



Carcroft School

**SEN Information Report
2025-26**

1. Introduction and Legal Framework

All schools have a duty to publish information on their websites about the implementation of their policy for children with Special Educational Needs and Disabilities (SEND). Within this information report, you will find information about the provision that we are proud to offer at Carcroft School in order to support our children with SEND.

Legal Information

- **The SEND Code of Practice**
[Special educational needs and disability code of practice: 0 to 25 years](#)
- **Equality Act**
[Equality Act 2010: guidance - GOV.UK](#)
- **The Children and Families Act**
[The Young Person's Guide to the Children and Families Act 2014](#)

2. The kinds of Special Educational Need and Disabilities that are provided for in school

A child has a Special Educational Need if they have a learning difficulty or disability that we need to make special provision for. This provision is 'additional to or different from' the provision that is generally provided for the majority of other children of the same age. This provision also goes beyond differentiated, high quality teaching.

There are four broad categories of SEND outlined in the Government's SEND Code of Practice:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties

3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Attachment disorder;

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Many children have difficulties that fit clearly into one of these areas, whereas other children have needs that span two or more areas of need. For some children, the precise nature of their need may not be initially clear or evident.

At Carcroft School, we welcome children with all of the above types of SEND who have applied for a place via our normal admission process and we aim to support all of these children with their learning journeys

If a child has more complex needs, we consider admissions on a case by case basis, through an Education Health and Care plan consultation. Please contact the school SENDCo if you would like more information regarding this.

3. The name and contact details of the Special Educational Needs Coordinator (SENDCO) and additional contacts

Carcroft School Contact Information

The Inclusion Leader and SENDCO at Carcroft School is: Gemma Whitehead (QTS and NASENCO)

The Deputy Inclusion Leader at Carcroft School is: Alyssia Bond (QTS)

They are contactable via telephone on: 01302 722353

Or via email at: admin@carcroftschoo.co.uk

The Role of the SEND Team at Carcroft School

The SEND Team are responsible for ensuring that the needs of children with SEND are met.

The SEND Team:

- Oversee the day-to-day operation of the school's SEND policy
- Work with other settings and schools to successfully transition children with SEND into and out of the school.
- Support school staff to identify children with special educational needs.
- Coordinate the provision for children with SEND and ensure that adjustments and adaptations are made when required or where appropriate
- Identify the training needs of school staff and coordinate training sessions so that school staff are equipped with the necessary knowledge and skills to meet the needs of learners with SEND
- Ensure that the parents / carers of children with SEND are informed about their child's provision and progress
- Are the key contacts for external SEND support services and liaise with other providers, outside agencies and specialist professionals to ensure that children with SEND are well supported
- Ensure that the school keeps records of all pupils with SEND

The Role of Teachers of SEND Pupils at Carcroft School

'Every teacher is a teacher of SEND' and at Carcroft School, all teachers are responsible for the teaching, learning and assessment of every child in their class.

Class Teachers:

- Work alongside support staff and members of staff within their phase to plan support for children with SEND. This may include making reasonable adjustments, using additional resources or making adaptations to lessons so that they are accessible for all children.
- Review all children's progress regularly and plan for their next steps
- Liaise and meet with the parents of children with SEND to discuss their children's provision and progress
- Follow advice from the school SEND Team and external support services or professionals.

Local Authority Contact Information

Contacts within Doncaster Local Authority can be found on the Local Office Website at:

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

SENDIAS Contact Information

SENDIAS also provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. They can be contacted by:

Telephone: 01302 736920

Email: sendias@doncaster.gov.uk

4. Policies for identifying children and young people with SEND and assessing their needs

There are a number of policies and strategies in place at Carcroft School which guide our provision for all pupils in school.

- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy

Identifying and Assessing Children with SEND

We assess all children at Carcroft School in a range of areas (e.g. reading, writing, maths, social skills,

communication and language skills), using a number of different assessment tools and through an ongoing, holistic process. Sometimes our assessment of a child might be quick and sometimes, SEND only becomes apparent when assessments have been carried out over a longer period of time.

