



Hatchell Wood Primary Academy

SEND Information Report

2026-27

Prepared by:	Gemma Whitehead (SENDCO)
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Approved by:	Kirsty Atherton
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1. Introduction and Legal Framework

All schools have a duty to publish information on their websites about the implementation of their policy for children with Special Educational Needs and Disabilities (SEND). Within this information report, you will find information about the provision that we are proud to offer at Hatchell Wood Primary Academy in order to support our children with SEND.

Legal Information

- **SEND Code of Practice (0–25 years)**
[Special educational needs and disability code of practice](#)
- **Equality Act 2010**
[Equality Act 2010](#)
- **Children and Families Act 2014**
[Children and Families Act 2014](#)
- **Special Educational Needs and Disability Regulations 2014**
[SEND Regulations 2014](#)

2. The kinds of Special Educational Need and Disabilities that are provided for in school

A child has a Special Educational Need if they have a learning difficulty or disability that calls for special educational provision to be made for them. This provision is 'additional to or different from' the provision that is generally provided for other children of the same age.

There are four broad categories of SEND outlined in the Government's SEND Code of Practice:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia and dyscalculia;
- Difficulties with memory and processing information.

2. Communication and Interaction (C&I), including:

- Autism;
- Social communication difficulties;
- Speech and language difficulties.

3. Social, Emotional and Mental Health (SEMH), including:

- Difficulties with emotional regulation;
- Anxiety and other mental health difficulties;
- Social and emotional difficulties that impact on learning and engagement.

4. Sensory and/or Physical Needs, including:

- Physical disabilities;
- Deafness or hearing difficulties;
- Blindness or visual impairments;
- Sensory processing difficulties.

Many children have difficulties that fit clearly into one of these areas, whereas other children have needs that span two or more areas of need. For some children, the precise nature of their need may not be initially clear or evident.

A diagnosis or medical condition does not automatically mean that a child has Special Educational Needs. We consider each child's individual needs and whether special educational provision is required.

At Hatchell Wood Primary Academy, we welcome children with a wide range of special educational needs and disabilities and aim to support all children to access education, participate in school life and achieve their potential.

Hatchell Wood also has an internal provision known as Blossom Class, which primarily supports identified pupils with more complex communication and interaction needs, including autism and speech, language and communication needs. This provision is organised and staffed by the school, with access determined by individual needs and the provision required.

Admissions for children with SEND are managed in accordance with the school's admissions arrangements and relevant statutory requirements. Where a child has an Education, Health and Care Plan (EHCP), the local authority follows the statutory consultation and placement process.

3. The name and contact details of the Special Educational Needs Coordinator (SENDCO) and additional contacts

Hatchell Wood Primary Academy Contact Information

The Assistant Headteacher and SENDCo at Hatchell Wood Primary Academy is: **Gemma Whitehead (QTS and NASENCo)**

The SENDCo can be contacted via telephone on: **01302 538108**

Or via email at: admin@hatchellwood.com

The Role of the SENDCo at Hatchell Wood Primary Academy

The SENDCo is responsible for coordinating provision for children with SEND and supporting staff to ensure that children's individual needs are identified and met.

The SENDCo:

- Oversees the day-to-day operation of the school's SEND policy.
- Works with other settings and schools to successfully transition children with SEND into and out of the school.
- Supports school staff to identify children with special educational needs.
- Coordinates the provision for children with SEND and ensures that adjustments and adaptations are made when required or appropriate.
- Identifies the training needs of school staff and coordinates training opportunities so that staff have the necessary knowledge and skills to meet the needs of learners with SEND.
- Ensures that parents / carers of children with SEND are informed about their child's provision and progress.
- Acts as a key contact for external SEND support services and liaises with other providers, outside agencies and specialist professionals to ensure that children with SEND are well supported.
- Ensures that the school keeps accurate and up-to-date records of pupils with SEND.
- Works alongside school leaders to monitor and evaluate the effectiveness of SEND provision across school.

The Role of Teachers of Pupils with SEND at Hatchell Wood Primary Academy

'Every teacher is a teacher of SEND' and at Hatchell Wood Primary Academy, all teachers are responsible and accountable for the teaching, learning, progress and development of every child in their class.

