

# Special Educational Needs (SEN) Information Report

## Lakeside Primary Academy



|                     |               |                 |
|---------------------|---------------|-----------------|
| Approved by:        | James Bullock | Date: June 2025 |
| Last reviewed on:   | [June 2025]   |                 |
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website; <https://www.lakesidedoncaster.com/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Lakeside Primary Academy is an inclusive academy which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the SEN Code of Practice.

Our school provides for pupils with the following needs:

| AREA OF NEED                        | CONDITION                                                                  |
|-------------------------------------|----------------------------------------------------------------------------|
| Communication and interaction       | Autism spectrum disorder                                                   |
|                                     | Speech and language difficulties                                           |
| Cognition and learning              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                     | Moderate learning difficulties                                             |
|                                     | Severe learning difficulties                                               |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD)                              |
|                                     | Attention deficit disorder (ADD)                                           |
| Sensory and/or physical             | Hearing impairments                                                        |
|                                     | Visual impairment                                                          |
|                                     | Multi-sensory impairment                                                   |
|                                     | Physical impairment                                                        |

## 2. Which staff will support my child, and what training have they had?

### Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Sally Smith

They have eight year's experience in this role and have worked in teaching for over twenty years. They are a qualified teacher.

They achieved the National Award for Special Educational Needs Co-ordination in 2010, Post Graduate Certificate in Inclusion in 2011.

Further Training also includes; Supporting Children with ASD, Dyslexia Action Level 5 Developing Literacy Skills in Learners with Dyslexia, Licensed THRIVE Practitioner, Suicide Awareness Training, Safeguarding Level 3 Training, Mental Health First Aider Training, Building Underdeveloped Sensory Systems.

They are allocated four days a week to manage SEN provision.

## Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training over the past academic year includes;

- \* SEND New Code of Practice refresh – all staff
- \* Autism Awareness Training – All staff
- \* Safeguarding Level 1 training – All Staff
- \* Suicide Prevention Training – Two members of staff
- \* First aid – All Staff
- \* Lego Therapy – 6 staff
- \* Moving & Handling training – Selected staff
- \* Autism IDP – SENCO
- \* Precision Teaching – Selected staff
- \* BPVS – Selected staff
- \* Restorative Practice – All Staff
- \* Sensory Circuits/ Sensory Needs – Teaching Staff
- \* Whole school Mental Health and Wellbeing – All Staff
- \* Resilience Scale Training – Teaching Staff
- \* Local Authority Graduated Approach Training – All staff
- \* Attachment Aware Teaching – All Staff

## Teaching assistants (TAs)

We have a team of 14 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have several teaching assistants who are trained to deliver specific interventions such as Read, Write Inc 1:1 Tutoring, Forest School and Precision Teaching.

In the last academic year, all TAs have been trained in PACE approaches to support behaviour.

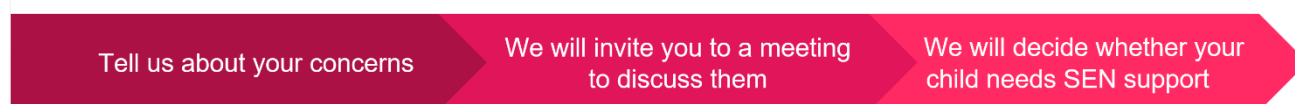
## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Behaviour Outreach Support Service (BOSS)
- School nurses
- Child and adolescent mental health services (CAMHS)

- With Me In Mind
- Education welfare officers
- Social services and other LA-provided support services

### 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

There are three Parent's evenings each year where you will be able to discuss any concerns. Your child's teacher will also be available at the end and start of the day to book an appointment to meet with them at another time, should you need to do so.

They will pass the message on to our SENCO, Sally Smith, who will be in touch to discuss your concerns.

