

## **SEN Information Report**

### **Brief description of the school**

Pheasant Bank Academy is part of the Delta Trust Academy chain. We are a three form entry junior academy (7-11) and our current number on roll is 336.

At Pheasant Bank Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected. We aim to develop independence, individuality and the confidence to take risks through challenging learning opportunities. Access to inspiring and motivating learning experiences ensures that all are able to flourish and achieve their potential. Our school aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all. In an ever-changing world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

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

Summative assessment takes place half-termly within the classroom for all children in school. Summative assessment tools can provide specific targets for children to develop. On-going formative assessment is also used to identify specific targets and next steps. The following documents are used to support identification of SEN need:

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

### **How we involve parents and 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 SEN pupils will be kept informed at each stage of the process. At Pheasant Bank we use the Delta Academy model of Assess, Plan, Do, Review to support children's learning.

Parents are encouraged to approach school to share any concerns regarding their child, and/ or class teachers may invite parents to an initial consultation meeting to discuss any concerns from the schools point of view. A joint plan will be drawn up and agreed by both parents and school of what support may be required. Suggestions of how parents can support their child to achieve targets at home will

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also be included and where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child. This is referred to as the Stage 1 plan. After an agreed period of time (usually half a term) the plan is reviewed at a second meeting with parents.

Following this meeting, it will be decided whether the need has been met and no other action is required, or if further support is deemed necessary. If further support is required, children will move to a Stage 2 plan, where once again parents will be consulted to contribute to the targets and support. There will be a minimum of 3 meetings per year for children at Stage 2.

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 their child.

Pupils with an Education Health and Care Plan are placed on a Stage 3 plan and parents will be invited to termly meetings (as with Stage 2) but also an Annual Review to discuss their child's progress with all professionals involved.

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

Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. The children will also contribute to a One Page Profile to share their successes and difficulties. As a result, children feel confident that they are being listened to and that their views are valued.

Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend review meetings.

### **How we match the curriculum, teaching and learning approaches if your child has 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, outside agencies and the 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 we provide additional support if your child has learning 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 withdrawn in small groups or one-to-one to work on the targets specified on their SEN Support Plans.

The school also provides:

Targeted intervention groups for SEN children

1:1 support if deemed appropriate

Small group work within the class

Small group work and 1:1 support to address emotional needs with the Learning Mentors

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

1. Educational Psychologist

2. Speech Therapist

3. Occupational Therapist

4. ASCETs Team

5. Outreach Support from local schools with pupil learning centres or Special Schools eg Behaviour Outreach Support Service, Stonehill Special School

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.

### **How we provide further support for children with learning needs if remote learning is required**

When a child is unable to attend school due to isolation, remote learning is provided through use of the learning platform Seesaw. Appropriate learning is set based on the individual child's needs, linked to the graduated approach, which is then marked with further work being set, based on the assessment completed by the teacher. In addition, regular safe and well calls are made to the parent in order to check on the wellbeing of the family and to check on whether any further support is required.

### **How we provide additional support if your child has social and communication needs**

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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
- 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 EHCP in place
- 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 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 children with an EHCP in place 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 eg Occupational therapy

### **How we provide help to support your child's emotional health and well being**

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

1. Meet and greet time with our Learning Mentors our Teaching Assistants to ensure a settled start to the morning.
2. Interventions such as 'Circle of Friends' and 'Theraplay' will be used in order to support pupils with SEN to develop their social skills.

3. 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.
4. Anti-Bullying Policy.
5. 2 members of staff have accessed THRIVE training and work with identified children on a weekly basis.
6. 5 members of staff have accessed Youth Mental Health First Aid training.
7. The SENCo has access Mental Health Lead training.
8. Targeted nurture group intervention groups for children struggling with SEMH
9. 1:1 support for children in crisis and / or children with EHCP.
10. Small group work within the class.
11. Small group work to address emotional needs with the Learning Mentor.
12. 1:1 support for children to address emotional needs with the Learning Mentor.
13. Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances eg bereavement.
14. All staff have accessed trauma informed training to understand how brain development and behaviour links to trauma that a child has experienced. Trauma informed practice is used within school and strategies which link to this, including use of particular sentence stems as part of being an emotionally available adult and the use of the PACE approach, developed by Dr Dan Hughes.

