

---

## SEND Information Report

Name of School: Delta Pheasant Bank

Date September 2018

Our SENCO is: Kevin Houghton

He can be contacted at: Delta Pheasant Bank Academy,  
West End Lane, Rossington, Doncaster, DN11 0PQ

Telephone: 01302 868252

Website: [www.pheasantbankacademy.org.uk/](http://www.pheasantbankacademy.org.uk/)

### Other key contacts

Chair of Academic Advisory Board: Chris Mitchell

Executive Head: Anne Elliot

Head of Academy: Pippa Robinson

Parent Support Worker: Jan Simm

Delta Pheasant Bank Academy is a junior School (7-11) and is part of the Delta Academies Trust. We are a three form entry school and our current number on roll is 381.

At Delta Pheasant Bank, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected.

It is a primary aim of Delta Pheasant Bank Academy that every member of the school community feels valued and respected, and that each person is treated fairly. Every opportunity will be taken to ensure that all pupils with special educational needs and disabilities, along with all others, are treated equally and fairly at all times. Our school aims to be an integral part of the wider community which values, enriches and provides diverse opportunities for all. This is an inclusive school which accommodates all kinds

of special educational needs and disabilities. These are classified according to four main categories as referred to in the SEN code of practice

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and / or Physical

### How do we identify if your child may need additional help and / or has special educational needs (SEN)?

Children with additional and/or special educational needs are identified through a range of methods. The academy listens to the concerns and opinions of both parents and staff who feel a child may have a barrier to learning. To identify children who may need additional support, we cross reference our Delta data tracking system and observations to identify if a child could have a barrier to learning. The following documents are used to support identification:

**SEN Code of Practice**  
**National Curriculum**  
**Special Educational Needs Policy**  
**Accessibility Plan**  
**Behaviour Policy**  
**Equality and Diversity Policy**

### How we involve parents / carers in meeting the needs of their child and in whole school developments?

Partnership with parents is a fundamental part of our SEN practice.

Parents of SEND pupils will be consulted before their child is placed on the Special Educational Needs Register.

Parents of pupils, who require an SEN support plan, will be invited to SEN Support Plan review meetings at least three times a year. Within each SEN support Plan, suggestions of how parents can support their child to achieve targets at home will be included.

For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, CAMHS in order to discuss and plan additional support for your child.

For some pupils with SEN, parents will be invited to an annual review meeting, e.g. pupils with an Educational Health and Care Plan, to discuss their child's progress with all professionals involved.

### How do we consult with children who have special educational needs and involve them in their education?

Children will participate in all decision making processes, target setting and contribute to reviewing their SEN support plans by having their views captured. Children will also contribute to an one page profile to share their successes and difficulties. As a result, children will feel confident that they are being listened to and their views valued. Where appropriate, pupils with Educational Health and Care Plans will be given the opportunity to attend review meetings.

### How are SEND pupils taught?

For the majority of time, SEND pupils will be taught within classrooms alongside pupils who do not have SEND. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one to one to work on the targets specified on their SEN support plans.

The school provides:

**Targeted intervention groups for SEN children**

**1:1 support (if appropriate) for children with Educational, Health and care Plans**

**Small group work within class**

**Small group work and 1:1 support for emotional needs**

**Learning mentors and Thrive practitioners**

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting appropriate learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils will have Individual Support Plans which will be created by the class teacher, parents and SENCO outlining the child's specific needs. Individual Support Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met.

How do we provide additional support if your child has social and communication needs?

---

On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or via withdrawal in small groups or one-to-one to work on the targets specified on their SEN Support Plans.

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

Other support includes:

**Referrals to outside agencies are made when it is felt necessary.**

**Children have the opportunity to work with the schools Learning Mentors**

**Targeted intervention groups for SEN children**

**1:1 support for children with an Educational Health and Care Plan**

**Small group work within the class**

**Small group work to address emotional needs with the Learning Mentors**

**1:1 support for children to address emotional needs with the Learning Mentors**

How do we provide additional support if your child has physical, sensory and/or medical needs?

A minority of pupils may need access to specialist equipment and different approaches to learning, in order to access the National Curriculum. We will consult with specialist agencies to ensure that appropriate equipment and appropriate challenge is in place to allow the children to succeed. If your child has a medical need, we ensure that relevant staff are trained in supporting the needs of the child, and also that all staff are made aware of needs and how to access help and support. Support for the children may include :

**Targeted intervention groups for SEN children**

**1:1 support for statemented children eg physiotherapy exercises**

**Small group work within the class (with appropriate modifications to equipment / work sheets/ books etc)**

**Small group work to address emotional needs with the Learning Mentor**

### **Intervention and support from specialised agencies**

#### What are the expertise and training of staff to support children and young people with SEN?

The SENCO regularly liaises with a range of external specialists in order to support pupils with SEN within school.

These include:

**Educational Psychologist**  
**Speech Therapist**  
**Occupational Therapist**  
**ASCETs Team**  
**Physiotherapists**  
**Hearing Impairment Team**  
**Visual Impairment Team**

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities have been provided which include:

**Skills sharing and the demonstration of teaching techniques and strategies organised within the school.**  
**Professional development sessions and one-off sessions on relevant subjects provided by: Staff from other agencies or support services (eg ASCETs Team, CAHMS)**  
**Senior Leaders from within school**  
**Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO**

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

Delta Pheasant Bank Academy is a fully inclusive school and it is something that we are exceptionally proud of. We endeavour, wherever possible, to include SEN pupils in all aspects of our school. Pupils identified with SEN may receive additional support either in class or withdrawn in small

---

groups or one-to-one to work on the targets specified on their SEN Support Plans.

Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits.

### How do we provide help to support your child's emotional health and wellbeing?

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

**Meet and Greet time support with one of our Learning Mentors to ensure a settled start to the morning.**

**Interventions such as 'Circle of Friends' and 'Theraplay' will be used in order to support pupils with SEN to develop their social skills.**

**For some SEN pupils, a support team of designated adults (Safe Team) is identified for pupils with SEN needs to talk or share their concerns and to support at times of anxiety.**

**Anti-Bullying Policy.**

**Two members of staff have accessed THRIVE training and work with identified children on a weekly basis**

**Targeted nurture group intervention groups for children struggling with SEMH.**

**Small group work within the class**

**Small group work to address emotional needs with the Learning Mentor**

**Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances eg bereavement**

### How do we work with other agencies in meeting the needs of children with SEND?

Specialist expertise are sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEN team

- LA ASD team
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – Bentley PLC
- CAMHS

### Delta Pheasant Bank Academy's contribution to the local offer

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

.

### Doncaster's Local Offer

Information for Childcare and Family services

[Read more...](#)

---

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