You can also email the SENCO directly at;  
[Sally.smith@lakeside.doncaster.sch.uk](mailto:Sally.smith@lakeside.doncaster.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor work and data closely for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, math, and playground observation and monitoring.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

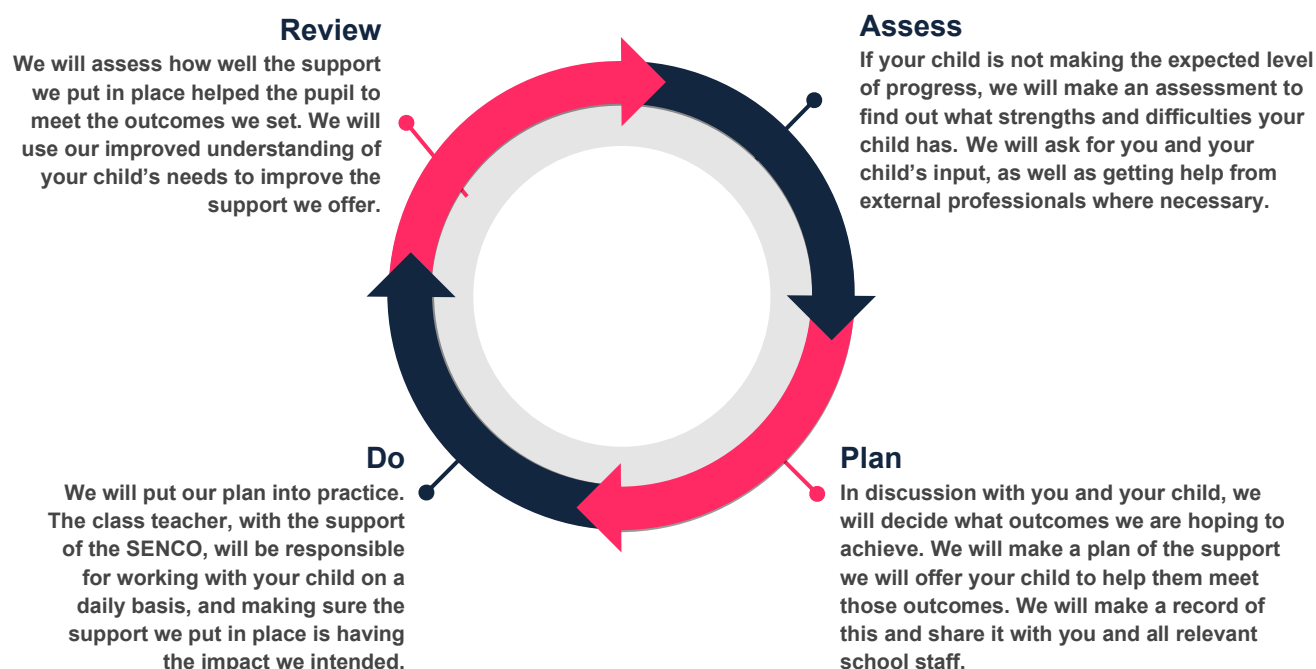
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision and your views will be sought and form part of this process.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow a 4-part cycle of **assess, plan, do, review**, to meet your child's needs.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you at least three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, or the SENCO directly.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and ability to explain their wishes and feelings. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

### Universal

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning, wellbeing, social skills and emotional regulation. Groups include Forest School sessions for all and the Lakeside ZEST curriculum, focusing on social, emotional learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided. This may be verbal or written.
- Opportunities will be provided to build strong and positive relationships with adults and peers.



- Opportunities will be provided to build on speech and language skills through modelling and use of visual supports in the classroom, such as now/ next and task boards.
- The learning environment aids wellbeing, through a Restorative Practice approach through the school.

### Universal Plus

- Whole class teaching and learning will be personalised to meet the social emotional and academic needs of individual children.
- Small group interventions will be offered where needed. These may include social skills groups, lunch clubs, Read Write Inc. groups or Maths/ English pre-teach sessions.
- Pre-teach and over learning groups will be provided
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

### Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is reviewed every term with parents present.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided, with 1:1 support where deemed appropriate.
- 

### Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

We have an Accessibility Plan which details how we support pupils with disabilities to access our school building and grounds. If you would like to read this plan please follow the link;

