

Scawsby Saltersgate Infant School

Date of Report January 2026

SEND INFORMATION REPORT

Details/links for accessing the school/setting's SEND Policy and Accessibility Plan

Both documents are listed in the school's **SEND** and **Policies** sections:

- SEND page: <https://www.saltersgate-inf.doncaster.sch.uk/send/>
- Policies page: <https://www.saltersgate-inf.doncaster.sch.uk/policies/>

These links show where the school publishes its statutory information and how parents and professionals can access it.

The name and contact details of the SENDCO and information explaining the process in place for how parents and carers can raise their concerns

Our school SENDCo is Miss Nicola McCue

You can contact the SENDCo on 01302 784429

senco@saltersgate-inf.doncaster.sch.uk

If you do have concerns regarding your child's development or progress the initial contact should be with the class teacher to arrange an initial meeting. This can be arranged by contacting the school office on 01302 784429 or by email admin@saltersgate-inf.doncaster.sch.uk

The kinds of special educational needs and disabilities that are provided for

At Saltersgate Infant School we have experienced several types of Special Educational Need and disability including:

- Autism Spectrum Disorder
- Speech, Language and Communication Needs
- Physical disability
- Cognition and learning difficulties
- SPLD (Specific Learning Difference, Downs Syndrome)
- Social, Emotional and Mental Health (such as anxiety, attachment disorder, behaviour)
- Hearing Impairment (HI)
- Visual Impairment (VI)

➤ Sensory Needs

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)

Saltersgate Infant School is a mainstream School, which strives to provide the best learning opportunities for all our children. Our children are at the heart of all that Saltersgate has to offer. We aim to create a learning environment which encourages all children to do the best they can. Our ethos reflects our inclusive community. Our aim is to provide high quality, flexible, accessible, inclusive and specialist education opportunities to meet the needs of all, reflects our inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. We constantly strive to update and develop our provision to meet the diverse needs of the children in our care.

The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, assessment, outside agency involvement and parental concerns. The progress made by all pupils is regularly monitored and reviewed in order to highlight children in need of additional support. We follow the Doncaster Graduated Approach to both identify and support children with SEND.

Our Special Educational Needs Policy contains more information about how we assess and identify children with SEND.

This policy along with our Safeguarding, Intimate Care Policy, Positive Handling Policy, Inclusion Policy and other policies which support all children including those with additional needs and disability can be found on our website

<https://www.saltersgate-inf.doncaster.sch.uk> think click link key information and follow policies and SEND

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

At Saltersgate we value we value the role of parents in supporting our children with SEND and work together as a team to ensure appropriate provision is made in order to meet the needs of the child Parental consultation and involvement in Special Educational Needs and Disabilities (SEND) education are vital because they directly improve pupil outcomes, wellbeing, and attendance by creating a collaborative, informed, and trusting partnership. Parents are experts on their child's needs, offering crucial insights that enhance support strategies and ensure personalised, effective care. Ways in which ensure this:

Working as a Team

- Staff and parents/carers work together to agree on shared outcomes for each child.
- Teachers discuss any concerns with parents, and parents are encouraged to share their observations or worries in return.

Accessible Support and Communication

- Parents can make an appointment with the class teacher, the SENDCO, Family Support Worker or the Head Teacher to discuss their child's needs at any time.

- The SENDCO explains the process and implications of placing a child on the SEND register, ensuring parents fully understand what this means.

Review Meetings and SEND Support Plans

- Termly review meetings give parents the opportunity to share their views on their child's progress, which are recorded on their child's SEND Support Plan.
- Suggestions for home support are always specific, clear, and achievable, ensuring parents know exactly how they can help.
- After meetings, updated SEND Support Plans and review documents are sent home to parents.

Ongoing Communication

- Regular, open communication between school and home ensures that any concerns are identified early and acted upon promptly.
- Parents are encouraged to engage in school surveys, meetings, and training linked to new initiatives, ensuring their voices are heard and valued.

Parent Support Opportunities

- The school hosts coffee mornings/welcome meetings/workshops where parents can meet informally with the SENDCO, Family Support Worker, and other outside agencies. These sessions provide a relaxed environment for questions, support, and guidance.



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

We place the child at the heart of every support plan and where possible involve the children in their plans. Even though children are very young or unable to verbalize their thoughts, we ensure their voice is central by carefully observing their behaviour, interests, preferences, and emotional responses. As practitioners, we actively listen through both verbal and non-verbal cues, using these observations to understand what matters to them. We record this information on their One-Page Profile, capturing their unique needs, strengths, and ways they communicate. This ensures that their perspectives shape the planning process and that all support is genuinely child-centred.



Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

We use a continuous, child-centred approach to assess and review each child's progress toward their agreed outcomes. Assessment is an ongoing process that includes regular

observations, planned assessments, and reflective discussions among the key person, SENCo, and wider team.

Progress is reviewed at set interval such as termly reviews, one-page profile updates, and structured meetings, ensuring that support remains relevant and responsive to the child's needs.

Parents are key partners in this process, and we offer a range of opportunities for them to be actively involved. This includes daily communication, parent-practitioner meetings, review sessions, and shared tools such as learning journals and one-page profiles. Parents are encouraged to contribute their insights, celebrate achievements, and discuss any concerns, ensuring a truly collaborative approach.

Children and young people are also involved in the assessment and review process at a level appropriate to their age and stage of development. Even when children are very young or unable to express themselves verbally, we gather their views through careful observation, play-based interactions, and monitoring of their emotional responses. Their preferences, interests, and emerging voice are captured and used to shape their outcomes and next steps. All findings are recorded and used to inform updates to their support plan and one page profile.

We recognise the importance of identifying any emerging needs as early as possible. To support this, staff participate in continuous professional development (CPD) focused on early identification of SEND, high-quality observation, and understanding developmental milestones. Training also covers creating and maintaining an inclusive classroom environment, using appropriate resources, and adapting provision so that all children can access learning successfully. This ensures that staff are confident and equipped to notice changes quickly, respond appropriately, and implement effective strategies within the setting.

All children have access to join all activities both in and out of school (including after school clubs, trips and residential) regardless of need/disability.

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

We have a comprehensive transition programme in place to ensure that all children feel safe, confident and supported when joining our school or moving between year groups.

Starting School (Nursery and Reception)

- All parents of children starting school are invited to attend welcome meetings.
- We offer taster sessions prior to children joining Nursery and Reception, giving them the chance to explore the environment and meet staff.
- Every child new to our school receives a home visit, regardless of need.

- Where possible, our staff also visit children in their current Nursery settings. This is prioritised for children identified as having SEND needs to support a smooth and informed transition.
- We also have a playgroup where children (0-3) can attend weekly and become familiar the school and build relationships with staff.

Transition Within School

- Children moving up year groups spend a number of days in their new class to become familiar with their new environment and teacher.
- A transition booklet is provided for all children to help them adjust and understand what to expect in their next year group.
- Conversation and transition meetings between teacher

Transition to Other Schools and Year 2 to Year 3

- For children moving to other schools, and particularly for our Year 2 pupils transitioning to Year 3, we work closely with the Junior School.
- This includes joint visits, welcome meetings, and transition booklets to ensure continuity and reduce anxiety.

SEND Transitions

For children with SEND, we work closely with parents and all professionals involved to gather as much information as possible to support a smooth transition. Where needed, we offer additional visits to our school, and our staff may visit the child's current setting to ensure we fully understand their needs and can plan appropriate support.

Approach to teaching children and young people with SEND

Staff identify children who have additional needs or need additional support, through discussion, assessments and observations as well quality first teaching. If further support is required then a referral to the SENDCO is made. As a school we use the Graduated approach;

Universal support-

Quality first teaching for all learners with recognition that some learners may require very time-limiting support in addition to inclusive quality first teaching in order to secure effective learning and increase their rate of progress.

Universal Plus Support

Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to inclusive quality first teaching in order to secure effective learning and increase their rate of progress.

Targeted Support

Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes in addition to inclusive quality first teaching to accelerate and maximise progress and close performance gaps.

Specialised Support

Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure learning and increase the rate of progress.

Children with learning needs will be supported through the use of evidence based interventions in either small groups or on a 1:1 basis. If assessments show that with this support the child still isn't making expected progress, then external advice will be sought. We work very closely with our Educational Psychologist to ensure that provision matches needs.

Our Educational Psychologist supports staff by attending SEN support plan reviews and annual reviews (where necessary) and provides CPD for our staff. Some of this includes:

Specialist teaching advice may be requested where we do not have the necessary in-house expertise – for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.

Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and statement/EHCP reviews.

Teachers of children with hearing and visual impairment support the school to improve provision.

We also liaise frequently with a number of other outside agencies:

- Educational Psychology Service
- ASCETS Team- Autism
- Social services
- Educational Welfare Service
- School Nurse
- Health Visitors
- Occupational Therapist
- Physiotherapist
- Parent Partnership/Early Help
- Behaviour Support Teams
- Speech and Language therapists
- Visual Impairment Team
- Hearing Impairment

Parents are informed if any outside agency is involved. School will work with parents to create two Assess, Plan, Do, Review cycles. We will then contact the children's neurodevelopment pathway. This pathway is the route for Doncaster's children and young people to get assessed for autism, ADHS, and non-global development delay. Two cycles of support plans/early help minutes must be in place before a referral

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

We aim to be fully inclusive and to give every pupil the opportunity to achieve to their maximum potential by providing a broad and balanced curriculum, a flexible and differentiated programme and success in learning.