When we assess a child, we consider if:

- The child is meeting developmental milestones
- The child is making less progress than their peers of the same age
- The child is making less progress than they have done historically
- The gap between the child and their peers of the same age, is not closing, despite them receiving extra support and help

We may also:

- Use specific assessment tools e.g. Wellcomm, GL Assessments, SDQs
- Ask outside agencies and external professionals to assess children and provide advice e.g. ASCETS, BOSS, Educational Psychology Service

Use of Doncaster's Needs Descriptors:

As part of the identification process, we also use the Doncaster Needs Descriptors to help determine:

- The level of need a child has (Universal, Universal+, Targeted, Targeted+, Specialist)
- The type of need (Cognition & Learning; Communication & Interaction; SEMH; Physical & Sensory)
- The appropriate tier within the Graduated Approach
- What level of provision is ordinarily expected at each tier

This helps us to ensure consistency, clarity, and early identification of emerging needs and patterns of difficulty.

Slow progress and low attainment does not automatically mean that a child is recorded as having Special Educational Needs and class teachers at Carcroft School often address progress issues via adjustments and adaptations to the core offer.

When identifying children with SEND, we also meet with parents / carers to ensure that we have all relevant background information about the child and the details of any previous support that they have received.

We will also consider a child's age (and if they are a summer born child), their attendance, their first language and their life experiences to date (e.g. family bereavements or exposure to Adverse Childhood Experiences) when considering if they may have a special educational need.

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

Parental involvement, engagement and support is vital to the success of all children and parent voice is used to help shape the support that children with SEND receive at Carcroft School.

Parental Engagement and Involvement at Carcroft School

At Carcroft School, we involve and inform all parents and carers by:

- Sharing school information regularly using a range of communication channels e.g. text messages, DOJO messages, ParentPay letters and school website blog posts
- Sending weekly newsletters summarising key school events and website blog posts
- Inviting parents into regular celebration events e.g. Learning Legend awards and whole phase Celebrations of Learning
- Inviting parents to participate in family learning sessions and charity events
- Inviting parents / carers to celebrate key national events e.g. Mothers / Fathers Day, with special breakfasts and lunches
- Holding bi-annual parents evenings / student-led conferences to update parents / carers on their child's character growth and academic achievement and progress
- Sharing useful advice and information about how parents can support their children at home

Additionally, we consult with, and involve parents / carers of children with SEND by:

- Meeting with parents to obtain key parental knowledge and a thorough understanding of a child's strengths and difficulties, as well as an overview of strategies that work well in the home and areas where further support or advice is required
- Holding termly SEND reviews alongside parents evenings / student led conferences so that a child's progress towards their outcomes can be discussed, next steps identified and long term goals / outcomes agreed
- Holding Annual Reviews of EHCPs
- Coordinating meetings with specialist professionals or external services
- Providing access to information workshops and parenting programmes via signposting or facilitation e.g. ASCETS information sessions, Solihull Parenting Programmes

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

Pupil voice is actively sought and pupil involvement readily encouraged at Carcroft School.

Consulting with, and involving children at Carcroft School

At Carcroft School, we consult with, and involve all children by*:

- Seeking children's views through daily crew discussions and questionnaires
- Meeting with School Council representatives regularly. They share the views, thoughts and opinions of their crew with school leaders and support with actioning any next steps identified in meetings.
- Supporting them to make pledges that they are accountable for
- Supporting them to formulate and review their own targets linked to their HOWLs (Habits of Work and Learning)

At Carcroft School, we consult with, and involve children with SEND by*:

- Obtaining their 'pupil voice' which is included on their One Page Profile, SEND Support Plan or EHCP
- Involving them in target setting and making them aware of their short and long term outcomes,

where appropriate

- Supporting them to reflect on their pledges, learning, progress and outcomes
- Inviting them to attend or contribute to their SEND termly reviews or Annual EHCP reviews alongside their parents / carers, when appropriate

**How we consult with, and involve children across school may vary depending on their age, stage of development and maturity.*

7. Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND through Quality First Teaching; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

At Carcroft School, we are committed to providing high-quality education to all children. As children's special educational needs and/or disabilities are varied, we provide different levels of support for children based on their individual needs.

All class teachers at Carcroft School are responsible for ensuring that the needs of the children in their classes are met. They are also responsible for ensuring that all children in their classes reach their full potential. They are expected to do this by:

- Demonstrating an inclusive approach to teaching and learning
- Ensuring a climate of care in their classrooms
- Having high expectations for all pupils
- Planning a broad and balanced curriculum alongside Trust Crews
- Using appropriate assessment to set outcomes / targets that are ambitious
- Planning lessons according to the specific needs of the children in their class.
- Providing classroom based quality first teaching with appropriate differentiation
- Using a range of teaching strategies that are suited to the needs of all learners
- Using and providing a range of additional resources
- Providing access to additional spaces within school e.g. quiet working spaces, sensory rooms
- Providing children with appropriate opportunities to work with some level of independence
- Responding effectively to the identified and evolving needs of all children
- Planning and ensuring the delivery of appropriate interventions
- Providing personalised provision (as outlined in EHCPs)
- Utilising and deploying support staff effectively to provide support for children
- Providing appropriate access arrangements for tests and examinations

Where pupils have difficulties accessing whole class timetables due to their SEND, bespoke and individual timetables are carefully planned. These timetables aim to remove barriers to children's engagement and achievement.

