

**Name of School:** Balby Central Primary Academy

**Date of Report:** September 2026

**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. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

| What kinds of Special Educational Needs and Disabilities (SEND) does our school provide for?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>At Balby Central Primary Academy, we are committed to providing an inclusive environment where all children can achieve their full potential and develop independence. We believe every child has the right to access a broad, balanced, and ambitious curriculum regardless of their special educational needs or disabilities (SEND). At our school, everyone is equally valued and we treat each other with respect under the Equality Act 2010.</p> <p>This report outlines how our school identifies, supports, and monitors pupils with SEND in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).</p> <p>Our school provides support for children and young people with a range of needs, including:</p> <ol style="list-style-type: none"><li>1. Communication and Interaction</li><li>2. Cognition and Learning</li><li>3. Social, Mental and Emotional Health</li><li>4. Sensory and/or Physical.</li></ol> |
| How can I contact the SENCo or Headteacher?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>SENCo-</b> Mrs P Hildebrand<br/><b>Headteacher-</b> Mrs E Cooke<br/><b>SEND Link Governor-</b> Mrs K Roe</p> <p>Balby Central Primary Academy<br/>Littlemoor Lane<br/>Balby<br/>Doncaster<br/>DN4 0LL</p> <p>Contact Information:<br/><b>SENCo:</b> <a href="mailto:senco@balbycentralprimary.co.uk">senco@balbycentralprimary.co.uk</a><br/><b>General enquiries:</b> <a href="mailto:admin@balbycentralprimary.co.uk">admin@balbycentralprimary.co.uk</a><br/>Tel: 01302 321914</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| How does our school identify and assess children with SEND?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>At Balby Central Primary Academy, we recognise the importance of early identification and intervention. We are committed to identifying additional needs as early as possible so that</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

appropriate support can be put in place, barriers to learning can be reduced, and children can achieve their full potential.

We use a robust Identification and Monitoring Pathway to accurately track the assessment, identification, provision, and review process for children who may have SEND. This ensures that concerns are identified promptly, support is implemented in a straightforward and timely manner, and progress is closely monitored through the graduated approach of:

Assess → Plan → Do → Review

Children's needs may be identified through:

- Ongoing teacher assessment and observation
- Attainment, progress and curriculum data
- Concerns raised by parents/carers
- Information shared by previous schools or settings
- Pupil voice and wellbeing information
- Attendance and behaviour monitoring
- Medical information and diagnoses
- Standardised assessments and screening tools
- Advice from external agencies and professionals

Early identification of need is valued and prioritised throughout the school. Where concerns are identified, teachers work in partnership with the SENCO and parents/carers to gather evidence and determine the most appropriate next steps.

To support the identification of specific learning needs, the school utilises a range of assessment and screening tools, including screening for dyslexic tendencies where appropriate. Outcomes from these assessments help to inform provision planning and identify whether further assessment or specialist involvement may be required.

In addition to academic assessment, children are assessed using a strengths-based approach. For children working significantly below age-related expectations, we use PIVATS and Cherry Garden Branch Maps to identify and celebrate small-step progress, recognise individual strengths and inform personalised provision planning. These assessment frameworks allow us to measure progress that may not be captured through National Curriculum assessment alone and ensure that learning targets are meaningful and ambitious.

Where additional expertise is needed, the school seeks advice and consultation from a range of external professionals, including:

- Autism and Social Communication Education Team (ASCETS)
- Educational Psychology Service
- Behaviour Outreach Support Service (BOSS)
- Speech and Language Therapy Service
- Occupational Therapy Service

- School Nursing Service
- CAMHS and other health professionals, where appropriate

Recommendations from external professionals are used to inform support strategies, provision planning and target setting. Parents and carers are involved throughout the process and are kept informed of any assessments, interventions and outcomes.

The progress and effectiveness of support are reviewed regularly through our Identification and Monitoring Pathway to ensure that provision remains responsive to children's changing needs and continues to promote positive outcomes.

#### How does our school consult parents and involve them in their child's education?

We recognise the importance of working in partnership with parents, carers and stakeholders.

Parents are involved through:

- Central News weekly newsletter
- Parents' evenings
- Termly SEND review meetings
- Annual Reviews
- Meetings with class teachers and/or the SENCo
- Telephone calls and emails
- Home-school communication systems
- Target setting and review processes

Parent views are actively sought and considered when planning and reviewing provision. Parent voice is recorded on children's SEN Support Plan and updated termly.