<https://www.lakesidedoncaster.com/page/send-and-inclusion/71606>

| AREA OF NEED                         | CONDITION                        | HOW WE SUPPORT THESE PUPILS                                                                                                                                                                |
|--------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b> | Autism spectrum disorder         | <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Social stories</li> <li>• Key Adult Support</li> <li>• Adaptions to environment through sensory profiles.</li> </ul> |
|                                      | Speech and language difficulties | <ul style="list-style-type: none"> <li>• Speech and language therapy</li> <li>• Communication In Print used across all classes.</li> </ul>                                                 |
| <b>Cognition and</b>                 | Specific learning difficulties,  | <ul style="list-style-type: none"> <li>• Writing slope</li> </ul>                                                                                                                          |

|                                            |                                                           |                                                                                                                     |
|--------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>learning</b>                            | including dyslexia, dyspraxia and dyscalculia             | <ul style="list-style-type: none"> <li>• Lakeside Lesson Structure – repeated format for each lesson.</li> </ul>    |
|                                            | Moderate learning difficulties                            |                                                                                                                     |
|                                            | Severe learning difficulties                              |                                                                                                                     |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                 | <ul style="list-style-type: none"> <li>• Quiet workstation</li> <li>• Classroom adaptations EG seating.</li> </ul>  |
|                                            | Adverse childhood experiences and/or mental health issues | <ul style="list-style-type: none"> <li>• Nurture groups</li> </ul>                                                  |
| <b>Sensory and/or physical</b>             | Hearing impairment                                        | <ul style="list-style-type: none"> <li>• Environment check – classrooms</li> <li>• Support from HI Team.</li> </ul> |
|                                            | Visual impairment                                         | <ul style="list-style-type: none"> <li>• Low- arousal displays.</li> <li>• Increased print-sized.</li> </ul>        |
|                                            | Multi-sensory impairment                                  |                                                                                                                     |
|                                            | Physical impairment                                       |                                                                                                                     |

These interventions are part of our contribution to DMBC Local Offer, which can be found here; <https://www.doncaster.gov.uk/services/schools/local-offer-send>

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Tracking data through regular assessment
- Speaking to the child and parents to discuss wishes and feelings
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through an EHC application, High Needs Funding Request or Early Intervention Allowance Request.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips which are offered, this will differ for each year group dependent on their topics.

All pupils are encouraged to take part in special events and activities in school such as sports days and plays. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Please see our admissions policy for more details;

<https://www.roselearning.co.uk/page/trust-policies/139426>

## **13. How does the school support pupils with disabilities?**

The school provides a totally inclusive environment. Buildings are fully wheelchair accessible and all changing and toilet facilities are designed for children with disabilities. A total communication environment is provided including the use of communication boards and a variety of technology.

The curriculum and resources are designed for learners with a wide range of cognitive and physical needs. Further information can be found here in the school's Accessibility Report;

[https://www.lakesidedoncaster.com/serve\\_file/19446366](https://www.lakesidedoncaster.com/serve_file/19446366)

## **14. How will the school support my child's mental health and emotional and social development?**

### **Universal**

- Teachers deliver PSHE lessons adapted to meet the class needs.
- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Opportunities are built into the curriculum to create positive relationships with staff and peers.
- Specific intervention is offered to address the gaps in wellbeing, social skills and emotional regulation.

- School Council gather views of their class and share these with the Senior Leadership Team.

### Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed modelling emotional regulation and social skills.
- Short term interventions are offered such as; Socially Speaking, Yoga, Lunch Clubs
- Family support is provided by the school Family Support Worker, an Early Help Assessment will be offered.
- 1:1 pastoral support is provided
- We adopt a whole school relational approach.

### Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Behaviour Outreach Support Service or CAMHS may be sought
- 1:1 time with a trusted adult will be provided.
- A balanced and personalised curriculum will be provided.
- Family support is provided by the school Family Liaison Manager or Pastoral Support Assistant, an Early Help Assessment will be offered.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Ensure parents are able to meet the new teacher in advance to discuss any concerns and share information about their child.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

- Visiting the new setting with a key adult
- Travel Training – where appropriate.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

James Bullock will work with, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO – Sally Smith, in the first instance. They will then be referred to the school's complaints policy.

<https://www.roselearning.co.uk/page/trust-policies/139426>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.doncaster.gov.uk/services/schools/sendias>

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Doncaster SEND local offer. <https://www.doncaster.gov.uk/services/schools/local-offer-send>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.doncaster.gov.uk/services/schools/sendias>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › <https://www.doncaster.gov.uk/services/schools/sendias>
- ›

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages