

Scawsby Junior Academy

Date of Report- September 2024-2025

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 Scawsby Junior Academy, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. The school building has carefully planned Access Arrangements and was recently re-furbished in line with the disability building regulations. Under the New SEN Code of Practice 2014, 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. The SEN Code of Practice 2014 also explains that '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.' At Scawsby Junior Academy, we aim to support all pupils with their learning journey, promote the RESPECT values and embrace an inclusive ethos.

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

Acting Head Teacher

Sue Lindley

headteacher@scawsbyja.co.uk

sue.lindley@scawsbyja.co.uk

SENCO

Natalie Miller

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Inclusion Lead/Acting Deputy Head

katy.mckie@scawsbyja.co.uk

01302 782100

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

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

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs;

- Access
- Access to the curriculum
- Admissions
- Anti-Bullying

- Attendance
- Behaviour
- Data Protection
- Disability Equality
- Equal Opportunities
- Equality
- E-safety
- Fire Safety
- First Aid
- Gender Equality
- Gifted and Talented
- Health and Safety
- In-school liaison
- Intimate Care

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

Partnership with parents is an essential part of whole school practice and we welcome and encourage full parental engagement in all aspects of provision. Parents of SEND pupils will always be consulted and kept informed on all aspects of their child's education:

- •On entry, parents are invited to a meeting where they will meet the team of teachers/staff. They will be invited to tour the school, have discussions with the inclusion team and other members of staff, provided with information of the curriculum/ provisions that are carried out and informed of the graduated approach.
- At least three times a year, class teachers will invite parents of pupils with SEND to plan and review personalised support plan. These SSP's will monitor and assess the impact of provisions. However, we have an open door policy, where parents or staff can request and will hold additional meetings as and when needed.

- SEND review meetings will provide opportunities to share ways in which we can support a child to achieve identified outcomes. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, including Educational Psychologists, Occupational Therapists, to name a few, in order to ensure we develop and maintain a range of provisions and strategies to enable all pupils to achieve. Therefore, parents will be invited into school to discuss such the steps going forward and again, to provide the advice given by external agencies.
- For some pupils with SEND, parents will be invited to attend annual review meetings e.g. pupils with an Education Health and Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved and allows amendments to be made to provision.
- Additionally, school hold termly coffee mornings for parents. The meetings are a chance to get external agencies in, to provide information of services and support that are available to the community.

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

Pupil voice is an integral part of school life at Scawsby Junior Academy. It is vital that this includes the development of support plans and provision provided for pupils with SEND.

One Page Profiles are created with children, which focus around 3 key areas:

- What people like and admire about me
- What makes me happy/ important to me
- How I want to be supported

Children's responses are listened to and included in SEN Support Plans and Support Plans for EHCP. All support plans are made bespoke for the child, are presented in a child friendly way using pictures to allow pupils to 'own' their support plans.

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

High quality, Quality First Teaching is the first wave of support provided for all children. All teaching is based on building on what your child already knows, can do and understands. Class teachers plan lessons, where all children will be working to the same learning objective but scaffolds will be put in place according to the specific needs of all groups/individual pupils in their class to ensure that there is equitable access for all. Teachers will ensure that your child's needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables, overlays.
- Providing clear corners, sensory breaks/circuits to support emotional regulation.
- Break time support e.g. Lunchtime Support, Teaching Assistant Support, Playleader Support
 - Support for parents through the TAF (Team Around the Family) as needed.
 - Home-school liaison and differentiated homework tasks.
 - Additional sessions such as Co-ordination groups, Physiotherapy activities, Handwriting and motor skills sessions.
 - Planning and teaching will be adapted, on a daily basis or within a lesson if needed, to meet your child's learning needs and remove barriers. Providing pre or post teach interventions which will allow the child to become more confident before the lesson input therefore giving the opportunity to progress through their learning tasks. Alternatively, such interventions allow for any misconceptions to be addressed.
 - Furthermore, if school require additional support we will seek advice from outside agencies (direct working and advice for staff), providing more specialist provisions.
 - A range of extra-curricular activities and clubs to enhance a variety of skills.
 - Pastoral/ emotional support can be delivered as a bespoke 1:1 programme or as part of a group.
 - Well-being sessions with our mentor looking at aspects such as sleep, brain health (self-esteem, resilience and so on), emotional well-being, physical activity, diet and personal development.