In addition to this, the SEND Team at Carcroft School supports teachers to access and receive expert support and advice (e.g. from ASCETS, outreach, Occupational Therapy) when requested or required.

8. How the school applies the Graduated Approach for SEND in school.

The SEND Code of Practice advocates a graduated response to meeting the needs of SEND pupils and at

Carcroft School, we use the Graduated Approach to structure the support that we provide.

Assess, Plan, Do, Review (APDR)

Our SEND support fits into a four-part cycle called 'Assess, Plan, Do, Review'. Each cycle typically takes one full school term and there are usually three cycles per academic year.

Assess: Identifying what individual children's needs are.

All pupils assessed and identified as requiring 'additional to and different from' support in school by their class teachers are added to the SEND register. All children on the SEND register have a SEND support plan which outlines their needs and their outcomes (targets).

Plan: Target setting and planning how to support individual children to meet their outcomes.

Children on the SEND register are set termly SMART outcomes (targets) to achieve and these are shared with them and their families. Class teachers also share how they will support children to meet their outcomes e.g. through intervention and support.

Specific

Measurable

Achievable

Realistic

Time-Bound

A whole school provision map outlines the support and interventions that all SEND children receive in order to make progress towards their individual outcomes.

Do: Following the agreed plan of support

Skilled members of staff support SEND children within the classroom and deliver specific interventions to children who require them.

Review: Reviewing if progress has been made

Class teachers review SEND children's progress towards their individual outcomes and the success of the support or interventions in place, alongside the children and their families.

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

Assessing and reviewing progress towards outcomes

In addition to regular and ongoing assessment within taught sessions, all class teachers at Carcroft School formally assess all pupils' progress on a termly basis.

For children with SEND, this assessment contributes to the 'review' element of their 'Assess, Plan, Do, Review' cycle.

During pupil progress meetings, teachers, phase leaders, subject leaders and members of SLT, review the progress that all children, including those with SEND, have made towards achieving their outcomes and the effectiveness and impact of the interventions or support they have received. They also identify children who may benefit from additional support, interventions or resources.

Assessing and reviewing progress with parents and children

At Carcroft School, we aim to have regular conversations with all parents / carers about their children's performance and progress through:

- Student Led Conferences
- Parents evenings
- Termly 'snapshot' slips
- Half termly Read, Write Inc snapshot slips

Parents / carers are also updated about their children's progress informally on a regular basis during start of the day / end of the day handover conversations or through positive text messages / emails / phone calls

The parents of children on the SEND register are invited to attend their child's SEND plan review meeting, either in person, or over the telephone, three times per academic year. During these review meetings, children's progress towards their outcomes is reviewed and new outcomes are set, where appropriate. These meetings are sometimes held at the same time as parents evenings / student led conferences.

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

At Carcroft School, provision for pupils with SEN is monitored in a range of ways by a range of different people.

Class teachers at Carcroft School are primarily responsible for the progress of the children in their classes, and therefore, they monitor the progress that is made by all children through ongoing teacher assessment.

The Headteacher and the Senior Leadership Team at Carcroft School monitor and evaluate the effectiveness of all aspects of teaching and learning across school, including the progress made by all children.

They do this through:

- Observations of classroom provision
- Observation of the delivery of interventions
- Classroom and provision walkthroughs
- Planning monitoring
- Regular book looks
- Monitoring, analysis and evaluation of data
- Facilitating and leading pupil progress meetings with teachers where the progress of Individual children is reviewed and evaluated

Multi-agency meetings also review and evaluate the impact of provision and interventions.

For SEND pupils with an EHCP, their progress and provision is discussed, reviewed and evaluated during formal annual reviews meetings with the Doncaster LA SEND Team.

11. The expertise and training of staff to support children and young people with SEN

At Carcroft School, we are committed to developing the knowledge and skills of our staff through continuing professional development (CPD) so that they can offer effective support and advice to our children and their families.