#### How does our school involve children with SEND?

Children are encouraged and supported to contribute to decisions about their education and to play an active role in shaping the support they receive. We recognise the importance of listening to children's views and ensuring that their voices are heard when planning, implementing and reviewing provision.

Opportunities for child participation include termly recording of pupil voice on their SEN Support Plans, discussions, one-page profiles, target-setting activities, review meetings, Annual Reviews and wellbeing conversations with trusted adults. Through these approaches, children are encouraged to identify and celebrate their strengths, share their aspirations for the future, communicate what helps them to learn most effectively, discuss any worries or concerns they may have, and contribute to the development of support strategies that work well for them.

By involving children in this way, we promote independence, self-awareness and self-advocacy, ensuring that support is personalised and reflects their individual needs, views and ambitions. We are also committed to ensuring that all children, regardless of need, are fully included in the wider life of the school. Children with SEND are actively encouraged and supported to access extracurricular activities, school visits, residential experiences, clubs and enrichment opportunities.

| How does the school assess and review children's progress?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupil progress is assessed and reviewed regularly to ensure that support remains effective and responsive to individual needs. Progress is monitored through a range of methods including daily assessment for learning, teacher assessments, pupil progress meetings and triage, formal assessment data, provision reviews, SEND review meetings, annual reviews for children with Education, Health and Care Plans (EHCPs), parent and pupil feedback, and advice from external professionals. We recognise that progress should be viewed holistically and consider a wide range of outcomes, including academic attainment, communication and interaction skills, social development, emotional wellbeing, independence, attendance and engagement in learning.</p> <p>For children working significantly below age-related expectations or within the pre-key stage framework, we use alternative assessment approaches to recognise and celebrate small-step progress. These may include PIVATS, Cherry Garden Branch Maps, engagement-based assessments and personalised developmental outcomes. These assessment tools enable staff to identify strengths, monitor progress accurately and ensure that ambitious yet appropriate next steps are planned. Progress information is reviewed collaboratively by class teachers, the SENCO, parents, pupils and, where appropriate, external professionals to ensure that provision is personalised and outcomes remain meaningful. Through regular assessment and review, we aim to ensure that every pupil is making progress from their individual starting points and is supported to achieve their full potential.</p> |
| How does our school evaluate the effectiveness of SEND provision?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>The effectiveness of SEND provision is monitored through:</p> <ul style="list-style-type: none"> <li>• Analysis of pupil progress data</li> <li>• Provision mapping reviews</li> <li>• Learning walks</li> <li>• Work scrutiny</li> <li>• Pupil voice</li> <li>• Parent feedback</li> <li>• Attendance and behaviour data</li> <li>• Reviews from external professionals</li> </ul> <p>The SENCo and senior leaders regularly evaluate provision to ensure support is having a positive impact on outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| How does our school support pupils with SEND?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>We are committed to ensuring that all children, including those with SEND, can access a broad, balanced and ambitious curriculum. Support is provided through a graduated approach and is tailored to meet individual needs. High-quality, inclusive teaching forms the foundation of our SEND provision and includes adaptive teaching strategies, explicit instruction, visual supports, scaffolding, vocabulary development, flexible grouping and positive behaviour support. Where additional support is required, children may access targeted interventions, such as small group programmes focusing on literacy, numeracy, speech and language development, social communication, emotional wellbeing or specific learning skills. For some children, more personalised provision may be necessary and can include individual support programmes, personalised timetables, specialist resources,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

alternative communication methods, sensory support, advice from external professionals and provision specified within an Education, Health and Care Plan (EHCP). All support is planned, monitored and reviewed regularly to ensure it remains appropriate, effective and responsive to the changing needs of the child. We work closely with parents, carers and external agencies to ensure that provision promotes progress, independence, wellbeing and positive outcomes for every child.

#### What expertise and training do staff have?

We are committed to ensuring that all staff have the knowledge, skills and confidence needed to support pupils with SEND effectively. Staff receive regular and ongoing professional development based on the identified needs of pupils within the school and emerging areas of best practice. Continuous Professional Development for teachers is delivered frequently through Professional Development Meetings, INSET days and whole-school training opportunities. Learning Support Assistants (LSAs) benefit from a structured and tailored programme of SEND-focused training, which is delivered on a weekly basis to develop expertise in supporting a wide range of learning, communication, sensory and social-emotional needs. Training extends to all members of staff, including midday supervisors, ensuring a consistent and inclusive approach across all aspects of the school day.

