



SEND Report

Reviewed: November 2025 Next Review: November 2026
Responsibility: Full Board of Trustees

Introduction

We are an inclusive academy where every child matters; we aim to encourage all children to develop a lifelong love of learning. We strongly believe that each child is entitled to an education that addresses their needs, whilst supporting their progress and development. Our aim is that all children achieve their best - becoming confident individuals, who live fulfilled lives and celebrate their successes well into adulthood.

What is SEND?

The Code of Practice 2014 states that;

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

There are four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

At Scartho Junior Academy, we use purposeful identification and assessment strategies to decide what action we need to take for each individual child. Quite often, children have needs that fit into more than one area and these needs can change over time. We endeavour to fully understand the child's strengths and needs and seek to address them all using appropriate interventions/equipment to target their areas of difficulty.

Our school's SEND policy document is available on our website, further detailing our philosophy in relation to SEND.

Aims of our Information Report

The aims of our policy and information report are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children, and young people, with SEND engage in the activities of the school, alongside those who do not have SEND.
- To explain how the needs of children at our school are identified and assessed.
- To ensure parents understand the role the school plays in supporting their child, through staff development and deployment of expertise.
- To enable collaboration with parents, and carers, to gather parental and pupil voice so that we ensure high levels of partnership and confidence.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of all pupils.

How does Scartho Junior Academy identify and assess the needs of pupils with SEND?

When deciding whether a child has Special Educational Needs, the Academy considers a range of factors. This information will usually include whether or not:

- The child has a significant difficulty in learning than the majority of children their age
- The child has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age schools within the area of the local education authority.

Identification

- Liaison with previous school/setting
- Parental contact via open door policy
- Base line assessments of identified Year 3 pupils
- Termly pupil progress meetings with class teacher, SENCO and/or Principal following individual monitoring of progress
- Termly planning liaison with Specialist Consultants in relation to educational needs
- Identification through involvement with LAC/CIN/CP meetings

Parental Action

- First point of contact is class teacher.
- Parents offered opportunities for meetings with SENCO and class teacher, mid-year and at the end of the academic year, to support transition.
- SENCO available if, and when, parent/teacher feels it necessary and further waves of support are identified.
- SENCO will consult with Outside Agencies, with parents' involvement, where needed.
- Principal available if concerns need to be taken further

How is the decision made about how much individual support a child will receive?

The decision making process

- SENCO reviews all progress data on a termly basis (or sooner if necessary) for all pupils
- Results of the review are discussed between class teachers and SENCO – planned intervention is agreed and implemented

Parents involvement

- Parents are involved and invited to attend meetings to discuss and agree intervention and support
- Advice is given to parents, if required, as to how best to support their child at home
- Please note any provision made via an Education, Health and Care Plan will be reviewed annually (unless significant changes are required in the interim)
- Whomsoever needs to be involved with the child is based on the child's individual needs
- Our SEMH provision also affords some parents the opportunity to partake in sessions with their child during the school day.

How will Scartho Junior Academy staff support my child?

How the school oversees and plans education programmes for pupils with SEN

- Initially the school will map out the individual child's needs and then identify an appropriate programme of support. This will be implemented for an agreed period of time then reviewed.

Who supports pupils with SEN and their roles?

- The School's Intervention Team will work with individual children and/or small groups and support the pupil and class teacher
- The Intervention Team is headed by the SENCO and involves teachers, teaching assistants and Specialist Educational Needs Consultants (who also support pupils with social, emotional and behavioural difficulties)

How information is communicated to parents

- If parents are concerned regarding issues related to their child's learning and wellbeing then they can speak to the class teacher in the first instance and, if necessary, contact the SENCO or Principal, depending on need

Involvement and responsibilities of the Board of Trustees

- Trustees are involved on a termly basis when they consider reports on Special Educational Needs. Also through consideration of personnel, finance and standards reports. There is a designated Trustee who oversees SEN and has meetings with the SENCO

How does school support parents to know how their child is doing?