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

A range of assessment measures are used to monitor and track pupils' progress against outcomes. These include:-

- Formative assessment: Continual monitoring by class teachers, day-to-day marking, feedback on learning. Scawsby Junior Academy pupils self-evaluate their learning throughout their lessons and give themselves targets for the following lesson.
- Summative assessments: Teachers produce pupil progress trackers which outline progress of the children each term and what strategies have been put in place to enable such progress. Additionally, these highlight barriers to learning and the plans to overcome them. Such results are recorded and fed back to parents during termly/ open evenings.
- SSP reviews: All SSP's have SMART (Specific, Measurable, Achievable, Realistic, Time) outcomes with assessment measures included in the plan. Such meetings involve parents, and the child, where possible to discuss their progress and targets.
- Weekly year group meetings, caseload meetings with year groups, pupil progress meetings termly and pupil progress meetings with the Headteacher.
- Provisions are analysed by the SENCO half-termly, and impact and data is analysed on a termly basis.

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

We understand that sometimes additional resources and provisions need to be put in place. Such provisions will put these in place for at least 6-8 weeks and be recorded on an inclusion team referral form. After the 6-8 week period, support will be reviewed alongside the inclusion team and parents. At this point, this is where discussions will be held and next steps will be formulated. In some cases, next steps may involve changing the provision or more targeted support. Every provision is logged electronically and will always be reviewed after the 6-8 week period by the teacher and the SENDco and in some cases, the inclusion team.

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

Universal support

Initially, the children will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed. The use of visuals, manipulatives or auditory resources can also be used at this stage to cater for children's different learning styles as well as differentiated tasks. As well as academic support, we provide SEMH support with regular check ins with children, additional Jigsaw lessons, sensory rooms in each year group and extra-curricular activities that provide children with knowledge to act as peer mentors to others.

Universal plus

If alternative strategies are not proving to be successful, staff will communicate with the inclusion team/parents to discuss additional provisions/ interventions that can be carried out to cater to the need of the child. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further. With regards to SEMH support, this is where more personalised provisions are put in place where members of the inclusion team will take small groups of children out for activities which address areas of need, whether it be for social, emotional or behavioural support.

Targeted support

This is where a student support plan (SSP) would be written by the class teacher, to record any provisions that are additional to and different from the teaching that is being delivered. Alternatively, an APDR plan can be put in place and will be regularly reviewed to ensure that provisions are making the most impact for the child. Additionally, teachers and learning support staff, will change the structure of lessons to cater for children who thrive from more active learning; adapting lessons to be balanced but more bespoke to the child. For SEMH, we understand that children may require more of a tailored response from school, therefore we have Mental Health Champions throughout school, who deliver bespoke interventions and provide an in-school provision called ELSA. Dependent on the level of support required, school may sought advice from the Educational Psychologist.

Specialised support

Specialised support will be when the SENDco communicates with external agencies to gain more support or strategies. These strategies may come from ASCETS, SALT, EPS, CAMHS, and so on. If the child's additional support goes beyond the school's allocation, then additional support in the form of an application for Additional Top-Up Funding may be accessed. An Educational Health Care Plan will be furthered with the support from Education Psychologist or other outreach services.

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.

If a child has moved through the graduated approach in school and through the plan, do, review process is identified as needing a targeted or specialist approach the school will do the following;

Targeted

- A SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan, do, review process will be followed to ensure the plan is regularly reviewed.
- Support of Educational Psychologist, Speech and Language Therapist, member of the ASCET team, Occupational Therapist, Physiotherapist, Behaviour Outreach Support Service or CAMHS may be sought.
- A balanced and personalised curriculum will be provided.
- The SENDCO meets termly with all outside agencies to discuss current cases and any staff training needs across the school.
- If a family needs additional support, an Early Help Assessment referral will be made so that regular 6 weekly meetings can be discuss progress and plans put in place in order to support the whole family.

Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health Care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

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

Children who have a personalised SEND plan in place will have a provision map detailing the provision in place for that child. This is done via our electronic reporting which can generate reports for provisions as a whole or individual children. The SENDCO also keeps a whole school provision map which details the total amount of Element 2 and Element 3 funding the school holds and how this is used to allocate resources across the school.

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

The school has a teaching SENCO, Natalie Miller, who holds the NASENCO qualification as well as Advanced Safeguarding Trained.

We also have an Inclusion Team, which consists of our Inclusion manager/Acting Deputy Head- Katy McKie, 2 ELSA's- Chloe Cotson and Lucy Wadsworth and Richard Vernon, who is our behaviour support officer.

