

Arksey Primary School – SEND Information Report.

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

Brief description of the school
Arksey Primary School is a mainstream Local Authority maintained school which welcomes pupils from age 4 to age 11. The school is small, with approximately 75 pupils on roll. At Arksey Primary school, we respect ourselves and our world, we enjoy exploring choices that help us to continually grow and achieved. We aim to empower children with SEND to take control of their own learning in our inclusive, supportive environment. Arksey Primary School works within the expectations of the statutory guidance; Special Educational Needs and Disability Code of Practice: 0 to 25 years, published in January 2015 and updated September 2024. This guidance is used to support children who have special educational needs or disabilities.
How we identify if your child may need additional help and/or has special educational needs (SEND)
Under the SEND Code of Practice 2014, the approach to identifying SEND is through a single early years based category and school based category identified from the following categories: - Cognition and learning needs. - Social, Emotional and Mental Health needs. - Communication and Interaction needs. - Sensory and/or physical difficulties. All pupils, on entry to Reception, are assessed via the National Baseline Assessment. This offers a clearer idea of how much progress our pupils are making, but also identifies which children are likely to need extra help. The first response to identified weaknesses is high quality teaching, targeted at the individual's area of weakness, using appropriate differentiation within the classroom. A record is kept of the strategies used. Thereafter, progress made by all pupils is regularly monitored and reviewed. A pupil is identified as needing provision additional to or different from their peers when the child: ❖ Makes significantly slower or no progress, even when teaching approaches are targeted for their weaknesses, in comparison to their peers starting from the same baseline. ❖ Shows signs of difficulty in developing literacy or mathematics skills and knowledge which result in poor attainment across the curriculum and fails to match or better their previous rate of progress or fails to close (or widens) the attainment gape between them and their peers. ❖ Has sensory or physical difficulties. ❖ Has communication and/or interaction difficulties. ❖ Has emotional or behavioural difficulties which interfere with their learning. ❖ They have a disability under the Equality Act which affects their ability to access and benefit from educational opportunities generally enjoyed by children of the same age. SEND support in school will be based on ASSESS, PLAN, DO and REVIEW.

SEND support in school will be identified through teacher's assessments and observations and their progress will be tracked and reviewed regularly.

Staff will listen to the views of the pupils and the parents/carers.

We have a number of policies in place which contribute and guide our provision for all children.

They include:

SEND Policy

Accessibility Plan

Admissions

Behaviour Policy

Safeguarding Policy

Health and Safety Policy

Positive Handling Policy

The kinds of special educational needs and disabilities that are provided for.

At Arksey Primary school, we respect ourselves and our world, we enjoy exploring choices that help us to continually grow and achieved. We aim to empower children with SEND to take control of their own learning in our inclusive, supportive environment.

Under the SEND Code of Practice 2014, the approach to identifying SEND is through a single early years based category and school based category identified from the following categories:

- Cognition and learning needs.
- Social, Emotional and Mental Health needs.
- Communication and Interaction needs.
- Sensory and/or physical difficulties.

Many children and young people have difficulties that fit clearly into 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 Arksey Primary School we have had experience of supporting children and young people with:

- ❖ Social communication difficulties and Autistic Spectrum Condition;
- ❖ Speech, language and communication needs;
- ❖ Attention Deficit and Hyperactivity Disorder;
- ❖ Social, emotional and mental health difficulties;
- ❖ Attachment issues;
- ❖ Visual impairment and physical difficulties.

We also have children who are being assessed for additional needs but do not yet have a diagnosis.

How we involve parents, carers and families in meeting the needs of their child and in whole school developments

Parents/carers are actively involved in their child's education throughout their time at Arksey Primary School. Teachers communicate with parents regularly and inform them of their child's strengths and any additional needs. If your child is identified as not making expected

progress, the school will set up a meeting to discuss this with you and your child in more detail to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside agencies to support your child.

