



Pocklington Infants SEND Information report

Effective Date:	2025-26
Date Reviewed:	September 2025
Date Due for Review:	August 2026
Contact Officer:	Dr Lynn Bartram
Approved By:	Governors

Name of SENDCo: Dr Lynn Bartram

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Name of SEND Governor: Mrs Portia Hewitt and Mrs Amy Moore

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning - All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up through pupil progress meetings and discussion between class teacher and SENDCO.
- Identification of children/young people requiring SEND Support and initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.

- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- Class teacher refers to SENCO
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Chatta	Individual pupils	Annually
Informal Discussions	Individual parents	When necessary
Text / telephone / APP or Email Messages	Individual parents	When necessary
Assess, Plan, Do, Review meetings Face-to-Face or Virtually	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	When necessary
School Council	Representatives from KS1	Termly
Questionnaires /Survey	All pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- Communication and Interaction - 28
- Cognition and Learning - 3
- Social, Emotional and Mental Health - 4
- Sensory and/or Physical Needs - 4

- Oth - 1
- NSA - 4

During the 2024-25 academic year, we had 35 Children/young people receiving SEN Support and 9 children/young people with Education, Health and Care Plans.

We monitored the quality of SEND provision by lesson observations, book and planning scrutiny, pupil voice, learning walks, pupil progress meetings.

Pupils participating in school clubs

During the 2024-25 academic year, we had children / young people receiving SEN support and with Education, Health and Care Plans participating in school clubs. The most popular clubs for this cohort of child were Lego club, sports club and Ipad club. Some children just attended 1 club, others attended several. Some children with SEN did not attend any club.

We monitored the quality and impact of this support by collecting parent and pupil voices.

School visits and trips

During the 2024-25 academic year, all children / young people receiving SEN support or with an Education, Health and Care Plan were able to attend a school trip or participate when visitors came to school.

We monitored the quality and impact of this support by collecting parent and pupil voices.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- PPA Cover (HLTAs)
- First Aid

We monitored the quality and impact of this support by observations, book scrutiny, pupil voice, learning walks, support staff weekly meetings.

Distribution of Funds for SEN:

This was allocated in the following ways:

- Support staff including ELSA and Speech and Language
- Service Level Agreement for Speech and Language Therapy
- Service Level Agreement for Sensory / Occupational Therapy Support
- Play Therapy
- Teaching and Learning Resources
- Staff training
- Specific SEND resources

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Fine Motor Skills	SEND TA PE Apprentice	ERYC SAPTS
Speech and Language	SEND TA Classroom TA	NHS
Handwriting	SEND TA Classroom TA	ERYC SAPTS
Mental Health and WellBeing	Classroom staff	Internal
SEND updates	SENDCO	ERYC
Precision Teaching	Classroom TA Teacher SENDCO	ERYC
Paired Reading	Classroom TA SENDCO	ERYC
Social Emotional and Mental Health	ELSA	ERYC

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
First Aid	Classroom and support staff	Essential First Aid Services
Epilepsy	Classroom staff	NHS
Diabetes	Classroom and support staff	NHS
Hearing Impairment	Classroom and support staff	NHS

Self Harm	Classroom and support staff	The Key (online)
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We monitored the impact of this training by staff feedback and the monitoring teaching and learning.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- Transition to Junior / other local schools
- Transition into Reception from local settings
- Transition into Nursery from home / local settings

In 2024-25, 0 children/young people requiring SEN Support and 1 children/young people with Education, Health and Care Plans joined us from other schools / settings.

All children/young people on our Record of Need in 2024/25 made a successful move to other schools.

We ensured that the transition into our Nursery is smooth by parent open evenings, parent information pack, liaising with settings, transition meetings, meetings with Area SENDCO.

We supported the transition from our Nursery and other local nurseries into our Reception class by parent open evenings, parent information pack, liaising with settings, transition meetings, attending support plan meetings, visiting settings, meeting with Area SENDCO.

We helped children to make the move from the Early Years Foundation Stage to KS1 by 'move up day', transition walks, staff handover conversations. From KS1 to KS2 (moving to Pocklington Junior school or other local primary schools) by 'move up day', transition events, letters and information, headteacher visits, staff hand over conversations, Year 2 and Year 3 teachers collaborate to put together the Year 3 classes.

For children/young people with SEND, we also arrange bespoke visits to the next setting.

Parents were included in this process through encouraging parents to visit the Junior school, giving permission for their child to have a bespoke transition, and letters home.

We held a coffee morning for parents of children with SEND and invited other professionals. Parents had the opportunity to chat informally and hear about the range of services available locally.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, and our SEND Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the head teacher in the first instance. A copy of the school complaint policy can be found on the school website.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Dr Lynn Bartram. The Deputy Designated Safeguarding Lead were Mrs Sarah Smith (being replaced in summer term by Ms Braidley) and Mrs Mel Saltmer.

The Designated Children in Care person in our school is Dr Lynn Bartram.

The Local Authority's Offer can be found at <https://eastridinglocaloffer.org.uk/>

Our Accessibility Plan can be found on our website.

Information about our school development plan can be found on our school website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The report will be ratified at the Full Governing Body meeting to be held in October 2025.