New SEN code of practice training has been delivered to all staff and is reviewed annually to ensure all staff are up-to-date with new practice. Regular training opportunities are provided to staff to ensure skills are up to date. We purchase through the LA, our Educational Psychologist provision and other providers offering the relevant training needed. Training on developing effective outcomes for SEND pupils has taken place focusing on SMART targets and SEN Support Plans.

Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. Our action plan, indicates previous and upcoming training that we keep our staff up to date with to ensure that they continue to receive specialist in depth training;

- * ELSA course- selected staff
- *Adapting support and provision for bilingual learners- Selected staff
- *Dash and Marac training – selected staff
- * Safeguarding Level 1 training – All Staff
- * Dyslexia training- Selected staff
- *PDA Training- All staff
- * Positive handling training Level 1- All staff
- *Positive handling training Level 2- Selected staff
- *Prevent training- all staff
- *Star Outcome training – selected staff
- *Sexualised behaviour training- all staff
- *SEMH Emotional Based School Anxiety- selected staff
- *Mental Health First Aid – Selected staff
- *Mental Health Champion programme- Selected staff
- * First aid – Selected staff
- * Lego Therapy – Selected staff
- * Moving & Handling training – Selected staff
- *Sensory Circuit training – all staff
- *Trauma informed training- all staff
- *Edukey training- all staff

Future training –Autumn 24-25

Supporting ADHD & Neurodiversity at School'

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

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All pupils partake in extra-curricular activities that school offers making sure that children with SEND are included.

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

Universal

- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Teachers deliver PSHE and whole school neurodiversity lessons.
- Opportunities are built into the curriculum to create positive relationships with staff and peers.
- Specific intervention is offered to address any gaps in wellbeing, social skills and emotional regulation.
- The learning environment aids wellbeing.
- Junior leadership team gather views of their class and share these with the Senior Leadership Team.
- Pupil anti-bullying, junior leadership and play time leader ambassadors are utilised around school to ensure pupil voice is heard and that they are supporting others.
- Positive post box within school to channel positivity by writing or drawing a picture which is posted to other children in the UK in a bit to support the Dianna award in stamping out bullying.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed and there will be modelling emotional regulation and social skills.
- Short term interventions are offered.
- Family support is provided by the school Inclusion Mentor and an Early Help Assessment will be offered.
- 1:1 pastoral support is provided through ELSA programmes, mental health champion programmes or through reflective conversations.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan, do, review process will be followed to ensure the plan is regularly reviewed.
- Support of other agencies such as an Educational Psychologist, Behaviour Outreach Support Service or CAMHS may be sought
- 1:1 time with a trusted adult will be provided.
- A balanced and personalised curriculum will be provided.
- Family support is provided by the school Inclusion Manager via an Early Help Assessment and TAF meetings if appropriate.

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

When joining Scawsby Junior Academy in any year the parent and child will be invited in for a tour of the school. Particularly, when transitioning we have a 'Welcome to year 3 meeting' to familiarise parents/ children with the environment and provide information that they will need when transitioning to ourselves. As well as this we invite parents to a 'Meet and Greet' evening, where they are able to meet our inclusion team as well as be informed of the provisions that are provided within school. For our SEND pupils additional visits can be extended to build the familiarity with the environment and staff.

Scawsby Junior Academy holds an excellent relationship with its feeder secondary schools. Our SEND pupil's needs are discussed at length in the review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings. Each child is discussed at length with the schools pastoral and Inclusion team and the Local Authority Transition Lead.

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

We invite you to discuss any concerns in the first instance with your child's class teacher.

If you still feel the provision for your child is not meeting their needs an appointment can be made with the SENCO to discuss any concerns – Natalie.miller@scawsbyja.co.uk whereby the Complaints procedure will be followed.

Alternatively, if you are still not satisfied with the response you have received you can further your concerns to the Inclusion manager, Katy McKie or acting Head Teacher, Sue Lindley.

Katy.mckie@scawsbyja.co.uk

Sue.lindley@scawsbyja.co.uk

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

The schools SEND information and contribution to the Local Offer can be found on our website.

<https://www.scawsbyjunioracademy.co.uk/page/pupil-premium-and-send-dfe-requirements/139756>

Doncaster Local Authority's Local Offer can be found here:

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

Our Accessibility Policy can be found here –

<https://www.scawsbyjunioracademy.co.uk/page/policies/143092>