When it is decided that a pupil needs extra support, the parents/carers must be notified. The staff will put a provision map and an individual support plan in place which will support the pupils, giving smart achievable targets. Support plans are reviewed at least three times each year. The review will involve the child, parents/carers and all staff who work with the child. The creation of a one page profile by the pupil will involve them in their learning and allow them to be involved in the support they need. This will be updated in their termly support plan review meeting. The teacher remains responsible for working the child on a daily basis and working closely with the teaching assistants or specialist staff who may support the child during the school day, or outside of the main teaching sessions through an evidence based tuition model, taking place before or after school or during lunchtimes as deemed appropriate. The extra support will be reviewed at least three times each year. The review will involve the child, parents/carers and all staff who work with the child/young person.

All parents/carers and families have access to:

- ❖ An 'open door' policy which welcomes parents or carers to come into school and speak to the class teacher about any concerns they have after the end of the school day.
- ❖ Parents Evenings held in the Autumn and Summer terms to discuss the child's progress.
- ❖ A yearly report distributed in the Spring term which outlines targets for the child for the rest of the academic year.
- ❖ Transitional meetings for parents/carers and visits for children entering Reception.

How we will involve your child in the planning and review of their support

We aim to empower children with SEND to take control of their learning in our inclusive, supportive environment. We use a graduated hierarchy of support and liaise with outside agencies, where appropriate to enable pupils to achieve their potential. In line with the SEND code of practice, we enable all pupils to access a broad and balanced curriculum, through supporting their independent access to the mainstream curriculum, supplementing this outside of typical curriculum time through an evidence based tuition model, and preparing them for the next stage of their learning journey whilst maintain curriculum breadth.

SEND support plan meetings and reviews are held termly involving school, parents/carers and the child. Children are supported to contribute to their SEND support plan by discussing what support they feel they will need to progress towards SMART targets and how they would like to be supported through creating a one page profile with their class teacher.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

- ❖ All pupils will have access to quality first teaching.

- ❖ SEND pupils may have their needs met through specific resources and strategies individually or in groups, or through adapted resources which may include practical resources, displays, table top reminders, visual timetables, self-regulation visual cues, etc.
- ❖ We have a whole school approach through record keeping and liaison.
- ❖ Teachers are aware of early identification.
- ❖ Parents and carers are supported throughout the process of transition.
- ❖ Resources are available to support pupils with SEND and scaffold their learning.
- ❖ Class teachers are responsible for pupils with SEND and compile a Support Plan and Provision Map.
- ❖ Staff have access to training in relation to the needs of pupils with SEND and understand the SEND Code of Practice and its implications and liaise with external professionals regarding specific children's needs.
- ❖ A range of extra-curricular activities and extended curriculum activities in school time.
- ❖ Support for parents through Your Place, Your Family and Early Help.
- ❖ Pupils who require 1-1 support through High Needs Funding or with an EHCP receive this. The 1-1 will have 15 minutes' liaison time per day with the class teacher to discuss planning and the organisation/preparation of resources to support pupils with SEND within their allocated pupil support time. They will also prepare, plan and assess in relation to the support of the child within this support time.
- ❖ Where pupils receive 1-1 support, the key objective is for the 1-1 to facilitate the child's access to the mainstream teaching taking place in the classroom, not to replace it.
- ❖ The SENDCO maintains a confidential register of all pupils with special educational needs.
- ❖ Pupils with SEND are integrated into the life of the mainstream classroom.

SEND Ordinarily Available Provision (SOAP) is in place in all classrooms, for all children, and may include:

- ❖ A qualified practitioner leading lessons.
- ❖ Warm welcomes and check ins. Visual timetable.
- ❖ Timers/now and next.
- ❖ Appropriate eye contact, volume of speech and speed of speech.
- ❖ Clear and established routines throughout the school day, both indoors and outdoors, e.g. coming in from play, non-verbal gestures to stop or to praise, care for resources, etc.
- ❖ Standing table.
- ❖ Ball chair or wobble cushion.
- ❖ Pencil grip.
- ❖ Comfort object to aid transitions.
- ❖ Natural light with blinds and curtains open.
- ❖ Cool but comfortable temperature.
- ❖ Strong smells are well managed, e.g. food, toilets, etc.
- ❖ Carpeted areas to reduce noise from furniture.
- ❖ Natural materials (hessian/wood finish), calm colours (blue, green, yellow), rugs and plants/greenery create a calm space.
- ❖ Displays support learning and focus and are well sized and spaced.
- ❖ Organised resources/equipment labelled with words or pictures and are reachable by children.
- ❖ A named space for personal things and precious learning.
- ❖ Quiet (low stimulus) space/tent.
- ❖ Space to move around safely.