Training may cover a range of areas, including autism awareness, speech and language development, ADHD, social, emotional and mental health (SEMH) needs, positive behaviour support, sensory processing differences, attachment and trauma-informed practice, specific medical needs and strategies to promote inclusion and independence. We also access bespoke training from specialist services when required to meet the needs of individual pupils. The SENCo regularly attends Local Authority updates, professional network meetings and specialist training opportunities to remain up to date with current legislation, guidance and best practice, and subsequently shares this knowledge with staff to further develop the quality of SEND provision across the school.

#### How are adaptations made to the curriculum and learning environment?

We believe that high-quality teaching, also known as Ordinarily Available Provision, is the foundation of inclusive practice and the first step in meeting the needs of all children, including those with SEND. Teachers are responsible for ensuring that learning is accessible, ambitious and responsive to the diverse needs of learners through adaptive teaching and evidence-informed classroom practice. A range of strategies and reasonable adjustments may be used to support children in accessing the curriculum and participating fully in school life. These may include visual timetables, Now and Next boards, chunked instructions, adapted resources, alternative methods of recording, sensory supports, flexible seating arrangements, assistive technology, personalised workstations and environmental adaptations. We recognise that many children benefit from opportunities to learn through movement and active engagement; therefore, opportunities for an active curriculum are incorporated where appropriate, enabling pupils to access learning through practical, hands-on and kinaesthetic approaches. In addition, sensory and movement breaks are available to all children throughout the school day, recognising that regular opportunities for movement, regulation and sensory input can support attention, emotional wellbeing and readiness to learn. Teachers carefully plan and adapt learning experiences to remove barriers to participation, promote independence and ensure that children can access the curriculum at

an appropriate level. Where necessary, further adjustments are made in consultation with the SENCo, parents and external professionals to ensure that support is tailored to individual needs. Through this graduated approach, the curriculum and learning environment are adapted to enable all children to engage in learning, make progress from their starting points and achieve their full potential.

#### How does the school secure specialist expertise?

Our school works proactively with a range of professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- ASCETS
- BOSS
- CAMHS
- School Nursing Service
- Inclusion Services
- Social Care

Recommendations from specialists are incorporated into provision and classroom practice.

#### What equipment and facilities are available?

We are committed to ensuring that children with SEND have access to the equipment, resources and facilities they require to participate fully in school life and achieve positive outcomes. These include visual supports, sensory resources, adapted learning materials and equipment recommended by external professionals. Where appropriate, children may also access sensory regulation resources and adapted environments to support learning and wellbeing. We have a dedicated sensory room, which provides a calm and structured environment for children who require additional sensory regulation or support with emotional wellbeing. In addition, children may access sensory circuits and planned sensory-based activities designed to support alertness, organisation, self-regulation and readiness for learning. All equipment and supports are reviewed regularly to ensure they continue to meet children's changing needs and promote independence, inclusion and successful participation in learning.

#### How do we support children with SEND who are joining our school?

We recognise that starting a new school can be an exciting but sometimes challenging experience, particularly for children with SEND and their families. We work closely with parents, carers, previous settings and external professionals to ensure a smooth and successful transition into school. Prior to starting, the SENCo and Attendance Officer may carry out a home visit where appropriate, providing an opportunity to build positive relationships, gather information about the child's strengths and needs, and answer any questions families may have. Parents are invited to attend transition meetings with the SENCo and relevant staff to discuss support arrangements and share information that will help their child settle successfully. We liaise with previous schools, nurseries and agencies

to ensure that all relevant paperwork, assessments, support plans and professional reports are transferred and reviewed before the child starts. During the transition period, additional visits may be arranged where appropriate, and children are supported through carefully planned induction activities. Following admission, regular check-ins are completed to monitor the child's wellbeing, engagement and adjustment to school routines. Our aim is to ensure that every child feels welcomed, valued and supported from the very start of their journey with us.

#### How are children supported when transitioning to a new year group or secondary school?

We recognise that transitions can be a time of uncertainty for some children and therefore take a proactive approach to ensuring that children feel confident, prepared and supported as they move to their next year group. Effective transition planning begins well in advance and includes detailed meetings between current and receiving teachers to share information about each child's strengths, needs, successful strategies, support plans and individual targets. Relevant documents, assessment information, provision maps and resources are shared to ensure continuity of support and a smooth transfer of information. All children have opportunities to visit their new classroom, meet their new teacher and become familiar with new routines through planned transition activities and visits. Where additional support is required, enhanced transition arrangements may be put in place. These may include extra visits, transition booklets, social stories, photographs of key adults and environments, and opportunities for new support staff to spend time with the child before the transition takes place. Building positive relationships and rapport prior to the move helps to reduce anxiety, increase confidence and ensure that children feel safe and well-supported as they prepare for the next stage of their education. We work closely with families throughout the transition process to ensure that individual needs are understood and that appropriate support is in place from the very beginning of the new academic year.

We recognise that moving to secondary school is a significant milestone and that some children may require additional support to ensure a successful transition. We work closely with local secondary schools, families and external professionals to ensure that children feel prepared, confident and well supported for the next stage of their education.

Transition planning begins well in advance of the move to secondary school and includes detailed information-sharing between the SENCo, class teachers and receiving schools. Relevant documentation, assessment information, support plans and successful strategies are shared to ensure continuity of provision. We maintain close links with our feeder secondary schools and regularly liaise with SEND teams to discuss individual pupils' strengths, needs and appropriate support arrangements.

For children with Education, Health and Care Plans (EHCPs) or more complex needs, transition planning may involve multi-agency meetings with parents, school staff and external professionals to ensure that appropriate support is in place from the start of Year 7. Through our strong relationships with local secondary schools, we aim to make transitions as smooth and positive as possible, enabling children to move on with confidence and continue to thrive in their new setting.

#### How do we support children's social and emotional wellbeing and develop independence?

We recognise that positive emotional wellbeing is fundamental to a child's ability to learn, build relationships and achieve their full potential. We are committed to creating a safe, nurturing and inclusive environment where every child feels valued, listened to and supported.

Our Inclusion Team works proactively to support the holistic needs of children and their families, recognising that positive outcomes are best achieved when home and school work in partnership. Support may include regular communication with families, family visits where appropriate, signposting to services, and practical support to help families access care and community resources. We work closely with external agencies to ensure that children and their families receive the right support at the right time.

Children who require additional emotional support may access a range of interventions and services tailored to their needs. This includes support from With Me in Mind, which provides opportunities for children and families to develop positive coping strategies, improve emotional resilience and access early mental health support. We also have access to an in-school therapist who can provide targeted therapeutic support for pupils requiring more specialised intervention. Alongside this, children may benefit from nurture-based approaches, emotional literacy activities, mentoring, sensory regulation support, social skills groups and regular check-ins with trusted adults.

Developing independence is a key priority across the school. We encourage children to develop confidence, resilience, self-advocacy and problem-solving skills through everyday learning experiences and personalised support. Children are supported to understand their own strengths and needs, make choices, take increasing responsibility for their learning and contribute to decisions about the support they receive. Opportunities to develop independence are embedded throughout the school day and may include managing resources, following visual supports, organising personal belongings, completing tasks independently and taking on responsibilities within the wider school community. Through a strengths-based approach, we aim to equip all children with the emotional resilience, confidence and independence needed to succeed both in school and beyond.

#### Where can I find more information about the Doncaster Local Offer?

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

[Local Offer - The Graduated Approach - City of Doncaster Council](#)

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

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

#### What is our school's complaint procedure?

We value positive partnerships with parents and carers and aim to resolve any concerns regarding SEND provision as quickly and effectively as possible. We encourage parents to

raise concerns at the earliest opportunity so that they can be discussed openly and addressed collaboratively.

In the first instance, parents or carers should contact the SENCo, who will listen to concerns, gather relevant information and work with staff and families to seek a resolution. Many concerns can be resolved informally through discussion and a review of the support currently in place.

If concerns remain unresolved, parents should contact the Headteacher, who will investigate the matter and arrange a meeting where appropriate. The Headteacher will review the concern and consider any actions that may be necessary to support a positive outcome.

Should the issue remain unresolved following discussion with the Headteacher, parents may follow the school's formal Complaints Procedure, which is available on the school website. This may include submitting a formal complaint to the governing body for consideration.

Parents and carers may also seek independent information, advice and support from SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) at any stage of the process. <https://www.doncaster.gov.uk/services/schools/sendias-about-us>

Our aim throughout is to work collaboratively with families to ensure that pupils receive the support they need and that concerns are addressed fairly, promptly and respectfully.