When planning, staff provide opportunities for all pupils to achieve their full potential regardless of ability, gender, disability, social and cultural backgrounds and ethnic groups.

Recognition is given to the fact that pupils learn at different rates and there are many factors which affect achievement, such as ability, emotional state, age and maturity. We know that at some time in their school career many pupils will experience difficulties which will affect their learning and these may be long or short term. We aim to identify these needs as they arise and provide the necessary teaching, learning and support to enable every child to achieve to their potential.

The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, assessment, outside agency involvement and parental concerns. The progress made by all pupils is regularly monitored and reviewed in order to highlight children in need of additional support.

Our Special Educational Needs Policy contains more information about how we assess and identify children with SEND.

We provide sensory resources and have sensory areas in school to support children with their sensory needs, including Forest school and outdoor provision.

This can be found on the school website along with our Accessibility Policy and plan.

<https://www.saltersgate-inf.doncaster.sch.uk> think click link key information and follow policies and SEND

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

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

School staff have received training from the ASCETS team to ensure that they can provide the necessary support for children with social and communication needs. Staff from the ASCETS team are involved in: supporting teachers to plan effectively; attending annual review meetings, and attending SEN support plan meetings where needed.

Speech and language therapists also work in school to support children where this is indicated on their EHCP or where a referral has been made. They contribute towards SEN support plans targets and reviews where necessary. Any targets set by speech and language are worked on in the classroom. We have a Communication Champion in school who has regular training and supports staff with speech and language needs.

We also work closely with Early Years Inclusion Team to ensure staff can provide the best, high quality support and provision for our youngest children.

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

In accordance with the code of Practice and the guidance from the statutory document 'Supporting pupils with medical conditions in schools' all pupils with medical conditions will have a medical care plan written in partnerships with parents and teachers that ensures that all staff are aware of their needs.

We work in partnership with physiotherapists and occupational therapists to ensure that our environment supports children with physical or sensory needs. We have sensory spaces throughout school both indoors and outdoors, including Forest School.

We work in partnership with the Hearing Impairment to support our children who have hearing loss to ensure that our environment and resources meet their needs.



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

As with all areas of SEND provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEND are receiving the best support and provision that they can. Class teachers hold the main responsibility for ensuring that the provision for their children is accurate and allows them to access all areas of school life and make progress. Teachers ensure this through rigorous monitoring of progress against targets and goals, both academic and social and emotional. Teachers use SEN support plan outcomes, tracking systems and assessment for learning to monitor the effectiveness of the provision made.

Senior leaders in school evaluate the effectiveness of provision in a number of ways Termly pupil progress meetings held with individual class teachers

- Termly inclusion meetings between class teachers and the SENDCO to assess, plan, and review provision made
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans

- Pupil Voice and Parent Voice

How children and young people with SEND are enabled to engage in activities available with children and young people in the school/setting who do not have SEND

At our school, we are committed to being fully inclusive. We believe that every child, regardless of need, ability, or background has the right to access a broad, balanced, and enriching school experience. We ensure that pupils with SEND are able to participate in all activities available to pupils without SEND.

Inclusive Practice Across the School Day

We make carefully considered adaptations so that all pupils can participate meaningfully and safely in every aspect of school life. These adaptations may include:

- Additional adult support
- Adjusted teaching approaches
- Personalised resources or visual aids
- Modified tasks or expectations
- Sensory breaks or alternative spaces
- Risk assessments that prioritise access and inclusion

We plan proactively so that barriers to participation are removed wherever possible, rather than placing the responsibility on the child to fit into an activity that is not accessible to them.

Access to Wider School Opportunities

Children with SEND are actively encouraged and supported to take part in the full range of wider opportunities, including:

After-School Clubs

We ensure that after-school clubs are accessible by making reasonable adjustments such as extra adult support, differentiated activities, and adapted equipment. Staff are trained to understand individual needs.

Wrap-Around Care (Before and After School)

Our wrap-around care provision is fully inclusive. Staff receive information about children's needs and strategies to support them so they can participate confidently and safely.

Enrichment Opportunities

Children with SEND take part in all enrichment activities, curriculum theme days, workshops, visiting speakers, sporting events, and performances. Adjustments are planned in advance so that every child can be fully involved.

Forest School

Our Forest School programme is designed so that children of all abilities can participate. Adaptations may include visual schedules, clear routines, simplified tasks, or additional adult support. Activities are structured to ensure equal access to outdoor learning.

Educational Visits and Trips

We believe that educational visits should be available to all children. We carry out thorough, inclusive risk assessments to plan appropriate adjustments, including:

- Extra staffing
- Adapted transport
- Alternative equipment
- Pre-visit familiarisation for children who need it

Decisions are made based on *how* the child can be included, not whether they can be included.

Residential Visits

Where a residential visit is offered, we work closely with parents, carers, and external professionals to ensure that children with SEND can participate. This may involve:

- Additional transition visits
- Personalised timetables
- Specialist equipment
- Adjusted sleeping arrangements
- Social stories and visual guides

Our aim is to ensure that every child has the opportunity to experience residential learning and independence.

Working with Parents and Agencies

We recognise that parents and carers are experts in their child's needs. For children with SEND, we work in partnership with families and external agencies to gather detailed information about how best to support engagement in all activities.

This includes:

- Sharing strategies with staff leading activities
- Providing training where necessary

- Ensuring communication methods meet the child's needs
- Reviewing adjustments regularly

Families are involved in planning early so that reasonable adjustments can be put in place smoothly.

Our Commitment

Our ethos is that **every child belongs in every part of school life**. We do not operate separate activities; instead, we adapt our provision to ensure all children can thrive socially, emotionally, and academically alongside their peers.

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 SEND and measures to prevent bullying

We provide a supportive, caring environment where children feel safe and know they can speak to trusted adults about any worries or problems. Our approach includes a range of pastoral support systems designed to meet the emotional and social needs of pupils with SEND.

Listening to the Views of Children and Young People

- Children are encouraged to share their feelings and experiences with staff through regular check-ins, circle times, and opportunities to speak to adults throughout the day.
- Pastoral staff, including the Family Support Worker and SENCo, work closely with pupils to understand their individual SEMH needs using the *Motional* programme and *Hamish & Motional* assessments.

Preventing Bullying

- We promote a culture of kindness through:
 - NSPCC assemblies tailored to infant-age pupils.
 - Anti-Bullying Week activities and whole-school participation.
 - A clear Behaviour Policy with a focus on restorative practice to help children understand their actions and repair relationships.

SEMH Support and Interventions

- The Family Support Worker and SENCo collaborate to identify specific SEMH needs using the *Motional* programme, enabling targeted interventions.
- We work closely with families to promote consistent SEMH support both at school and at home.
- Staff use the Zones of Regulation within classrooms, offering safe spaces and tools (e.g., *worry monsters*) to help children express and manage their emotions.
- Play therapy activities are used to support pupils who benefit from therapeutic, child-led emotional development.

Working With External Agencies

- We work in partnership with external professionals, such as Behaviour Outreach Services, to ensure children receive specialist SEMH support when needed.

How the school/setting involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Our school works closely with a range of external agencies to ensure that children and young people with SEND receive comprehensive and coordinated support. We regularly collaborate with health professionals, including Speech and Language Therapists (SaLT), Educational Psychologists,, Physiotherapy Occupational Therapists, CAMHS, paediatricians, and school nursing teams/health visitors. These professionals contribute assessments, specialist advice, intervention plans, and training for staff to help meet pupils' needs effectively.

We also work with local authority support services, such as the SEND advisory team, sensory support (hearing and vision teams), ASCETS, behaviour support services, Early Help, the virtual school for children looked after, and educational welfare officers. These services provide guidance, specialist assessments, targeted programmes, and coordinated multi-agency meetings to support both pupils and their families.

In addition, we engage with community sector organisations, such as SENDAIS offering SEND support, parent support groups. These organisations provide additional resources, family workshops, respite opportunities, advocacy, and emotional support. In our newsletter, we highlight the support available across the Doncaster community for families with children who have SEND.

To ensure a cohesive approach, the school arranges multi-agency meetings, contributes to EHCP assessments and reviews, and maintains regular communication with parents and professionals. Parents are kept at the centre of the process, and consent is always sought before involving external agencies. This collaborative approach ensures that provision is tailored, holistic, and responsive to each child's needs.

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school/setting

Concerned parents or carers should consult the class teacher to try and resolve the issue. If the problem hasn't been resolved satisfactorily then a meeting can be arranged with the SENDCO, Miss McCue (see contact details) or the Head teacher (Mrs Emma Anderson). The SEND Governor is Mrs Jodie Fisher and the chair of governors is Mr Alan Mosley.

Details/link of where the Local Authority's Local Offer is published

Website

<https://www.saltersgate-inf.doncaster.sch.uk>

Link to SEND policy and SEN information links (including parent handbook and local offer

<https://www.saltersgate-inf.doncaster.sch.uk/send>

Doncaster Local Offer

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