- ❖ Child sized furniture.
- ❖ Rules are brief, displayed and modelled by adults.
- ❖ Behaviour cards allow staff to check in and listen to the child.
- ❖ Praise is given for effort and perseverance not just attainment/achievement.
- ❖ The teacher can be seen and/or heard and glasses/hearing aids are used where needed.
- ❖ Active listening and responding is taught explicitly.
- ❖ Partner talk, role play or drama.
- ❖ Seating/grouping in mixed age/attainment to help with sharing and talking.
- ❖ Children who are left handed sit at the left side of the table.
- ❖ Access to outdoor space.
- ❖ In class 1 – areas that reflect the children’s interests, e.g. trains/dressing up, etc.
- ❖ In Class 1 – children can choose what they will use to play/practice at frequent intervals during the day.
- ❖ Single word/simple responses are repeated and expanded.
- ❖ Blanks Level Questioning is used as part of adaptive teaching to enable children to demonstrate their understanding as their oracy develops.
- ❖ Questions check children’s recall of previous learning (KOALAs/MOMAs).
- ❖ What A Good One Looks Like – WAGOLL or ‘steps to success’.
- ❖ Scaffolds are available to help, e.g. word mats, number lines, phonics display, worked example, widgets, or adjusted worksheet/activity.
- ❖ Children see mistakes as part of the natural learning process and are willing to try.
- ❖ Children use what they have been taught and, “If they get stuck, know where to look”.
- ❖ Thinking time/talk partner/“phone a friend”.
- ❖ Children are encouraged to ask questions about their learning.
- ❖ Adult reader/scribe/extra time/use of technology for recording.
- ❖ New vocabulary is deliberately taught.
- ❖ Text on paper, visualiser or interactive whiteboard is sufficiently large.
- ❖ Interactive whiteboard backgrounds are off-white.
- ❖ Teacher handwriting is clear and legible.
- ❖ Equipment or images are used to help children learn.
- ❖ Appropriate length whole-class listening times.
- ❖ All children are expected to demonstrate their learning of the lesson.
- ❖ Physical movement is woven into the lesson.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

In addition to the reasonable adjustments through Quality First Teaching, we may provide interventions, including:

Numicon (All years)

Read Write Inc (All years)

Hornet (Year 1 and 2)

Toe by Toe (Year 2 onwards)

Word Wasp (Year 3 onwards)

WISH – Writing Hierarchy of Skills.

Mr Goodguess

The Teodorescu Perception Motor Programme (available to access at home and in school)

The Educational Psychologist may also be consulted to support effective provision.

The school will request statutory assessments for any pupil if necessary and will follow the guidelines set out by the local authority and follow the timescales for these requests.

Some pupils will enter the school with an Education and Health Care Plan (EHCP) and will be supported in line with measures included in the plan. Some pupils may be assessed for an EHCP whilst attending our school, and if awarded an EHCP, will be given the support detailed within their EHCP.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

In addition, to the reasonable adjustments through Quality First Teaching, such as visual timetables we may provide interventions, including:

Individual timetables

Now and Next

Social stories

Speech therapy (Communication Champion)

Intervention groups to support personal, social and emotional development (Happy to be me, Choose to cope, LEGO therapy, Theraplay)

1 to 1 bespoke intervention in line with High Needs Support or EHCP.

Small group work

Access to specialist support.

Speech and Language or Autism, Social Communication, Education and Training Service (ASCETS) may also be consulted to support effective provision.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

In addition, to the reasonable adjustments through Quality First Teaching, such as sensory breaks we may provide interventions, including:

Individualised sensory breaks

Reasonable adaptations to furniture, environment and equipment

Additional sensory support equipment, e.g. wobble cushions, chewelry, coloured overlays, enlarged resources, sensory tent.

Medication and other medical interventions, including supporting toileting as per the health care plan.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being
In addition, to the reasonable adjustments through Quality First Teaching, such as rapid response assembly and regular revision of the PSHRE curriculum, we may provide interventions, including: Rainbows bereavement support Mental Health first aiders Choose to cope intervention Happy to be me.
How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
Reasonable adjustments to support the health and safety of all our children, including those with SEND are reviewed on a regular basis by the Governing Body. The SENDCO audits classroom provision and provides support to ensure all classrooms are inclusive, considering display, organisation of resources and furniture, the application of the behaviour policy and the provision of curriculum, extended curriculum and extra – curricular learning.
How we promote developing independence
We use a graduated hierarchy of support and liaise with outside agencies, where appropriate to enable pupils to achieve their potential. In line with the SEND Code of Practice, we enable all pupils to access a broad and balanced curriculum, through supporting their independent access to the mainstream curriculum, supplementing this outside of typical curriculum time through an evidence based tuition model, and preparing them for the next stage of their learning journey whilst maintain curriculum breadth with a focus on increasing independence through a hierarchy of scaffolding through, clueing, prompting, questioning, modelling and direct instruction.
How we employ measures to prevent bullying
All classes follow a structured PSHRE curriculum to support development, including areas of emotional health and wellbeing, anti-bullying and developing friendships. However, for those children who find aspects of this difficult, we offer: - Rainbows bereavement support, Mental Health first aiders, Choose to cope intervention, Happy to be me. - The Anti-bullying policy is reviewed regularly and in response to incidents. - Working closely with the Designated Teacher for Looked after Children to develop the support necessary for those children who may have both SEND needs and significant trauma from previous experiences. - Circle times in classes where children can share thoughts and discuss feelings. All children are expected to develop empathy, understanding that all in the school community are equal and belong to the school and wider community.

How we measure and review your child's progress against their targets and longer term outcomes
All children's progress is reviewed on a termly basis, including that of pupils with SEND. Additional screening resources are used termly to identify progress in academic areas. Leuven scales are used to communicate engagement and interaction to support SEMH progress. Children with SEND support plans and EHCP have specific, measurable, achievable, realistic and time-limited targets (SMART) set out within their plan. These are reviewed at least termly with parents and children.
How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family
Through the assess, plan, do, review cycle, with the consent of parents/carers, we involve appropriate agencies to support with assessment and planning to meet each child's SEND. Where there is a higher need, we apply for additional high needs funding from the Local Authority to support meeting the needs of the child. Where appropriate, applications for EHCP's may be made. Parents/carers are encouraged to consider engaging with Early Help where their child has unmet needs. The Early Help assessment supports parents/carers/professionals to identify other bodies, e.g. health, social care and voluntary sector organisations who may offer relevant support for the identified needs (relationships, drugs, alcohol, personal distress, anxiety, housing, finance) of the child and family. We work actively with external agencies in order to assist the school in meeting the needs of young people and their families. Examples of some of the external provision utilised in school are listed below: Local Authority Provision delivered in school: - SEND team – offering support and advice to both the school and families. - Educational Psychology Service - Autism Outreach Service (ASCETs – Autism and Social Communications Education and Training Service) - Sensory Services for children with visual or hearing impairments. - SENDIAS - Virtual school (supporting the Education for those with Looked After Child Status) - Outreach Support from the Special Schools (e.g. Stone Hill, Heatherwood, etc.) - Behaviour Outreach Support Service (BOSS) - Early Years Inclusion Team Health Provision delivered in school:

- Speech and Language Therapy (Largely delivered out of school in clinic)
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAHMS)

Other external agencies:

- Neurodevelopment Assessment Pathway team (NAP)
- Children's Centres
- Your Place teams
- Early Help
- Intensive Family Support Service
- Social Care
- Education Welfare Service

All of the above bodies, including health and social care can be accessed through the school, at the appropriate times, as guided by the Graduated Approach for SEND. The support that these agencies provide to the school are linked to educational provision.

Where possible, support is accessed for parents and carers who wish to engage with the collaborative approach to school and home provision.

The expectation will be that the school will have applied the Graduated Approach for SEND and will have used the resources available to enhance the school's SEND provision through the use of the Graduated Approach toolkit. It will be expected that the school will have gathered sufficient evidence before the decision is made, with the family, to contact agencies for further additional support.

Those services and teams which can be accessed through the school are contacted via a referral system. All services and outside agencies require a specific service referral form to be completed, outlining the reason for the referral and a number of child details necessary for processing this into their systems. The parents/carers of the child will need to sign their consent that action is taken. In most cases, following a referral, contact will be made through a telephone call, email or letter to the family. The family will be provided with information as to whether the child will have an appointment in school or if the family needs to attend an appointment at a specific establishment (such as a clinic or hospital).