The SENDCO

- Has achieved the National SENCo award
- Is Level 3 Safeguarding trained and is the schools Designated Safeguarding Lead
- Has achieved Trauma Informed Practitioner status
- Attends regular local SENDCo network meetings and pyramid planning meetings alongside external professionals and SENDCo's from across Doncaster.
- Is a Local Pyramid SENDCo

Teachers and Support Staff (Learning Coaches)

At Carcroft School, our learning coaches participate in all weekly CPD sessions alongside class teachers. All members of staff also attend XP Trust Staff Days that provide workshop based training opportunities.

Over the past three years at Carcroft School, some of our teachers and learning coaches have received training in:

- Understanding the broad areas of SEND
- Understanding the LA SEND Needs Descriptors
- Understanding and supporting children with ASD
- Thrive
- Sensory circuits and brain breaks
- Intensive Interactions
- PECS
- TEEACH Boxes
- Wellcomm
- Colourful Semantics (EPS)
- Comic strip conversations and social stories
- Lego Therapy
- Adverse Childhood Experiences
- The impact of loss and trauma and trauma informed practice
- Restorative practice and restorative conversations
- Zones of Regulation
- Team Teach
- Identifying and supporting pupils with Dyslexia
- RWI Phonics Tuition
- Rapid read
- Writing SMART outcomes / targets

- EBSNA (EPS)
- Memory and the retention of information (EPS)
- Supporting SEND pupils in writing (EPS)

Some members of staff across school have also:

- Visited schools with specialisms
- Received outreach support and training
- Received advice from:
 - Doncaster SEN team
 - ASD team (ASCETS)
 - Behaviour Outreach Support Service (BOSS)
 - CAMHS
 - Visual Impairment team
 - Educational Psychologists
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language therapists
 - Health teams – e.g. school nurses and health visitors

Caercroft Primary School has a qualified Thrive Practitioner and a Forest School Practitioner.

Identifying training needs

Our learning coaches and teaching staff have annual performance management and regular review meetings which enable leaders at Carcroft School to identify staff training needs and opportunities.

Information gathered from whole school monitoring and evaluation is also used to identify any areas for development and staff training needs.

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

At Carcroft School, we have close links with professional agencies and work closely with them to support our children. These include:

- Social Care and the Virtual School
- Early Help
- School Nursing Service
- Health Visiting Service
- Occupational Therapy Service
- Educational Psychology Service
- Specialist teacher for children on the Autism spectrum (ASCETS)
- Visual Impairment Team
- Physiotherapy Service
- Speech and Language Therapy Service

- Behaviour Outreach Specialist Service (BOSS)

Where appropriate or necessary, Carcroft School staff meet with other professionals / services alongside the parents of children with SEND.

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

At Carcroft School, we aim to include all of our children, in all aspects of school life where possible and support all of our children to feel that they are equal members of our school community. All members of staff at Carcroft School are expected to demonstrate positive attitudes towards all children and have consistently high expectations of them, regardless of their individual needs.

We endeavour to ensure that quality first teaching and learning is interesting, motivating and appropriate for all learners and that the delivery of lessons, learning and activities are adapted / differentiated where necessary. We also promote and encourage collaborative learning in school and expect to see this as part of everyday, classroom practice. At Carcroft School, we also support our pupils by providing:

- Additional adult support, reassurance and guidance (including during unstructured time)
- Access to specific or additional resources
- Access to different learning or breakout spaces e.g. quieter rooms, spaces for sensory breaks
- More time to complete tasks
- Small group work and learning tasks
- Opportunities to compete appropriate and achievable tasks linked to stewardship
- Opportunities for achievements and successes to be celebrated

At Carcroft School, our classroom environments encourage all children to become successful and independent learners. Visual aids, visual timetables and easily accessible resources encourage children to take responsibility for their learning and to make independent choices. Our school environment has also been modified to ensure that there is wheelchair access and we have a number of disabled toilets and changing beds. Accessibility at Carcroft School is regularly evaluated and modifications are made when necessary to meet the needs of our children.

We actively encourage all of our children to participate in all areas of school life and we make necessary reasonable adjustments to support pupils when required. All of our extra-curricular activities, including our before-and after-school clubs are available and accessible for all of our pupils, and all of our children typically participate in sports day, school performances and special workshops, unless it has been expressed by their parents that it is not safe or appropriate.

For some children at Carcroft School, Individual risk assessments are written to enable them to attend school trips and visits (i.e. fieldwork). It is very rare that we have to make the decision for a child to not attend a school visit and this is only ever due to safety, wellbeing or both.

14. 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

At Carcroft School, we believe that all children need to feel safe and happy in order to thrive and reach their full potential and we seek to support all children in a caring and nurturing environment. Positive relationships are at the heart of our school and all of our children are members of a class 'crew' to support their social and emotional development. 'Crew' provides all children in school with a consistent small-scale peer community and the opportunity to form trusting and meaningful relationships with others. As part of our Crew Curriculum, our children participate in activities daily that help to promote and develop their social and emotional skills and wellbeing. Zones of Regulation are also embedded as part of the Crew Curriculum and give all children the opportunity to identify, discuss, understand and manage their feelings and emotions on a daily basis.

Our staff at Carcroft School are aware of the impact of SEMH needs on children's attendance, engagement, behaviour and ability to form and maintain relationships. We have a qualified Thrive Practitioner and use the Thrive programme to assess and support children as well as monitor the progress that they make over time, when appropriate.

At Carcroft School, all members of staff are aware of the children who are at higher risk of social and emotional difficulties including Children in Care, those who have experienced Adverse Childhood Experiences (ACEs) and those who have experienced bereavement. Our staff also work in partnership with other agencies who provide support and guidance, including CAMHS, the Educational Psychologist Service and the Behaviour Outreach Support Service (BOSS).

Children with social and emotional needs at Carcroft School are also supported through:

- Check-ins with a familiar or key adult
- Discussions with staff who offer pastoral support
- Access to calming spaces
- Lego Therapy
- Bespoke Zones of Regulation work e.g. body mapping

15. 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

At Carcroft School, we understand that moving year groups and moving schools can be an incredibly anxious time for many children and their families. We therefore try our best to ensure that all transitions are as smooth as possible and that our children are fully prepared for their journey.

When a child is joining us from another school, we:

- Invite the child and their parents to visit our school, meet their new key adults and ask any questions. During this visit, we provide an overview of the school day and our curriculum, including crew.
- Ensure that key information about the child is obtained from their parents e.g. medical information, SEND needs, professional involvement.
- Contact the child's previous school to gain a thorough understanding of their interests, skills and needs as well as details of any interventions they have participated in or reasonable adjustments that were in place. We also ensure that we have a thorough understanding of any safeguarding needs.

- Ensure that all records about the child are transferred to us as soon as possible, including safeguarding records.

For children joining us in the EYFS, we also:

- Liaise with pre-school settings and make arrangements to meet and observe children in their settings.
- Visit the children and their families in their family home
- Provide a transition booklet that contains key information and photographs of the school and staff
- Invite children to attend parent stay-and-play sessions, transition sessions and transition days. We also invite children and their parents to stay for a school lunch.

When a child is moving to another school, we:

- Ensure that any key information is shared verbally with relevant school professionals (e.g. SENDCO and DSL) and that all relevant records are passed onto the new school as soon as possible
- Encourage the child and their parents to visit their new school
- Encourage the child to discuss any worries or concerns about their move with a key adult in school

When Year 6 pupils are transitioning to Secondary School, we:

- Meet with the Secondary School SENDCO and DSL to discuss the individual needs of pupils and the provision or support that they have received
- Arrange for a key adult from the local Secondary Schools to meet the pupils in school
- Encourage all pupils to visit the Secondary School on transition days. For some pupils, we arrange additional transition days and transport support e.g. support sessions that show pupils how to catch a bus with independence
- Provide pupils with ample opportunities to discuss and share their worries or concerns about their transition in crew time and opportunities to frequently check in with a key adult.
- Ensure that pupils have the opportunity to participate in Crucial Crew

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

If a parent / carer has concerns about their child's education or their experiences in school, we ask that they raise their concerns with their child's class teacher in the first instance, before speaking to their child's phase leader or the school SENDCo.

If a parent / carer has a complaint, we ask that they follow the school complaint procedure.

Further information and guidance regarding concerns and complaints can be found in our complaints policy which is available on the XP Trust website.

17. Arrangements for supporting children and young people who are looked after by the local authority and have SEND

At Carcroft School, we have close links with a range of professional agencies and we work closely with them to support all of our children. These include:

- Those who work in Virtual Schools

- Social Care
- Foster Carers

The Inclusion Leader and SENDCo at Carcroft School is also the Designated Safeguarding Lead (DSL) and therefore has oversight of the provision and support in place for children who are LAC and have SEND.