Class Teachers:

- Work alongside support staff and members of staff within their phase to plan support for children with SEND. This may include making reasonable adjustments, using additional resources or making adaptations to lessons so that they are accessible for all children.
- Review children's progress regularly and plan for their next steps.
- Identify and assess emerging needs, seeking advice from the SENDCo when appropriate.
- Develop, implement and review SEND Support Plans through the Assess, Plan, Do, Review (APDR) process.
- Liaise and meet with parents / carers of children with SEND to discuss their children's provision and progress.
- Follow advice from the school SENDCo and external support services or professionals, ensuring that recommended strategies and provision are implemented and reviewed.

Local Authority Contact Information

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

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

SENDIAS Contact Information

SENDIAS provides impartial information, advice and support to parents, carers, children and young people in relation to Special Educational Needs and Disabilities, including related education, health and social care matters.

Further information can be found through Doncaster's SENDIAS service:

Telephone: 01302 736920

Email: sendias@doncaster.gov.uk

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

There are a number of policies and strategies in place at Hatchell Wood Primary Academy which guide our provision for all pupils in school.

- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy

Identifying and Assessing Children with SEND

We assess all children at Hatchell Wood Primary Academy in a range of areas (e.g. reading, writing, maths, social skills, communication and language skills), using a number of different assessment approaches and through an ongoing, holistic process. Sometimes our assessment of a child might be quick and sometimes SEND only becomes apparent when assessments have been carried out over a longer period of time.

When we assess a child, we consider if:

- The child is meeting developmental milestones.
- The child is making less progress than their peers of the same age.
- The child is making less progress than they have done historically.
- The gap between the child and their peers of the same age is not closing, despite them receiving extra support and help.
- The child is experiencing difficulties accessing learning, communicating, developing relationships or participating in school life.

We may also:

- Use information from ongoing teacher assessments, termly assessments and specific assessments, including Read Write Inc. phonics assessments, to identify patterns of difficulty and areas where additional support may be required.
- Use additional assessment tools, where appropriate, to gain a clearer understanding of a child's strengths and needs.
- Ask outside agencies and external professionals to assess children and provide advice, e.g. the Educational Psychology Service, Speech and Language Therapy or specialist advisory services.

Use of Doncaster's Needs Descriptors

As part of the identification process, we also use Doncaster's Needs Descriptors to help determine:

- The level of need a child has (Universal, Universal+, Targeted, Targeted+, Specialist).
- The type of need (Cognition and Learning; Communication and Interaction; SEMH; Sensory and/or Physical).
- The appropriate tier within the Graduated Approach.
- What level of provision is ordinarily expected at each tier.

This helps us to ensure consistency, clarity and early identification of emerging needs and patterns of difficulty.

Slow progress and low attainment do not automatically mean that a child is recorded as having Special Educational Needs. Class teachers at Hatchell Wood Primary Academy address many progress issues through adjustments and adaptations to teaching.

When identifying children with SEND, we also meet with parents / carers to ensure that we have all relevant background information about the child and details of any previous support that they have received.

We will also consider a child's age (including whether they are summer born), their attendance, their first language and their life experiences to date (e.g. family bereavements or exposure to Adverse Childhood Experiences) when considering whether they may have a special educational need.

Where a child is identified as having SEND, parents / carers will be formally informed and appropriate support will be planned through the school's Graduated Approach.

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

Parental / carer involvement, engagement and support is vital to the success of all children and parent voice is used to help shape the support that children with SEND receive at Hatchell Wood Primary Academy.

Parental Engagement and Involvement at Hatchell Wood Primary Academy

At Hatchell Wood Primary Academy, we involve and inform all parents and carers by:

- Sharing school information regularly using a range of communication channels, including school messages, letters and the school website.
- Sending weekly newsletters from the Headteacher, sharing key school information, events and updates.
- Inviting parents and carers into school for events, celebrations and opportunities to engage in their children's learning.
- Holding two parents' evenings each year to update parents / carers on their child's academic achievement, progress and wider development.
- Sharing useful advice and information about how parents can support their children at home.

Additionally, we consult with, and involve parents / carers of children with SEND by:

- Meeting with parents to obtain key parental knowledge and a thorough understanding of a child's strengths and difficulties, as well as an overview of strategies that work well in the home and areas where further support or advice is required.
- Holding termly SEND Support Plan reviews, linked to parents' evenings where appropriate, so that a child's progress towards their outcomes can be discussed, next steps identified and long-term goals / outcomes agreed.
- Working with parents / carers through the Assess, Plan, Do, Review (APDR) process to identify their child's needs, agree outcomes, plan appropriate provision and review its effectiveness.
- Sharing updated SEND Support Plans with parents / carers so that they understand the outcomes being worked towards and the support their child will receive.
- Holding Annual Reviews of Education, Health and Care Plans (EHCPs), involving parents / carers and relevant professionals.
- Coordinating meetings with specialist professionals or external services where appropriate.
- Providing access to information, advice, workshops and parenting programmes through signposting or facilitation, where available.

During the autumn term, SEND review meetings provide an opportunity for parents / carers to share their knowledge of their child's needs, discuss the support that is working well and agree priorities for the coming year. This information helps to inform the child's SEND Support Plan, which is subsequently shared with parents / carers.

Parents / carers are encouraged to contact their child's class teacher in the first instance if they have any concerns about their child's needs, progress or provision. The class teacher will work alongside the SENDCo and other professionals, where appropriate, to ensure that concerns are explored and next steps agreed.

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

Pupil voice is actively sought and pupil involvement encouraged at Hatchell Wood Primary Academy.

Consulting with, and involving children at Hatchell Wood Primary Academy

At Hatchell Wood Primary Academy, we consult with, and involve all children by:

- Seeking children's views through daily 'Huddle' discussions and conversations with staff.
- Providing opportunities for children to reflect on their behaviour, attitudes and choices through during afternoon Huddles, where they assess themselves against the school's expectations of 'Ready, Respectful and Safe'.
- Seeking children's views about their learning and experiences in school through pupil voice activities carried out by subject leaders, ensuring that children with SEND are included.
- Supporting children to reflect on their learning, achievements and areas for development.

- Supporting children to understand and work towards their own learning goals and next steps.

Additionally, we consult with, and involve children with SEND by:

- Obtaining their 'pupil voice', which is included in their SEND Support Plan or Education, Health and Care Plan (EHCP), where appropriate.
- Involving them in setting outcomes and making them aware of their short- and long-term goals, where appropriate.
- Supporting them to reflect on their learning, progress and achievements, including the progress they are making towards their individual outcomes.
- Inviting them to attend or contribute to their termly SEND reviews or Annual EHCP Reviews alongside their parents / carers, where appropriate.
- Using approaches suited to children's individual communication needs, including visual prompts, drawings, symbols or observations, to help them express their views and preferences.

How we consult with, and involve children across school may vary depending on their age, stage of development, maturity and communication needs.

7. 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

At Hatchell Wood Primary Academy, we are committed to providing high-quality education to all children. As children's special educational needs and/or disabilities are varied, we provide different levels of support for children based on their individual needs.

All class teachers at Hatchell Wood Primary Academy are responsible for ensuring that the needs of the children in their classes are met. They are also responsible and accountable for the progress and development of all children in their classes. They are expected to do this by:

- Demonstrating an inclusive approach to teaching and learning.
- Ensuring a climate of care in their classrooms.
- Having high expectations for all pupils.
- Planning a broad and balanced curriculum that is accessible to all children.
- Using appropriate assessment to set ambitious and achievable outcomes / targets.
- Planning lessons according to the specific needs of the children in their class.
- Providing high-quality classroom teaching, with appropriate adaptations to meet individual needs.
- Using a range of teaching strategies, including modelling, scaffolding, visual support, chunking instructions and providing additional processing time, where appropriate.
- Using and providing a range of additional resources to support children's access to learning.
- Providing access to additional spaces within school, including quiet working areas for individual or small-group learning and a dedicated space for emotional wellbeing and therapeutic interventions.
- Providing children with appropriate opportunities to develop and work with increasing independence.
- Responding effectively to the identified and evolving needs of all children.
- Planning and ensuring the delivery of appropriate targeted interventions and additional support.
- Providing personalised provision, including the support outlined in children's Education, Health and Care Plans (EHCPs).
- Utilising and deploying support staff effectively to provide support for children.
- Providing appropriate access arrangements for statutory assessments, where required.

Where pupils have difficulties accessing whole-class timetables due to their SEND, bespoke and individualised learning timetables may be carefully planned. These are considered according to individual needs, particularly for children with more complex needs, and aim to remove barriers to children's engagement, participation and achievement.

In addition to this, the SENDCo supports teachers to access and receive expert support and advice from external professionals and specialist services, such as the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and specialist outreach services, when requested or required.

Securing additional equipment and facilities

Where children with SEND require additional equipment, resources or facilities to access learning and participate in school life, the SENDCo works alongside class teachers, school leaders, parents / carers and relevant professionals to identify what is needed.

The school considers how these resources can be secured through its existing provision and available funding. Where more specialist equipment, facilities or support are required, advice may be sought from external professionals and the local authority, including consideration of additional funding where appropriate.

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

The SEND Code of Practice advocates a graduated response to meeting the needs of pupils with SEND and at Hatchell Wood Primary Academy, we use the Graduated Approach to structure the support that we provide.

Assess, Plan, Do, Review (APDR)

Our SEND support fits into a four-part cycle called 'Assess, Plan, Do, Review'. Each cycle typically takes one full school term and there are usually three cycles per academic year.

Assess: Identifying what individual children's needs are

Class teachers assess children's strengths, needs and barriers to learning through ongoing assessment, observations and discussions with children and their parents / carers. Where appropriate, advice from the SENDCo and external professionals is also considered.

Children identified as requiring special educational provision that is additional to or different from that ordinarily available are added to the SEND register. Children on the SEND register have a SEND Support Plan which outlines their strengths, needs, outcomes (targets) and the provision required to support them.

Doncaster's Needs Descriptors are used to help identify the nature and level of need and inform decisions about appropriate support.

Plan: Outcome setting and planning how to support individual children to meet their outcomes

Children on the SEND register are set SMART outcomes (targets) to achieve, which are shared with them and their families. SEND Support Plans include long-term outcomes, usually covering approximately 12 months, alongside shorter-term SMART outcomes which are reviewed termly.

SMART outcomes are:

- **Specific**
- **Measurable**

- **Achievable**
- **Relevant**
- **Time-bound**

Class teachers also identify and share how they will support children to meet their outcomes, for example through adaptations to teaching, additional resources, targeted interventions or personalised adult support.

The provision outlined in SEND Support Plans is specified and, where appropriate, quantified to make clear what support will be provided, how often and by whom.

Provision is planned according to individual needs and, where appropriate, takes account of advice from external professionals and the provision specified in Education, Health and Care Plans (EHCPs).

Do: Following the agreed plan of support

Class teachers are responsible for ensuring that the provision outlined in SEND Support Plans is delivered and that children's needs are met through high-quality, adaptive teaching.

Skilled members of staff support children with SEND within the classroom and deliver specific interventions to children who require them.

The SENDCo works alongside class teachers and support staff to advise on appropriate strategies, coordinate additional provision and support the implementation of SEND Support Plans.

Review: Reviewing if progress has been made

Class teachers review children's progress towards their individual outcomes and the success of the support or interventions in place, alongside the children and their families.

Reviews consider what has worked well, whether outcomes have been achieved and whether any changes to provision are required. This information informs the next Assess, Plan, Do, Review cycle.

SEND Support Plans are reviewed termly, with parents / carers and children involved in the process, as appropriate. Updated plans are shared with families.

9. 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

Assessing and reviewing progress towards outcomes

In addition to regular and ongoing assessment within taught sessions, all class teachers at Hatchell Wood Primary Academy formally assess pupils' progress on a termly basis.

For children with SEND, this assessment contributes to the 'Review' element of their Assess, Plan, Do, Review (APDR) cycle.

Class teachers assess and review children's progress using a range of information, including teacher assessments, termly assessment outcomes, observations, children's work and progress towards their individual SEND outcomes.

Where children are working below age-related expectations, progress is considered in relation to their individual starting points, needs and outcomes, rather than solely against age-related expectations.

