

**Balby Central Primary Academy**  
**SEN INFORMATION REPORT**  
**September 2017**

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 SEN.** 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.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012). The information above is written in compliance with section 69(2) of the Children's and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

<b>The kinds of special educational needs that are provided for in school</b>
We are a fully inclusive school celebrating the individuality of all children and where teaching encourages children to be independent learners.
<b>The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns</b>
Gemma Lakin Balby Central Primary School Littlemoor Lane Balby Doncaster DN4 0LL  Tel: 01302 321914
<b>Policies for identifying children and young people with SEN and assessing their needs</b>
Special Educational Needs and Difficulties Safeguarding (Child Protection) Behaviour Equality and Diversity Assessment Learning and Teaching Accessibility
<b>Arrangements for consulting parents of children with SEN and involving them in their child's education</b>
Parents will be invited to a meeting to discuss their child's needs. Together with the class teacher a SEN Support Plan will be completed. Targets will be set which will be reviewed regularly. 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.  Annual Review Meetings which are reviews of learning, achievements and next steps are

held yearly for those children on Statements or Education, Health and Care Plans.

Transition is carefully planned and prepared through home visits, links with other establishments and close links between staff within school.

**Arrangements for consulting young people with SEN and involving them in their education**

Children are made aware of their targets 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.

**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**

Parents will be invited to a meeting to discuss their child's needs. Together with the class teacher a SEN Support Plan will be completed. Targets will be set which will be reviewed regularly. 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.

Annual Review Meetings which are reviews of learning, achievements and next steps are held yearly for those children on Statements or Education, Health and Care Plans.

**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**

Transition is carefully planned and prepared through home visits, links with other establishments and close links between staff within school.

Transition from each phase of school is well planned and children are given time to prepare for the changes in staff and their day.

**Approach to teaching children and young people with SEN**

Lessons are as inclusive as possible, with adjustments made based on children's needs  
All children are given the opportunity to take part in residential visits and class trips  
Pre teaching is used to enhance children's key skills and knowledge before completing tasks. Small group and 1:1 intervention takes place to accelerate progress for children.

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

At Balby Central we have a Learning and Welfare Mentor. The school has a strong team of Learning Support Assistants and Teaching Assistants across school catering for all levels of need.

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

Staff access a range of training opportunities:  
Attendance at National and Local Training for Lead Practitioners (Ongoing)  
Dyslexia Awareness Training (September 2014)  
Supporting children with extreme behaviour (November 2015)  
ASD and attachment (November 2015)  
ASD training for Learning Support Assistants (June 2016)  
Termly CPD for all Learning Support Assistants and Teaching Assistants  
A commitment to training all members of staff in light of the needs of children  
Thrive training

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

The SENCO completes half termly provision maps which analyse the effectiveness of interventions in school. Interventions are adapted and assessment for learning is used to support children's needs as they arise. All class teachers track their children's progress using Chris Quigley Depths of Learning. Children with SEN have targets set through an SEN Support Plan, these are reviewed regularly.

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

Lessons are as inclusive as possible, with adjustments made based on children's needs  
All children are given the opportunity to take part in residential visits and class trips  
After school clubs are open to all children in school as is breakfast club.

**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 SEN and measures to prevent bullying**

A dedicated Inclusion Team – Learning and Welfare Mentor, Attendance Officer, Thrive Practitioner, Mental Health and Playworker and SEND Lead Practitioner all focused on working together as a specialist provision to meet the needs of our children.

Staff are trained in the Thrive approach and school has a Thrive base where children work 1:1 or in small groups taking part in activities which support their social and emotional development. This is assessed and progress is clearly monitored and evaluated.

**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 SEN and supporting their families**

Local Authority Educational Psychology Service are accessed in school, supporting teachers and families through the SEN Support Plan cycle. Access to Speech and Language Therapists and Specialist Teachers in the Local Authority. Strong established links with Health and Social Care. Support from Occupational Therapists and Physiotherapists in school. Counselling is accessed for children if assessments highlight this as a need.

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

Parent's with a complaint would first speak to the SENCO who would endeavour to work together with them to solve the problem. If this did not prove successful the head teacher

would become involved. If necessary, advise and support would be taken from the Local Authority.

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

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

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

Please note:

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

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 SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.