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

The school receives a block sum. This is a sum of money that each school will receive for EVERY child/young person. This is used to make general provision for all pupils in the school including pupils with SEN.

All schools receive an additional amount of money to support the needs of children with SEN, this is known as the school's notional SEN budget. The Government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEND need special education provision which comes to less than £6,000.

Special educational provision is anything that is provided to meet a child/young person's SEND that is 'additional to or different from' provision made for all children and young people. These needs are made clear in the graduated approach set out in the child's support plan or EHCP. The Local Authority must make sure that the special educational provision specified in an Educational, Health and Care Plan (EHCP) is made for the child/young person. For a child/young person receiving SEND support a school must use its 'best endeavours' to make sure that special educational provision is made to meet a child's SEN. Schools must also follow the SEND Code of Practice 2014 which expects schools to involve parents in decisions about how their child's needs are met.

Element 2 is called the notional SEND budget because no-one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

If the school can evidence that a child/young person with SEND needs more than £6,000 (Element 2) worth of special educational provision, the school can request top up funding from the local authority to meet the cost of the extra provision required for the child/young person through a request for an Education, Health and Care Plan (EHCP).

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All teaching staff receive training to teach pupils with SEND. All staff receive training to enhance their practice in relation to SEMH and behaviour management for pupils with SEND. Specific staff receive additional relevant training to support them in their function, e.g. supporting pupils with autism, delivering interventions for children with literacy difficulties, mathematics interventions, mental health first aid and speech and language support. The SENDCO must be a qualified teacher and is required to have completed a master's degree level qualification (NASENCO) within three years of appointment.

How we include children with SEND in the life of our school

Children with SEND are supported to participate as fully as possible within the life of the school, with reasonable adjustments being made relevant to individual children. Consideration is regularly given through the Single Equality Policy and objectives to review the accessibility of the school and to prevent disability discrimination.

How we prepare children and young people with SEND to join our school

The school's transition policy and process expects that the school will liaise with the family, previous settings and services as part of the transition process to ensure that the child's introduction to the school is well planned, enabling the child, their family and the school to be ready for the child to commence on roll. The transition protocol includes formal liaison with previous schools and professionals, considering adverse childhood experiences, parental mental health, eligibility for pupil premium, previous attendance data, current SEND support and any current or historic safeguarding information, taster visits and home visits, liaison

between supporting staff and SENDCO's, DSL information sharing where relevant, e.g. where Early Help is in place. The child is involved in school visits and home visits and is encouraged within this process to share their needs and their environments.

How we prepare children and young people with SEND to move on from our school

Children from Arksey Primary School move on to a range of different settings, typically at the end of Year 6, however, when transitioning out of school, SEND information is shared alongside universal reports and pupil information with the receiving school, with any safeguarding information being shared with the receiving designated safeguarding lead as required. We support extended transition for pupils with SEND and where offers of additional taster days, or enhanced transition study are received, the school proactively manages these. Where children move onto specialist provision, the EHCP process supports the accurate identification of a setting which can meet the need of the child. Enhanced transition is typical with liaison between the two schools to ensure that the child is supported to know about and understand the transition and their new school, teachers and timetables, etc.

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

Complaints regarding SEND provision should initially be discussed with the class teacher and SENDCO. If this fails to provide a satisfactory answer, then the issue should be brought to the attention of the Head Teacher.
Further guidance can be found in the Complaints Policy.

Contacts for more information

For further information about how Arksey Primary School work with pupils with identified Special Educational Needs and Disabilities, you can contact:

- ❖ Class teachers.
- ❖ SENCO and Senior Mental Health Lead - Miss Sykes
- ❖ Headteacher – Mrs Fisher
- ❖ Named Governor with a responsibility for SEND – Ms Gray

Contact email address: admin@arkseyschool.co.uk

Contact number: 01302 874432

Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS team:

<https://www.doncaster.gov.uk/services/schools/sendias>

For information regarding outside agencies within Doncaster Local Authority and Doncaster NHS Trust, please refer to Doncaster's SEND Local Offer at:

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