

Special educational needs (SEN) information report

Scawsby Junior Academy

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show how special educational needs support works in our school.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible**. This document reflects the changes within Doncaster Local Authority in relation to the introduction of the Graduated Approach for SEND.

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

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

If you want to know more about our arrangements for SEND, read our SEND policy.

If you publish your SEND policy on your website:

You can find it on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Scawsby Junior Academy, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. The school building has carefully planned access arrangements and was re-furbished in line with the disability building regulations. Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is "additional to or different from" that made generally for others of the same age. This means provision that goes beyond the quality first teaching approaches and learning arrangements normally provided as part of high quality, personalised teaching. The SEN Code of Practice 2014 also explains that 'Special educational needs and provision can be considered as falling under four broad areas.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

At Scawsby Junior Academy, we aim to support all pupils with their learning journey, promote the RESPECT values and embrace an inclusive ethos.

2. Which staff will support my child, and what training have they had?

- › The school has a teaching SENCO, Natalie Miller, who holds the NASENCO qualification as well as Advanced Safeguarding Trained.
- › Inclusion Leader/DSL/Assistant Headteacher Katy McKie who holds NASENCO qualification as well as Advanced Safeguarding Trained
- › Lucy Wadsworth L5 apprenticeship Thrive Practitioner (ELSA trained)
- › Chloe Cotson Child and Family Support worker who is Advanced Safeguarding trained (ELSA trained)
- › Richard Vernon Attendance and Behaviour Mentor.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs. Natalie Miller

She has 3 years of experience in this role and have worked as our Senior Mental Health Lead prior to this. She is a qualified teacher.

They are allocated 40% of their hours a week to manage SEN provision.

Inclusion Leader

Our Inclusion Leader is Mrs. Katy McKie. She has 3 years of experience in this role and 4 years of experience as Designated Safeguarding Lead, Inclusion Leader and Assistant Headteacher.

Headteacher

Our Headteacher is Mrs. Linsey Cavell. She is undertaking the NPQSENCO qualification.

Class teachers

Our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Emotional Literacy Support Assistants (ELSAs)

We have 2 trained ELSAs who can provide a range of therapeutic interventions including supporting anger management, social and emotional and sensory needs interventions such as sensory circuits. Lucy Wadsworth is undertaking the Thrive Wellbeing Specialist Teaching Assistant L5 Apprenticeship.

Teaching assistants (TAs)

We have a team of 11 support staff, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Dyslexia Gold, Lego Therapy, I am Special, Rapid Reader, Phonics Catch-up.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists

- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)

- › Education welfare officers
- › Social services and other local authority (LA)-provided support services