- How the school explains to parents how their child's learning is planned depends very much on the child's individual needs
- Generically, Student Led Conferences are held with all pupils and their parents
- On an individual basis more personal meetings are held with parents, if and when required.
- Parents / carers can liaise with their child's class teacher via Class Dojo, and vice versa.
- They can also direct questions, for the attention of the SENCO, to her email address.
- To help support their child's learning outside of school, specific advice is provided as necessary
- Children are made aware of their progress via conversations with individual members of staff and acknowledgements of achievements of their individual learning targets, provided in termly reports.
- Where relevant, curriculum evenings are held to enable parents to support learning in different areas.
- If External Agencies are involved, parents are invited to meetings so that their views are shared with all those working to support their child.
- We host a series of Coffee Mornings / Afternoons, offering parents / carers the opportunity to ask questions in a more informal manner.

Staff Training

- Staff receive SEND training, as required, for individual pupils. There is a regular programme of SEN training to keep staff up to date, delivered from a wide range of professionals. Trustees have the opportunity to participate in this training, where we feel it appropriate.

What mechanisms are in place for supporting pupils overall well-being? Medical and Emotional needs

- The SEN Register is reviewed termly, to keep records of children who may require additional support, as well as those who are monitored.
- Each year group keeps an overview document, recording the variety of needs our children may have, including: health, dietary and SEND. Those receiving intervention are also recorded here. This document is reviewed termly.
- Specifically-trained teaching assistants work with children on an individual or small group basis if needed
- Children are provided with either specific 1:1 support or small group support e.g. for anger management/social communication needs.
- Children may be placed on a monitoring list if they have received support in the past or need further monitoring.
- A record of medical needs is collated in school, and shared with relevant staff members.
- School manages the administration of medicines by means of a specifically monitored and locked resource
- To support this process school has appointed designated first aiders
- All new teaching assistants must agree to undertake first aid training as part of their role
- Training is provided and continually updated.

Cognition and Learning

- Some individual pupils may have specifically tailor-made programmes as required e.g. Plus 1, Power of 2, Lexia, Multi-Sensory Learning, phonics, memory and speech and language Interventions.

Behaviour

- The school policy for behaviour/discipline is transparent and made known to all pupils. Reasonable adjustments are made where a child has additional needs.

Attendance

- A process of daily contact is in place and children are prioritised as necessary
- Termly register trawls are made, home visits take place as required and close liaison is maintained with parents via text, Dojo message, letter or phone call.

Pupils Views

- The views of pupils are obtained regularly and this is through a range of methods: annual pupil surveys; Compass Go SEMH surveys; daily mood trackers; Trusted Adult discussions; pupil voice groups and, for those with SEN, as part of their My Plan and EHCP reviews.
- These are a series of Pupil Voice groups, which children may be part of and share their views.
- All children complete a pupil questionnaire annually, which explores their feelings about school and identifies a trusted adult to support our wellbeing procedures.
- For those children on the SEN Register, termly My Plans are completed, which take into consideration Pupil Voice as part of the process.

Board of Trustees

- The provision for SEN is monitored at Trustees' meetings on a termly basis.

- The Trustee with responsibility for SEN is a voice at Trustees' meetings and can reinforce the information set out in the HT report.
- The Trustee with responsibility for overseeing SEN meets with the SENCo.
- These meetings take the form of reviews, impact and progress reports and monitoring of provision, including that of outside agencies.
- This Trustee also has the opportunity to attend training alongside staff to ensure current knowledge and provision is fully understood.
- The Trustee responsible for SEND is involved in strategic discussions and action planning, alongside the SENCo and Principal.

How will I know how my child is doing?

Keeping parents informed

- Parents are kept informed via the distribution of reports cards, twice yearly.
- We have an open door policy for all parents, who wish to know how their child is doing; please just get in touch if you want to ask anything.
- We will use Class Dojo to share updates with parents and show them some of the learning taking place.
- Children share their learning with parents as part of our programme of Public Exhibitions, Celebrations of Learning and Student Led Conferences.
- More regular meetings are arranged regarding individual pupils, depending on need.
- Before a Pupil Progress meeting and review of an individual programme, our progress tracking system is always made up-to-date.
- If any further interventions are required, separate meetings with parents would be held.
- School will report the National Picture of progress, at the end of Key Stage, so that parents can compare the progress of their child in terms of expected attainment.
- If required, contact is maintained between home and school via a home school book which can be used for a variety of reasons

How are parents involved in planning for their child's education?

- Parents are involved as much as possible in planning their child's education.
- When reporting back to parents, their child's progress, at the end of Key Stage, is compared with the National Picture in terms of expected attainment.
- Parents are invited to come into school to share in their child's learning and leave comments when appropriate.
- If required, parents are invited to attend termly monitoring meetings to ensure their child continues to make the appropriate progress.

How are children able to contribute their views?

- Where appropriate, children are included in the setting of targets for their termly My Plans.
- They offer their views on their: hopes, dreams and aspirations; their views of themselves; what is important to them and how they can best be supported.
- Children also offer their views for their pupil survey and have ownership over their Trusted Adults, who they can speak to when needed.

What support will there be for my SEN child?

- Adaptations, not just in terms of learning, but also social, emotional and behavioural, is in

built into all lessons. This helps all in providing them with scaffolding for their learning.

- School access support from a Specialist Educational Needs Consultancy, Independent Educational Psychology Team and Specialists in Social, Emotional and Mental Health.
- School access other specialist services such as health, therapy and social care as required and through its involvement in EHA, LAC, CIN and Child Protection meetings
- For SEMH purposes, we have private arrangements with Cudox and The Nurture Lady, as well as support from Compass **Go, Young Minds Matter and Navigo.**
- The school building is wheelchair accessible
- The school has appropriate disabled changing and toilet facilities
- Our accessibility plan is reviewed annually as part of the Safeguarding review
- All pupils with SEND are able to access all of the school's activities, including residential.
- The school assists individual pupils on a needs-led basis.

Resources

The school's budget includes a notional amount for SEN. This supports the SENCO in the early identification of SEN, staff training, staffing to support individual interventions and resources in the classroom. Children with specific Special Educational Needs may be allocated additional resources on an individual basis, according to their need. The annual expenditure is approved by the Board of Trustees and managed by the Principal and School Business Manager.

Staff Training and Outside Agencies

Staff in school undertake areas of training in order to best meet the needs of the pupils; the nature of our SEND population has an impact on the training planned and undertaken.

The SENCo meets regularly with representatives from: Compass Go, The Nurture Lady and Applied Psychologies and draw on their expertise for advice and support where appropriate. If advice from outside agencies* is sought in order to meet the needs of an individual child, the SENCo organises and coordinates this, in liaison with class teachers to review actions set.

*Outside Agencies typically utilised:

- Team@Work – learning and cognition
- ETHV (hearing and vision)
- Health Service: GPs, school nurse
- Speech and Language Therapy
- **Chatterbug**
- Occupational Therapy
- Physiotherapy
- Early Help
- Neurodevelopmental Pathway - Navigo
- Education Welfare Officer
- Applied Psychologies (Educational Psychology)
- The Nurture Lady (Emotional Health and Wellbeing)
- Young Minds Matter / CAMHS
- Compass Go
- Cudox (Mental Health)
- Tic Awareness

- Big Talk Education (RSE)

How does Scartho Junior Academy ensure smooth transitions?

- Detailed transition plans are offered to pupils and parents before a pupil joins the school. These can be adapted according to the needs of the children
- Information passed on to a new school includes the pupil's file and where appropriate SEN/CiN/CP information.
- We are adaptable and can make allowances for pupils to attend new school visits and Open Days, during the school day.
- To help prepare a pupil for a change in placement, both Year 2 and Year 6 pupils are involved in feeder school participation visits.
- If a child requires additional transition, then these visits will be organised between the SENCo and feeder school. If required, the support of the outside agencies will also be sought.
- Meetings are offered between settings, with parents involved, to ensure partnership in the transition process.
- The school has transition plans for moving from one year group to the next, where appropriate.
- The SENCO at this school meets the SENCOs at the relevant secondary and infant schools to discuss children's particular needs and issues which may need addressing.
- Compass Go and The Nurture Lady support pupils in Y6 with secondary transition and offer transition support for Y2 children at Scartho Infants School. Compass Go can also offer transition support, between the year groups at SJA.
- We offer parents open-door opportunities to speak with professionals at key transition points to give the chance to gain advice and answer questions.

Pupils with Medical Needs

Pupils with medical needs will be provided with an Individual Health and Care Plan, compiled in partnership with the school nurse, parents and, if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will receive suitable training. Staff will not undertake healthcare procedures or administer medication without appropriate training. Training needs will be assessed by the school nurse through the development and review of IHPs, on a basis for all school staff, and when a new staff member arrives.

Where necessary, the school nurse will confirm the proficiency of staff in performing medical procedures or providing medication. Through training, staff will have the requisite competency and confidence to support pupils with medical conditions and fulfil the requirements set out in IHPs. Staff will understand the medical conditions they are asked to support, their implications, and any preventative measures that must be taken.

Whole-school awareness training will be carried out as recommended by the school nurse for all staff, and included in the induction of new staff members.

The school nurse will identify suitable training opportunities that ensure all medical conditions affecting pupils in the school are fully understood, and that staff can recognise difficulties and act quickly in emergency situations. Any support offered to a child will be in line with our Supporting Pupils with Medical Needs Policy.

If participating in visits outside of school, pupils with medical conditions will be supported to participate in school trips, sporting activities and residential visits. Prior to an activity taking place, the school will conduct a risk assessment to identify what reasonable adjustments should be taken to enable pupils with medical conditions to participate. In addition to a risk assessment, advice will be sought from pupils, parents and relevant medical professionals. The school will arrange for adjustments to be made for all pupils to participate, except where evidence from a clinician, e.g. a GP, indicates that this is not possible.

Accessibility

The school is wheelchair accessible, has access for pupils with physical disabilities and has adapted facilities (toilets, changing areas, access lifts) if required. Many areas within school are carpeted and there are wide, accessible doors to most areas in the school building. We have a designated disabled parking space and parents/carers can request access to the school site by contacting the school office. The admission arrangements are in accordance with Local Authority procedures.

Activities are planned and risk assessed with particular reference to all the participating pupils. All possible arrangements are made to enable pupils with SEND to access all areas of the curriculum. Resources are purchased on a needs-led basis, case by case, with ongoing monitoring taking place across the year to ensure needs are being met. All written material can be prepared and adapted to best meet the needs of users, with the advice of the ETHV Team being drawn upon where a child requires further support to access the day-to day demands of school.

Communication with parents whose first language is not English is typically in the first instance, with the support of other parents / family friends/adults willing and able to interpret.

The Local Offer

From September 2014 local authorities must publish and keep under review information about services they expect to be available for children and young people with special educational needs and /or disabilities aged 0-25. This is called our Local Offer. All the details of North East Lincolnshire's local offer can be found here.

Click the link below for more information about the Local Offer. Use the link below to help you discover what is on offer via the services and activities available for children and young people with additional needs aged 0-25 years, as well as avenues for advice and support for families:
<https://sendlocaloffer.nelincs.gov.uk/>

Further Information

- Further information can be found on our school website, using this link. Here you will see examples of our children engaged in immersive experiences and links to further resources, support and advice for families: <https://www.scarthojunior.co.uk/our-sen-offer/>
- The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher
- If more advice/information is required they are welcome to contact the Assistant Principal/SENCO (Nichola Fawn) or the Principal / **DSL and Designated Teacher for LAC (Jack Graves)**
- Complaints about the school should be directed to the Principal depending on the nature of the complaint

- Complaints about the Principal should be directed to the Directorship of the Academy
- The school welcomes the involvement of the Parent Partnership where necessary and thank those who contributed views towards this Information Report.