Year 6 reviews
- We arrange additional visits to the Secondary School where members of our school staff accompany children 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.

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

Parents with a complaint would first speak to the SENDCo who would endeavour to work together with them to solve the problem. If this did not prove successful, the head teacher and chair of governors can be contacted as set out in the school’s complaints policy.

Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s Local Offer is published

We follow the guidance as set out in the Doncaster Graduated Approach:

<https://www.doncaster.gov.uk/services/schools/graduated-approach>

Doncaster's Local Offer can be found at the following address:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.