### **How we promote developing independence**

On the whole, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. Pupils 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 will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

### **How we measure and review your child's progress against their targets and longer term outcomes**

Summative assessment also takes place half termly within the classroom for all children in school, which can help to provide specific targets for children to develop.

On-going formative assessment is used to inform next steps for children. Marking and feedback allow teachers to identify specific targets.

PIVATs assessments in Reading, Writing and Number is used to measure small step progress of SEN children.

Thrive Approach assessment is used to monitor the progress of the children receiving Thrive support.

RAG meetings are held each half term and interventions/ strategies/ support needs reviewed to ensure good progress for our SEN children.

Boxall assessment is used to measure SEMH progress.

Thrive approach assessment is used to monitor the progress of the children receiving SEMH support.

### **How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN**

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN children where necessary.
- Specific resources and strategies will be used to support children with SEN individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- Learning environments support learning.

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

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

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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:
  1. Staff from other agencies or support services (eg ASCETs Team, CAMHS)
  2. Senior Leaders from within school
  3. Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO

Additionally several members of staff have completed accredited training in order to support pupils with SEN within school:

- Designated staff have completed positive handling training in order to support pupils with behavioural difficulties.
- 2 members of staff are 'Thrive' practitioners
- 5 members of staff have accessed Youth Mental Health First Aid training.

Specialist expertise is 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 ASCETS 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 – Behaviour Outreach Support Service/ St Wilfrid's Academy
- CAMHS
- Virtual School for Looked After Children

### **How we prepare children to join our school**

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Transition arrangements are in place to ensure effective transition between each phase of education:

Pheasant Bank Academy begins transition to our school by inviting parents to attend an evening meeting to give information, also providing a tour around our school. Children are then invited to visit our school with their peers and current school staff on more than one occasion. A final full transition day is given, where the children will be with Pheasant Bank Academy staff and with their new class.

Annual transition meetings occur whereby the current class teacher will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupils' individual needs. Parents of children with SEN are invited to meetings with their child's new class teacher to discuss strategies and techniques that they find effective at home to support their children.

#### **How we admit pupils with a disability**

Pheasant Bank Academy does not see any disability as a barrier. We will endeavour to do our utmost to support all children, modifying both learning opportunities and the environment to ensure success for all pupils.

We will liaise closely with all stakeholders to ensure that any special requirements can be put in place prior to them beginning Pheasant Bank Academy. Transition visits will be arranged between current placement and Pheasant Bank Academy, with staff visiting the child in their setting to ensure transition is successful.

The Head of Academy, SENCO and/or class teacher will arrange meetings with parents and any professionals involved in the specific care of a child, to ensure that all needs can be met within school. Support plans and EHCP (if provided) will be reviewed and updated as appropriate, and guidance and support will be accessed by school from outreach services and health support, as and when required.

#### **How we prepare children to move on from our school**

Transition arrangements will be put in place to ensure effective transition between each phase of education:

Moving Schools - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.



Secondary School Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records, including SEN Support Plans will be passed on to secondary schools as soon as possible.

Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support. The SENCO from Pheasant Bank will also attend the first annual review meeting/ support plan meeting at secondary, if requested by school or parent.

In addition to these arrangements, additional visits are arranged by Pheasant Bank staff to ensure that our Y6 pupil's transitions are as effective as they can be. These include: - additional visits to the school at different times (eg lunch time, lesson time, home time), planning a route to and from school with the children and walking the route regularly, accompanying the children around the school and taking photographs of different places.

### **How we deploy our resources to meet the needs of children with SEND**

Pheasant Bank Academy pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of children with SEND.

Small group interventions support children with SEND.

Specialist expertise is also 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 – Behaviour Outreach Support Service
- CAMHS



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### **Contacts for more information**

Head of Academy: Mr Ryan Schofield

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Link to local offer: [www.doncaster.gov.uk/services/schools/local-offer-send](http://www.doncaster.gov.uk/services/schools/local-offer-send)

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