

Name of School: Balby Central Primary Academy **Date of Report:** Sept 2025

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).

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).

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for
At Balby Central Primary Academy we are a fully inclusive school celebrating the individuality of children where teaching encourages children to be independent learners. We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of member of the school community, everyone is equally valued and we treat each other with respect under the Equality Act 2010. Students in our setting are provided with the opportunity to experience, understand and value diversity. We aim to include all students, including those with disabilities in the full life of school. As an inclusive school we accommodate a range of special educational needs and disabilities. According to the SEN Code of Practice (January 2015) these are classified under 4 main categories: 1. Communication and Interaction 2. Cognition and Learning 3. Social, Mental and Emotional Health 4. Sensory and/or Physical.
The name and contact details of the SENCO and further contacts where parents and carers may have concerns
Mrs C Bailey –SENCO Balby Central Primary Academy Littlemoor Lane Balby Doncaster DN4 0LL Mrs Emma Cooke – Headteacher and Deputy Designated Safeguarding Lead Contact Information admin@balbycentralprimary.co.uk Tel: 01302 321914

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)
<ul style="list-style-type: none"> • Special Educational Needs and Disabilities • Safeguarding (Child Protection) • Behaviour Equality and Diversity • Assessment Learning and Teaching • Accessibility • Moving and Handling • Positive Handling
Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education
<p>Parents will be invited to a meeting to discuss their child's needs. Together with the class teacher a SEND Support Plan will be completed. Outcomes will be set which will be reviewed termly with the class teacher and parents, reviews and outcomes will be overseen by the SENDCO. If needed other agencies, such as the Educational Psychology Service will be invited to join the meetings. Parent Consultations are held twice yearly to celebrate the success of our children. Contact between school and parents is encouraged and parents are welcome to arrange a meeting with the class teacher or SENDCo if they feel they want to discuss anything before the next formal review of outcomes or parent's consultation evening. Annual Review Meetings which are reviews of learning, achievements and next steps are held annually for those children on Education, Health and Care Plans. Parent's views and opinions are taken into account when planning for next steps in school including transition from one-year group to the next and at key points such as a change in key stage or placement.</p>
Arrangements for consulting young people with SEND and involving them in their education
<p>Children are made aware of their outcomes and areas they need to work on. They work closely with their support and teaching staff to ensure they understand their next steps. Where possible children will be invited to attend meetings and share their opinions and views. We recognise the importance of children's voice and a One Page Profile enables children to share their ideas and opinions with others.</p>
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review
We assess and regularly review young people's progress towards their individual outcomes. This includes initial baseline assessments, ongoing formative assessment

and scheduled reviews in line with Education, Health and Care Plans (EHCPs), support plans or other relevant frameworks.

Progress is monitored through a combination of observations, feedback and discussions from staff and measurable outcome tracking. Regular review meetings are held termly where young people's achievements, challenges and next steps are discussed.

Working in partnership with both young people and their families is central to our approach. We provide opportunities for meaningful involvement through:

Review Meetings, where parents and young people are invited to share their views and reflect on progress.

Parent consultations and open communication channels such as phone calls and emails to keep families informed and engaged.

Person centred planning, ensuring the young person's voice is at the heart of the process and that their aspirations and preferences shape the support provided.

This collaborative process ensures a holistic and transparent approach to assessment which in turn fosters a shared responsibility and clear pathway toward each young person's success.

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

To support children with transition from year group to year group we:

- Show children their new environment and allow them to spend time in it at different points during the school day
- Allow children to spend time with their new teacher and support staff before the summer holidays if this is possible.
- Transition booklets are completed to use to support with transition
- Key information (such as SEN Support Plans, medical information, One Page Profiles) is shared with staff so they can plan effectively
- Transition meetings may be held, the time scale and level of support during transition is personal to the child and their individual needs.

To support children transitioning from Key Stage 2 to Key Stage 3 we:

- Involve all agencies to support the child and parents in choosing an appropriate setting
- Visit schools with parents if requested
- Invite secondary representatives to Year 5 and Year 6 reviews
- We arrange additional visits to the Secondary School where members of our school staff accompany children and also invite members of the child's future school into our school to work alongside the child in a familiar environment. We

use the Preparing for Adulthood Framework to support in setting outcomes for children.

Approach to teaching children and young people with SEND

[How the school applies the Graduated Approach for SEND in school]

At Balby Central Primary Academy, we use the Graduated Approach for SEND in the following ways: All children are entitled to Universal Support from their class teacher through high quality teaching. This includes: high expectations and aspirations for all learners, secure subject knowledge, clear presentation of subject matter, promoting discussion, systematic checking of learners understanding, identifying and addressing misconceptions through clear feedback, adaptation of teaching as necessary, building upon previous learning to enable learners to remember long term content, designing learning environments to support learning. If a child does not make progress in line with expectations, and further support is required, the class teacher will then refer to the school SENDCO for observation and further assessment. Interventions may be suggested with small groups or one-to-one support and the child is monitored for up to a term on the Cause for Concern register. This is Universal Plus Support. After this period of time, if a child does not make progress, or has a diagnosed special educational need, the child is placed on the SEND register. They are deemed as requiring provision which is different from and additional to their peers. They may require individualised intervention or support programmes which are recorded on their SEND plans. External agencies may then be called upon to seek further advice and assessment. These agencies will then be involved in at least termly assess > plan > do > review meetings alongside parents/cares and suggest outcomes to meet the child's needs. This is classed as Targeted Support. Finally, if a pupil has a high level of need and it is deemed necessary by all professionals and parents supporting the child, an application for an Education Health Care Plan assessment would be required. This is Specialised Support, which will involve a multiagency evaluation of the plans and provision through ongoing assess > plan > do > review cycles.

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

We are committed to providing a broad and balanced curriculum that is accessible to all pupils, including those with Special Educational Needs and Disabilities. We recognise that children and young people with SEND may require different approaches to both the curriculum and the learning environment in order to achieve their full potential

Adaptations to the curriculum are made in line with pupils' individual needs and in accordance with the principles of the graduated approach (assess, plan, do, review). Teachers plan carefully to ensure that lessons are inclusive and provide a range of learning opportunities to support different styles and levels of learning. This may

include using visual supports, breaking down learning into smaller, manageable steps, providing additional time and offering alternative ways of recording work. Where appropriate pupils may follow a personalised curriculum that focuses on specific targets from their EHCP.

We make adaptations to the learning environment to remove barriers to learning. This can include quiet workspaces, sensory regulation areas, visual timetables, modified seating arrangements and access to assistive technology. The school environment is reviewed regularly to ensure it meets the diverse needs of our children and reasonable adjustments are made where required in line with the Equality Act 2010.

Staff work closely with the SENCO, support staff and external professionals to implement effective strategies and ensure consistent support. Regular training is provided to ensure that all staff understand how to adapt teaching and the environment to meet the needs of pupils with a range of SEND.

By embedding inclusive practice into every aspect of school life, we ensure that all pupils can access a rich and meaningful education enabling them to make progress and take part fully in the life of the school.

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

[This could refer to appropriately applying the Graduated Approach for SEND and plans for continuing professional development]

We are committed to ensuring that all children and young people with SEND receive high quality support tailored to their needs. Our approach is underpinned by the graduated approach- assess, plan, do, review- which enables us to identify needs early, provide targeted support, and review progress effectively.

To ensure this is delivered effectively, all staff receive regular training to develop their understanding and skills in supporting pupils with a wide range of SEND. This includes both whole school training on inclusive teaching practices and more targeted training sessions delivered by the SENCO or external specialists.

Where further or more specialist expertise is required to support and meet the needs of a child/ young person, we ensure timely referrals are made and we actively participate in multi-agency planning and reviews. This collaborative model ensures that our children with SEND receive the appropriate level of support at each stage of their journey.

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

Our school is committed to ensuring high quality provision for all children and young people with Special Educational Needs and Disabilities. We evaluate the

effectiveness of our SEND provision through a robust and ongoing cycle of assessment, planning, implementation and review. This includes:

Regular monitoring of pupil progress through academic data, individual support plans and personal development outcomes.

Termly reviews of support strategies and interventions, involving teachers, support staff, parents/carers and where appropriate, the pupils themselves.

Use of qualitative and quantitative data, including classroom observations, feedback from staff and families and standardised assessments.

Inclusion in whole-school self-evaluation and developmental planning, ensuring that SEND is a priority across all areas of school life.

Collaboration with external agencies where needed to evaluate and enhance support.

Through this process, we ensure that provision is tailored, effective, and responsive to the evolving needs of our SEND learners, supporting them to achieve the best possible outcomes in school and beyond.

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

Lessons are as inclusive as possible, with reasonable adjustments made based on children's needs. This may be through additional scaffolding, resources such as visual or physical aids, or additional adult support. Children are given the opportunity to take part in residential visits and class trips when appropriate. A range of after school clubs are open to children in school as is breakfast club. All children, including those with SEND, are encouraged to attend.

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

A dedicated Inclusion Team - A Child and Family Support Practitioner, Attendance Officer, Therapist, and SENDCo are all focused on working together as a specialist provision to meet the needs of our children. We offer a graduated approach to supporting children to improve their emotional and social development, from whole-class PSHE to individual targeted or specialist support. We also have Child and Family Support Practitioners who support parents and families of children with emotional health and well-being through targeted intervention, parent workshops and signposting to relevant external partners. We also employ a therapist who uses a trauma-informed approach to provide appropriate art therapy with individual children who have had an Adverse Childhood Experience (ACE). The SENDCo and Inclusion Team hold a termly clinic with Child and Adolescent Mental Health Service (CAMHS) – 'With Me in Mind', during these clinics formal consultations can

be made and referrals if deemed necessary to aid us in providing for individuals' needs.

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

[This could refer to how the Graduated Approach for SEND is used to access the right support at the right time]

The school actively involves a range of external agencies and bodies to support children and young people with Special Educational Needs and Disabilities. This includes working closely with Educational Psychologists, speech and language therapists and, occupational therapists and specialist teaching services to assess needs and provide targeted interventions.

Additionally the school collaborates with health and social care professionals such as school nurses, CAHMS and family support workers to ensure that both the pupils and their families receive the necessary guidance and emotional support. Regular multi-agency meetings and reviews are held to ensure consistent communication and effective coordination between all parties.

Parents/Carers and young people are kept at the heart of the decision making process. The school provides opportunities for regular communication through review meetings, parent workshops and coffee mornings, enabling families to feel supported, informed and empowered to contribute to their child's educational journey.

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

Parents with a complaint would first speak to the SENDCo who would endeavour to work together with them to solve the problem. If this did not prove successful, the head teacher and chair of governors can be contacted as set out in the school's complaints policy.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

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

<https://www.doncaster.gov.uk/services/schools/graduated-approach>

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

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

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.