During pupil progress meetings, class teachers and school leaders review the progress that children have made, including those with SEND. The progress of children with SEND is explicitly considered, including their progress towards individual outcomes and the effectiveness and impact of interventions or additional support. These discussions also help to identify children who may benefit from additional provision, interventions or resources.

Assessing and reviewing progress with parents and children

At Hatchell Wood Primary Academy, we aim to have regular conversations with all parents / carers about their children's performance and progress through:

- Parents' evenings, held twice each academic year.
- Annual written school reports.
- Regular communication with class teachers, where appropriate.

Parents / carers of children with SEND are also involved through termly SEND Support Plan reviews, where progress towards individual outcomes is discussed and next steps agreed.

Children are encouraged to contribute to the review of their progress, where appropriate, and share their views about what is working well, what they find difficult and the support they feel helps them.

For children with Education, Health and Care Plans (EHCPs), progress towards their outcomes and the provision in place is also formally reviewed through the Annual Review process.

Parents / carers are encouraged to contact their child's class teacher if they have any concerns about their child's progress or the support they are receiving.

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

At Hatchell Wood Primary Academy, provision for pupils with SEND is monitored in a range of ways by a range of different people.

Class teachers at Hatchell Wood Primary Academy are primarily responsible for the progress of the children in their classes and therefore monitor the progress that is made by all children through ongoing teacher assessment.

The Headteacher and Senior Leadership Team monitor and evaluate the effectiveness of teaching and learning across school, including the progress made by children with SEND.

This includes:

- Classroom and provision walkthroughs.
- Book looks and reviews of children's work.
- Monitoring, analysis and evaluation of assessment information and pupil progress data.
- Pupil progress meetings with teachers, where the progress of individual children, including those with SEND, is reviewed and evaluated.
- Reviewing children's progress towards their individual SEND Support Plan outcomes and the effectiveness of the provision in place.
- Seeking the views of children and their parents / carers about the support they receive.

The SENDCo works alongside class teachers, support staff and school leaders to review the effectiveness of SEND provision, identify areas for development and make recommendations for improvements.

Multi-agency meetings also provide opportunities to review and evaluate the impact of provision and interventions, taking account of advice from external professionals.

For children with an EHCP, their progress and provision is discussed, reviewed and evaluated during formal Annual Review meetings, involving parents / carers, relevant professionals and the local authority as appropriate.

11. The expertise and training of staff to support children and young people with SEN

The SENDCo at Hatchell Wood Primary Academy:

- Is a qualified teacher and has achieved the National Award for SEN Coordination (NASENCo).
- Is an experienced school leader with a background in SEND, inclusion, safeguarding and supporting children with complex needs.
- Is a qualified Trauma Informed Practitioner.
- Has experience of working alongside external professionals and specialist services to support children with a wide range of needs.
- Is a Lead Pyramid SENDCo in Doncaster and has been part of the Experts at Hand: Task and Finish group work
- Attends local SENDCo network meetings and works alongside other SENDCos and external professionals across Doncaster to share knowledge, experience and good practice.

Teachers and Support Staff

At Hatchell Wood Primary Academy, teachers and support staff have access to professional development, guidance and support to help them meet the needs of children with SEND.

Staff across school have previously accessed training in a range of areas, including:

- Understanding the broad areas of SEND.
- The Graduated Approach and writing SMART outcomes / targets.
- Specific Learning Difficulties (SpLD), including dyslexia.
- Supporting children with autism and communication difficulties.
- Behaviour support and trauma-informed approaches.
- Precision Teaching.
- Colourful Semantics.
- Lego Therapy.
- Speech and Language Therapy (SALT) interventions.
- Memory Magic and approaches to supporting memory and learning.
- Supporting children with medical needs, including diabetes and epilepsy.
- Read Write Inc. (RWI) phonics and tuition.

The school also has a trained Thrive practitioner who delivers targeted interventions to support children's social and emotional development and wellbeing.

Following recent training, Read Write Inc. tuition is being introduced during the autumn term to provide additional support for children who require it.

During the Autumn term of 2026, staff development has included a focus on accurate identification of SEND, Doncaster's Needs Descriptors, the Graduated Approach and developing purposeful SEND Support Plans with clear outcomes and specified provision.

The SENDCo is reviewing the existing skills, experience and training needs of staff across school. Information gathered from whole-school monitoring and evaluation is also used to identify any areas for development and staff training needs.

This information, alongside the needs of our children, will inform a programme of SEND-focused CPD, developed with the Headteacher and Senior Leadership Team throughout the academic year.

Where appropriate, the school also seeks advice, guidance and training from external professionals and specialist services to further develop staff knowledge and confidence in supporting children with SEND.

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

At Hatchell Wood Primary Academy, we have close links with professional agencies and work closely with them to support our children. These include:

- Social Care and the Virtual School
- Early Help
- School Nursing Service
- Health Visiting Service
- Occupational Therapy Service
- Educational Psychology Service
- Specialist teachers for children on the autism spectrum (ASCETS)
- Visual Impairment Team
- Speech and Language Therapy Service
- Behaviour Outreach Support Service (BOSS)
- Child and Adolescent Mental Health Services (CAMHS)
- With Me In Mind (Mental Health Support Team)

Where appropriate or necessary, Hatchell Wood Primary Academy staff meet with other professionals / services alongside the parents / carers of children with SEND.

Advice and recommendations from external professionals are used to help us identify children's needs, plan appropriate provision and review the effectiveness of the support they receive.

We also work with external professionals and families to coordinate support where children require involvement from more than one service.

13. 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

At Hatchell Wood Primary Academy, we aim to include all of our children in all aspects of school life and support every child to feel that they are an equal and valued member of our school community.

All members of staff are expected to demonstrate positive attitudes towards all children and have consistently high expectations of them, regardless of their individual needs.

We endeavour to ensure that high-quality teaching and learning is interesting, motivating and appropriate for all learners, and that lessons, learning opportunities and activities are adapted where necessary. We also promote and encourage collaborative learning and aim to make this part of everyday classroom practice.

At Hatchell Wood Primary Academy, we support our pupils by providing, where appropriate:

- Additional adult support, reassurance and guidance, including during unstructured times.
- Access to specific or additional resources to support learning and participation.
- Access to different learning or breakout spaces, including quieter working areas and spaces for sensory or emotional regulation.
- Additional time to complete tasks.
- Small-group work and learning activities.
- Opportunities to develop independence and take responsibility within school.
- Opportunities for children's achievements and successes to be recognised and celebrated.

Our classroom environments aim to encourage all children to become successful and independent learners. Visual aids, visual timetables and accessible resources are used where appropriate to help children understand routines, access learning and make independent choices.

We are committed to identifying and removing barriers to children's participation in school life. Reasonable adjustments are made according to individual needs, and the accessibility of our school environment and activities is considered as part of our ongoing provision for children with SEND.

We actively encourage all children to participate in all areas of school life, including educational visits, school performances, sporting activities, workshops and extra-curricular opportunities.

Where children require additional support to participate safely and successfully, we work with parents / carers and relevant professionals, where appropriate, to consider reasonable adjustments, additional resources, staffing arrangements and individual risk assessments.

Our aim is to ensure that children with SEND have the same opportunities to participate, develop friendships, build independence and experience success alongside their peers.

14. 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

At Hatchell Wood Primary Academy, we believe that all children need to feel safe and happy in order to thrive and reach their full potential. We seek to support all children in a caring and nurturing environment where positive relationships are at the heart of our school.

Our daily Huddles provide opportunities for children to develop positive relationships, reflect on their feelings, attitudes and behaviour, and develop their social and emotional skills. Through morning and afternoon Huddles, children are encouraged to reflect on the school's expectations of 'Ready, Respectful and Safe' and consider how their choices affect themselves and others.

Our staff are aware of the impact that social, emotional and mental health (SEMH) needs can have on children's attendance, engagement, behaviour and ability to form and maintain relationships.

We also recognise that some children may be at increased risk of social and emotional difficulties, including Children in Care, children who have experienced Adverse Childhood Experiences (ACEs), trauma, bereavement or other significant life events.

At Hatchell Wood Primary Academy, we have staff who provide additional pastoral and emotional wellbeing support, including a Family Support Worker and a trained Thrive practitioner who delivers targeted interventions to support children's social and emotional development.

Children with social and emotional needs may also be supported through:

- Regular check-ins with a familiar or trusted adult.
- Discussions and individual support from staff who provide pastoral care.
- Access to quiet or calming spaces to support emotional regulation.
- Targeted interventions to develop emotional understanding, social communication and positive relationships.
- Individualised strategies and resources to help children recognise, communicate and manage their feelings.
- Opportunities to develop friendships, confidence and social skills through supported activities.

We recognise the importance of listening to children's views, particularly where they may find it difficult to express their feelings or concerns. Children with SEND are encouraged to share their thoughts, feelings and experiences through conversations with trusted adults, pupil voice activities and their SEND Support Plan reviews.

Where appropriate, alternative methods of communication, including visual prompts, symbols or drawings, are used to support children in expressing their views.

Staff also work in partnership with parents / carers and external agencies who provide additional advice and support, including CAMHS, With Me In Mind, the Educational Psychology Service and specialist outreach services.

Preventing bullying

At Hatchell Wood Primary Academy, we are committed to providing a safe, inclusive environment where all children feel respected, valued and supported.

Through our school expectations of 'Ready, Respectful and Safe', daily Huddles and wider curriculum, we promote kindness, respect, positive relationships and an understanding of individual differences.

We recognise that some children with SEND may be particularly vulnerable to bullying or may find it difficult to recognise or report unkind behaviour.

Staff are expected to take concerns about bullying seriously, listen to children's views and respond in line with the school's behaviour, anti-bullying and safeguarding procedures.

Where appropriate, additional pastoral support, adult guidance and individualised strategies are provided to help children feel safe, develop positive relationships and participate confidently in school life.

15. 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

At Hatchell Wood Primary Academy, we understand that moving year groups and moving schools can be an incredibly anxious time for many children and their families. We therefore try our best to ensure that all transitions are as smooth as possible and that our children are fully prepared for their journey.

When a child is joining us from another school, we:

- Invite the child and their parents / carers to visit our school, meet their new key adults and ask any questions. During this visit, we provide an overview of the school day, routines and curriculum.
- Ensure that key information about the child is obtained from their parents / carers, including medical information, SEND needs and professional involvement.
- Contact the child's previous school to gain a thorough understanding of their interests, strengths and needs, as well as details of any interventions or reasonable adjustments that were in place. We also ensure that we have an understanding of any safeguarding needs.

- Ensure that all relevant records about the child are transferred to us as soon as possible, including SEND and safeguarding records.
- Where appropriate, arrange visits to the child's current setting, transition meetings or additional settling-in sessions. These are planned on an individual basis according to the child's needs.

For children joining us in the Early Years Foundation Stage (EYFS), we also:

- Liaise with pre-school settings and, where appropriate, arrange for staff or the SENDCo to visit children in their current setting.
- Offer home visits for children joining Foundation Stage 1 (FS1).
- Arrange visits to children's previous settings for those joining Foundation Stage 2 (FS2). Where a child has not attended a nursery or pre-school setting, a home visit may also be arranged.
- Provide opportunities for children and their parents / carers to attend stay-and-play sessions and become familiar with the school environment, routines and staff.
- Where children have additional needs, arrange individual transition meetings involving parents / carers, school staff and relevant professionals, where appropriate.
- Provide additional transition support, such as photographs, visual information or transition booklets, where this would help a child prepare for starting school.

When children move between year groups, we:

- Ensure that current and receiving teachers share information about children's strengths, needs and the support that works well.
- Share relevant SEND Support Plans, One Page Profiles and information about provision and reasonable adjustments.
- Provide opportunities for children to meet their new teacher and become familiar with their new classroom.
- Arrange additional transition activities, visits or visual resources for children who may find changes particularly difficult.
- Work alongside parents / carers to identify any concerns and plan appropriate support.

When a child is moving to another school, we:

- Ensure that key information is shared with relevant school professionals, including the SENDCo and Designated Safeguarding Lead (DSL), and that relevant records are transferred securely and promptly.
- Encourage the child and their parents / carers to visit their new school.
- Encourage the child to discuss any worries or concerns about their move with a familiar or trusted adult.
- Work with the receiving school to arrange additional transition support where appropriate.

When Year 6 pupils are transitioning to secondary school, we:

- Meet with secondary school SENDCos and other relevant staff to discuss the individual needs of pupils and the provision or support they have received.
- Arrange opportunities for key adults from secondary schools to meet children in the school setting, where appropriate.
- Encourage all pupils to attend secondary school transition days. For some children with SEND, we arrange additional visits or bespoke transition sessions to help them become familiar with their new environment, routines and staff.
- Provide opportunities for children to discuss and share their worries or concerns during Huddles and through regular check-ins with a trusted adult.
- Support children to develop the independence and organisational skills they will need for secondary school, including understanding timetables, managing belongings and preparing for new routines.

- Ensure that pupils have opportunities to participate in Crucial Crew to develop their understanding of personal safety and independence.

Preparing for adulthood

Although our children are at primary school, we recognise the importance of developing the skills they will need as they grow older and become increasingly independent.

Through our curriculum, wider school experiences and personalised SEND provision, we support children to develop independence, communication, social interaction, decision-making, problem-solving and personal safety skills.

For children with Education, Health and Care Plans (EHCPs), preparation for adulthood is considered as part of their individual needs, aspirations and outcomes, where appropriate to their age and stage of development.

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

If a parent / carer has concerns about their child's education or their experiences in school, we ask that they raise their concerns with their child's class teacher in the first instance, before speaking to their child's Phase Leader or the school SENDCo.

We value positive relationships with our families and aim to work together to address any concerns at the earliest opportunity.

If a parent / carer wishes to make a formal complaint, we ask that they follow the school's complaints procedure. Further information and guidance regarding concerns and complaints can be found in our Complaints Policy, which is available on the school website.

Parents / carers can also access independent information, advice and support through Doncaster SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Where concerns relate to decisions about Education, Health and Care Plans (EHCPs), or disability discrimination, separate disagreement resolution, mediation or tribunal procedures may apply. Further information is available through Doncaster's Local Offer and the SEND Code of Practice.

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

At Hatchell Wood Primary Academy, we have close links with a range of professional agencies and work closely with them to support all of our children. These include:

- The Virtual School
- Social Care
- Foster carers, special guardians and other relevant carers
- Other professionals involved in supporting the child and their family

The school's Designated Safeguarding Lead (DSL) and Designated Teacher (DT) for looked-after and previously looked-after children is **Gemma Snow**. She works closely with the SENDCo to ensure that children's individual needs are identified, understood and appropriately supported.

We recognise that children who are looked after or previously looked after may have experienced significant changes or challenges in their lives, and that their experiences can affect their learning, emotional wellbeing and relationships.

Where a child has SEND, the Designated Teacher and SENDCo work alongside class teachers, carers and relevant professionals to ensure that appropriate provision is in place.

For looked-after children, the Personal Education Plan (PEP) is used alongside any SEND Support Plan or Education, Health and Care Plan (EHCP) to ensure that outcomes, provision and support are consistent and complement one another.

We aim to ensure that all children who are looked after or previously looked after feel safe, included and supported to achieve their full potential.

18. Admissions, accessibility and reasonable adjustments for children with SEND

At Hatchell Wood Primary Academy, we are committed to ensuring that all children are welcomed, valued and able to participate fully in school life, regardless of their individual needs or disabilities.

We recognise our responsibilities under the Equality Act 2010 and work to identify and remove barriers that may prevent children with SEND or disabilities from accessing learning, school activities and the wider school environment.

Where appropriate, we make reasonable adjustments to meet children's individual needs. These may include:

- Adapting teaching approaches, resources and learning activities.
- Providing additional equipment or resources to support access and independence.
- Making adjustments to the classroom environment and school routines.
- Providing additional adult support or access to quieter learning spaces.
- Working alongside parents / carers and external professionals to identify appropriate support.

We regularly consider the accessibility of our school environment, curriculum and information, and seek to make improvements where necessary to meet the needs of our children. Our school has a range of facilities to support accessibility for children with physical disabilities and additional needs. These include accessible toilets and changing facilities, ramps and a lift to support access to different areas of the school. We consider children's individual needs and work with parents / carers and relevant professionals to identify any further adjustments or equipment required.

Children with SEND and disabilities are considered fairly through the school's admissions arrangements, in line with statutory requirements.

Further information can be found in our Admissions Policy and Accessibility Plan, which are available on the school website.