Training

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

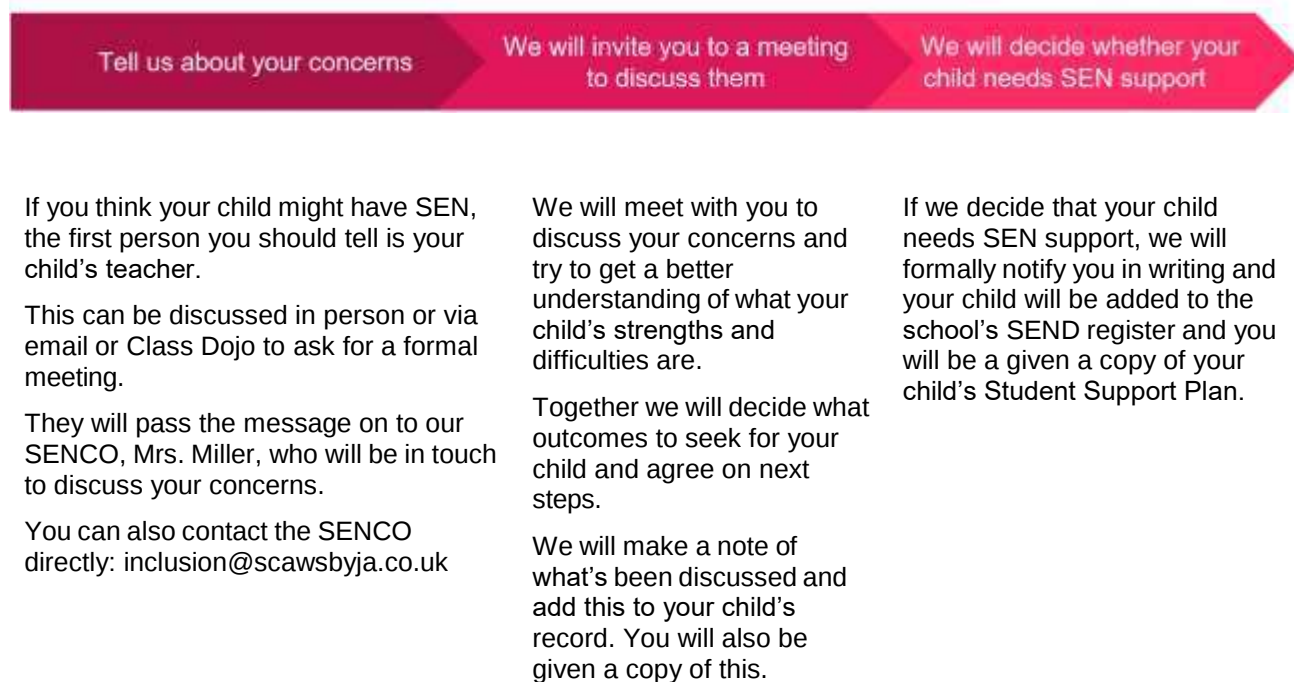
Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. Our action plan, indicates previous and upcoming training that we keep our staff up to date with to ensure that they continue to receive specialist in depth training;

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

Future training –Autumn 25-26

- › Supporting ADHD & Neurodiversity at School'

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in reading, writing maths or more physical subjects such as PE. The following steps will be taken – this is referred to as 'the graduated approach.'

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

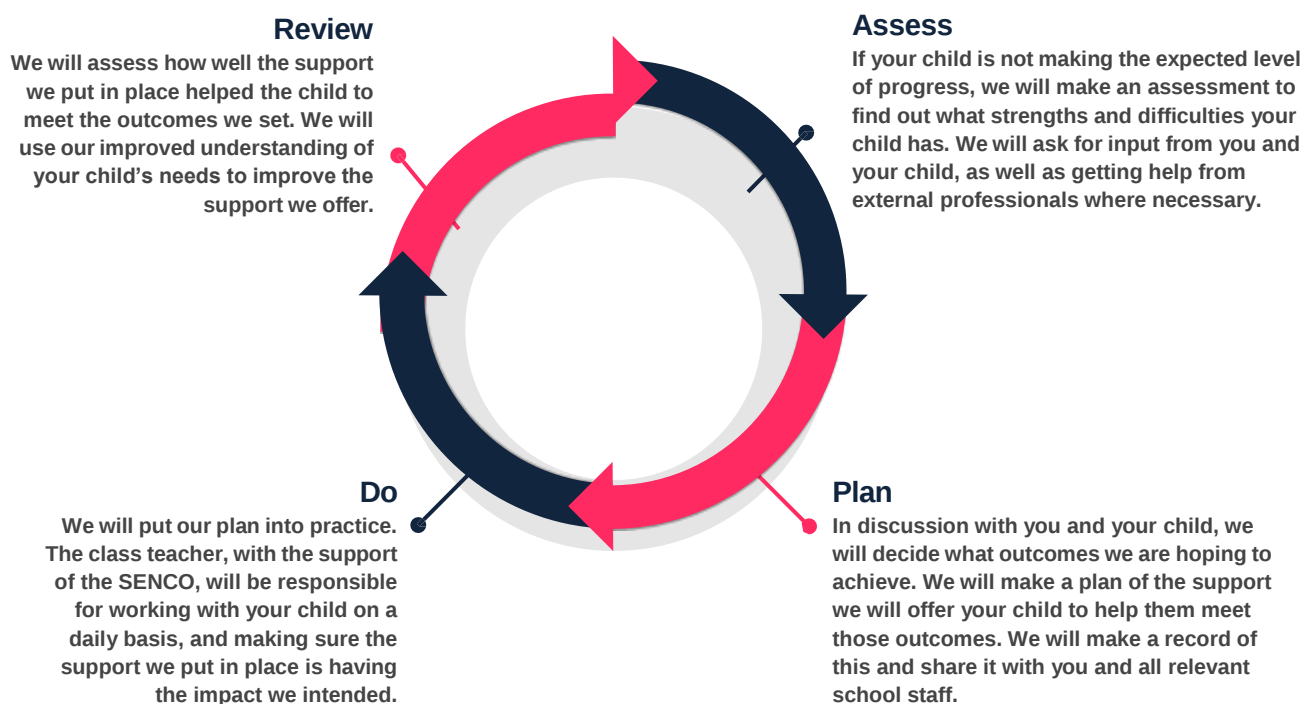
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan (SSP) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Universal support

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

Universal plus

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

Targeted support

This is where a student support plan (SSP) would be written by the class teacher, to record any provisions that are additional to and different from the teaching that is being delivered. Alternatively, an APDR plan can be put in place and will be regularly reviewed to ensure that provisions are making the most impact for the child. Additionally, teachers and learning support staff, will change the structure of lessons to cater for children who thrive from more active learning; adapting lessons to be balanced but more bespoke to the child. For

SEMH, we understand that children may require more of a tailored response from school, therefore we have Mental Health Champions throughout school, who deliver bespoke interventions and provide an in-school provision called ELSA. Dependent on the level of support required, school may seek advice from the Educational Psychologist.

Specialised support

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

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

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

- On entry, parents are invited to a meeting where they will meet the team of teachers/staff. They will be invited to tour the school, have discussions with the inclusion team and other members of staff, provided with information of the curriculum/ provisions that are carried out and informed of the graduated approach.
- At least three times a year, class teachers will invite parents of pupils with SEND to plan and review personalised support plan. These SSP's will monitor and assess the impact of provisions. However, we also have an open-door policy, where parents or staff can request and will hold additional meetings as and when needed.
- SEND review meetings will provide opportunities to share ways in which we can support a child to achieve identified outcomes. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, including Educational Psychologists, Occupational Therapists, to name a few, in order to ensure we develop and maintain a range of provisions and strategies to enable all pupils to achieve. Therefore, parents will be invited into school to discuss such the steps going forward and again, to provide the advice given by external agencies.
- For some pupils with SEND, parents will be invited to attend annual review meetings e.g. pupils with an Education Health and Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved and allows amendments to be made to provision.
- Additionally, school hold termly coffee mornings for parents. The meetings are a chance to get external agencies in, to provide information of services and support that are available to the community.

We will provide termly reports on your child's progress.

Your child's class teacher will meet you during autumn, spring and summer term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on the SSP. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via email or Class Dojo.

7. How will my child be involved in decisions made about their education?

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

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

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

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or learning support / behaviour needs assessment

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. All teaching is based on building on what your child already knows, can do and understands. Class teachers plan lessons, where all children will be working to the same learning objective but scaffolds will be put in place according to the specific needs of all groups/individual pupils in their class to ensure that there is equitable access for all. Teachers will ensure that your child's needs are met through a variety of means;

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

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

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia Gold program Laptop Visual aids Spelling aids Dyslexia friendly reading books CO-ordination groups
	Moderate learning difficulties	Small group support Adapted learning Specific bespoke interventions e.g., working memory
	Severe learning difficulties	1:1 support Adapted learning Specific bespoke interventions e.g., working memory, I am Special
Social, emotional and mental health	ADHD, ADD	Quiet workstation Clear corner spaces Sensory circuits ELSA sessions – bespoke 1:1 or group work Lego therapy
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA sessions – bespoke 1:1 or group work Lego therapy Bereavement support
Sensory and/or physical	Hearing impairment	Seating plan Adapted work
	Visual impairment	Seating plan Visual displays as appropriate
	Multi-sensory impairment	Sensory circuits
	Physical impairment	Accessibility arrangements Seating plan Adapted work

These interventions are part of our contribution to Doncaster's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

We understand that sometimes additional resources and provisions need to be put in place.

