Warmsworth Primary School

SEND Information Report (September 2025)

The SEND 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).

Our School
Warmsworth Primary School is a mainstream primary school. Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest standards. In order to do this effectively, we take into account pupils and parents' varied life experiences and needs. We offer a curriculum which has been created bespoke for our families in order to address pupils' needs today and for their futures. We promote extremely high expectations for all our children. The achievements, attitudes and wellbeing of all our pupils matter, and we value them highly. This policy helps ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, and supports the statements made in our school's Single Equalities Policy. Our school prides itself on being an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the close attention we pay and expert support we provide to the different needs of individual and groups of pupils within our school to ensure minimal risk of underachievement. Under the new SEN Code of Practice 2014, a child has a special educational need if they are in receipt of provision that is '**additional to** or **different from** that made generally for others of the same age.' The SEN Code of Practice 2014 also explains that Special Educational Needs and provision is categorised in one of four broad areas: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health

4. Sensory and/or physical

Many children have difficulties that fit into one or more of these areas.

(For further information please see: Inclusion Policy and Special Education Needs Policy – September 2025)

The school building is assessed annually to ensure it meets all requirements in line with the disability building regulations. An accessibility plan is evaluated and updated regularly to ensure all of the changing needs of our pupils are addressed. As a result of this, the school has been fitted with specialist lighting and clearly demarcated flooring to support our visually impaired users.

Who to contact:

For issues or concerns relating to SEND and inclusion, parents/carers are encouraged to contact the class teacher in the first instance but may directly contact the SENCo if they have any concerns.

The Inclusion Support Assistant is Miss Rush who can be contacted at the school on 01302 852200.
The Inclusion Manager is Mrs Addy who can be contacted at the school on 01302 852200.
The SENCo for pupils across school is Miss Nithsdale who can be contacted at the school on 01302 852200. Our Assistant SENCo is Miss Gibson.
We also have an inclusion team email: inclusionteam@warmsworthschool.co.uk

For any safeguarding concerns, please contact the named person for Safeguarding/Children in Care:
Mrs Train – Headteacher/Designated Safeguarding Lead
Miss Nithsdale – Deputy Headteacher/Deputy Designated Safeguarding Lead
The Named Governor with a responsibility for SEND: Holly Oleiski

<u>Other Useful Contacts :</u>

- Local Authority SEN Team – Telephone: 01302 737211 Email: sen@doncaster.gov.uk
- Attendance and Pupil Welfare Service – 01302 736504

- School Nursing Service – 03000 218 997 or e mail to rdash.doncasterchildrenscaregroup@nhs.net
- SENDIAS - 01302 736920

Useful Policies

At Warmsworth Primary School we have several policies that directly and indirectly affect pupils with SEND. Many of our policies may be found on our school website.

Useful Policies / Plans:

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour and Rewards Policy
- Disability Equality Duty
- Health and Safety Policy
- Inclusion Policy
- Intimate Care Policy
- Medical Care Plans
- Restraint Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Special Educational Needs Policy

Identification of SEND

All our children's needs are identified and met as early as possible through:

- Listening to and addressing parental concerns;
- Actively seeking the child's and parent's views, wishes and feelings;
- Using one page-profiles, SEN support plans, health care plans and provision mapping effectively to address pupil needs;
- Using in-school diagnostic assessments;
- Analysing data including comparisons with end of key stage achievement to tracking individual children's progress over time;
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs;

- Liaising with schools and other settings before end-of-phase and in-year transfer;
- Liaising with and involving a range of external agencies and the Educational Psychology Service (EPS);
- Putting in place more in-depth and frequently reviewed cycles of assess, plan, do and review where it is considered that a special educational need may be significant and long term;
- Use of internal assessment systems to monitor progress and analyse formative and summative assessment on at least a termly basis by all staff involved with pupils;
- Termly pupil progress meetings to plan for future outcomes – this involves teaching staff and the SLT.

Arrangements for consulting children with SEND and their parents and involving them in their child's education

If there are any concerns regarding the progress a child is making, this will be shared with parents as soon as possible to enable discussions to be focussed on the best way to support the child. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit the child. There are also half-termly SENCo Drop-Ins where parents can discuss their children with our SENCo.

Parents are actively involved in the planning, target setting and reviewing the progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP).

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

We aim to provide every child with quality first teaching; this is monitored by the leaders across school. Every child's progress is continually monitored by his/her class teacher. Progress of all pupils in reading, writing and maths is reviewed three times a year by the class teacher, subject leaders, SENCo and Headteacher.

Children identified with SEND will usually have a Quality First Plan or an SEN Support Plan (Targeted Support or Targeted+) with targets set that are designed to accelerate learning and close the gap between themselves and their peers. Progress towards these targets will be reviewed at least termly with the child and their families, following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the SENCo and bespoke interventions implemented as necessary.

In addition to the termly SEND Support Meetings, pupils who currently have an EHC Plan will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's mapped provision.

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

We aim to make every transition between phases of education as smooth as possible.

Moving from another school :

- The SENCo will liaise with the previous school/setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed.

Moving year groups within school :

- Teachers have SEND planning meetings to share information on identified pupils. SEND support plans are written by the previous teacher towards the end of the summer term to ensure consistency as the child moves into the next year group.
- Some children are involved in making a passport to take to their new class for them to explain about themselves and their personal needs and the changes and challenges transition may bring.

Moving to another school :

- When we are provided with the contact details of the new school, the SENCo will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.
- When pupils are leaving year 6 and transferring to secondary school, the SENCo and/or year 5 and year 6 teachers will discuss the needs and provision for pupils with SEND with the SENCos of the receiving secondary schools. Support Plans and EHC plans will be shared and discussed.
- Some children are involved in making a passport to take to their new school to explain about them and their needs.
- If the child has an EHC Plan, the SENCo from the child's preferred secondary school will be invited to the Annual Review Meetings in year 5 and year 6.
- Transition opportunities will be provided for all SEND pupils on the transfer to secondary school and additional visits arranged for pupils as required.

Approach to teaching children and young people with SEND

Our aim is to provide high quality teaching for all pupils. The learning is differentiated to meet the specific needs of pupils in the class/group.
Needs may be met through:

- Use of additional adults to support individuals/groups of learners.
- Additional resources to enable children to access learning.
- Engagement with other professionals and outside agencies.
- Provision of additional interventions including support with speech and language development, occupational therapy and physiotherapy sessions, social and emotional development, gross and fine motor skill development.
- Support for the child and their family through the Early Help Assessment Framework as necessary.
- Additional support through home learning tasks, home learning club etc.

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

We aim to adapt the curriculum wherever necessary to ensure it can be accessed by all pupils regardless of need. This may be achieved through use of adaptive resources or altering tasks to ensure all pupils can access learning appropriately.

This may also involve adaptations being made to the learning environment, such as specialist lighting, markings on floorings, braille signs throughout classrooms and settings etc, as far as this is practical to do so.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

To ensure all staff are equipped to adapt the curriculum appropriately, teaching and support staff are trained in SEND issues, such as dyslexia, dyspraxia, autistic spectrum disorder, attention deficit and hyperactivity disorder, visual, physical and hearing impairments etc as required based on the needs of the pupils they teach.
Teaching and support staff will be asked to attend additional training run by outside agencies and liaise with other professionals to ensure quality, needs-driven provision depending on the needs of pupils in the classes they work in.

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

The Headteacher and Deputy Headteacher/SENCo decide how to allocate money received from the Local Authority to support the learning of pupils with SEND in consultation with staff and governors. This then informs the provision and training needs provided for pupils and staff. This is recorded on a whole school provision map which identifies all additional support provided across school and is evaluated and reviewed regularly. The effectiveness of this training and these interventions are then evaluated in terms of progress made by individuals or groups of pupils.

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

Our aim is to provide an accessible curriculum for all pupils, regardless of their individual needs. We employ a range of strategies and resources to enable this

to happen alongside high quality teaching for all pupils. SEND pupils are actively supported and encouraged to participate in all school events and activities alongside the rest of the school community.

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

The emotional and social development of every child is fostered through the ethos of the school. We implement a Personal Education programme which focusses on mental well-being across the school to promote positive attitudes and well-being in line with pupils needs in today's society.

In addition to this learning, we provide additional support for identified pupils:

- Social, emotional and behavioural support on a 1 to 1 or small group basis.
- Social and emotional skills development for identified pupils at lunchtime.
- A vocational gardening team to develop responsibility and co-operation.
- Thrive assessments completed for all pupils in classes with support offered to those identified with a need.

Further interventions may be implemented as the needs of children are identified.

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 SEND and supporting their families

We actively engage with other professionals and outside agencies including:

- Educational Psychology Service
- Social Care
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.
- SENDIAS

- Outreach Support from Special Schools
- School Nursing Service
- Child Epilepsy Nurses
- Child Diabetic Nurses
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services
- Barnardo's
- Open Minds
- Stronger Families
- With Me In Mind

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

The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the SENCo, Miss Gibson.

If you still need to discuss concerns, then you can ask for a further appointment with the Headteacher, Mrs Train.

Please see the school complaints policy for any further information – copies available from the school office.