Such provisions will put these in place for at least 6-8 weeks and be recorded on an inclusion team referral form.

After the 6-8week period, support will be reviewed alongside the inclusion team and parents.

At this point, this is where discussions will be held and next steps will be formulated.

In some cases, next steps may involve changing the provision or more targeted support.

Every provision is logged electronically on Edukey and will always be reviewed after the 6-8 week period by the teacher and the SENCO, and in appropriate cases, the inclusion team.

10. How will the school resources be secured for my child?

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

Targeted

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

Specialist

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

Children who have a personalised SEND plan in place will have a provision map detailing the provision in place for that child. This is done via our electronic reporting which can generate reports for provision at both individual and group levels. The SENCO maintains a whole school provision map which details the total amount of Element 2 and Element 3 funding the school holds and how this is used to allocate resources.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, for example an EHCP, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. Additional adult support is targeted and directed by the class teacher or SENCO as appropriate.

All pupils have access to extra-curricular activities that the school offers making sure that children with SEND are included. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged and supported to go on our school trips, including our residential trips.

All pupils are encouraged and supported to take part in sports days, Christmas concerts and performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Prior to pupils entering Scawsby Junior Academy we undertake a comprehensive transition process where key information about your child's development will be discussed with the academy staff. Wherever possible there should be pre-emptive action for child/ parents before the child enters our academy if it is known that they have additional needs.

This includes visits to the academy, advice for other professionals, meetings with the wider inclusion team, and discussions with the SENCO. This support and communication continues when the child is at the academy with at least termly meetings and informal discussions as necessary.

For further information about our admissions process, please see our admissions policy.

13. How does the school support pupils with disabilities?

› You can find our schools' accessibility plan on the school's website policy section [here](#). It covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010) .

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for pupils with disabilities", issued by DfES in July 2002.

The School building:

- Year 3,4 and 5 classrooms and the Hall, Sports Hall and ICT Suite are on the ground floor
- Year 6 are upstairs with lift access
- The entrance to the school is designed for disabled access
- A disabled toilet is on the ground floor

After a recent refurbishment, the school complies fully with the latest disability and accessibility requirements.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Universal

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

Universal Plus

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

Targeted

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

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

When joining Scawsby Junior Academy in any year the parent and child will be invited in for a tour of the school.

The SENCO of the infant school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Particularly, when transitioning we have a 'Welcome to year 3 meeting' to familiarise parents/ children with the environment and provide information that they will need when transitioning to ourselves.

As well as this we invite parents to a 'Meet and Greet' evening, where they are able to meet our inclusion team as well as be informed of the provisions that are provided within school.

For our SEND pupils, additional visits are offered as needed to build familiarity with the environment and staff.

Between year groups

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a transition meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term during a set of transition days
- Invite your child's previous class teacher to their first of the new school year SEN meetings, alongside the SENCO

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We arrange additional transition visits, in smaller groups, to their new secondary school to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Katy McKie will work with Mrs Natalie Miller, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They may then refer you to the school's complaints policy which can be found on the school's website [here](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. A link for this can be found [here](#).

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at:

The schools SEND information and contribution to the Local Offer can be found on our website. <https://www.scawsbyjunioracademy.co.uk/page/pupil-premium-and-send-dfe-requirements/139756>
Doncaster Local Authority's Local Offer can be found here: <https://www.doncaster.gov.uk/services/schools/local-offer-send>
Our Accessibility Policy can be found here – <https://www.scawsbyjunioracademy.co.uk/page/policies/143092>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages