



XP SEND Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice). The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012). This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

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

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability** (that we need to make special provision for): something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

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.

Some children may have more than one type of SEND.

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 XP, 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 pupils with their individual learning journey.

If a child has 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 require more information regarding this.

The name and contact details of the SENCO and further contacts where parents and carers may have concerns

XP Contact Information

Every student is part of a crew and has a dedicated crew leader. In all circumstances this is a families first point of contact for support regarding their child.

The SENDCo Lead at XP School is: Hayley Ibbotson

The Deputy SENDCo at XP School is: Paula Cunningham

They are contactable via telephone on: 01302 898792 (selecting XP office)

Or via email at: senxpd@xpschool.org

The Role of the SEND Team at XP

The SEND Team is responsible for ensuring that the needs of pupils 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 coordination of information for parents of children with SEND is clear and supported by the best adult whether that is crew leader, phase leader or the SEND team. To ensure appropriate support is implemented in a timely manner to support their child's provision and progress
- Are the key contact for external SEND support services and liaise with other providers, outside agencies and specialist professionals to ensure that children with SEND are supported
- Ensure that the school keeps records of all pupils with SEND

The Role of Teachers of SEND Pupils at XP

Every teacher is a teacher of SEND and responsible for the teaching, learning and assessment of every child that they teach.

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 each child's progress and plan for their next steps
- Liaise and meet with the parents of children with SEND to discuss their provision and progress
- Follow advice from the school SEND Team and external support services or professionals.

Local Authority Contact Information

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

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

[Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - City of Doncaster Council](#)

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

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

There are a number of policies in place which guide our provision for all pupils.

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

Identifying Children with SEND

First of all, we will assess children. This could involve a range of areas (e.g. reading, writing, maths, social skills, communication and language skills), using a number of different assessment tools. Sometimes our assessment of a child might be quick and sometimes, SEND only becomes apparent when assessments have been carried out over an extended period of time.

When we assess, 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 receiving additional support and help within their learning.

We may also:

- Use specific assessment tools e.g. GL Assessments, Boxall assessments, RAPID, LUCID, COPs assessment tools, strength and weaknesses questionnaires and thrive plans for example.
- Ask outside agencies and external professionals to assess children and provide advice

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 or appointments that they have attended.

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.

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

Parent involvement, engagement and support is vital to the success of all children.

What does this look like at XP?

At XP, we involve and inform all parents and carers by:

- Sharing school information regularly using a range of communication channels e.g. correspondence via email, letters, phone calls, face to face meetings and also school website blog posts.
- Sending parental update newsletters summarising key school events.
- Inviting parents into regular celebration events e.g. Presentation of Learnings,

Student led conferences.

- Inviting parents to participate in school events, meetings and briefing around key points e.g. DofE information evening, Post 16 information evening.
- Holding bi-annual student-led conferences/teacher student-led conferences to update parents / carers on their child's character growth and academic achievement.
- Sharing useful advice and information about how parents can support their children at home.

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 so that a child's progress towards their outcomes can be gathered from all staff and discussed, next steps identified and long term goals / outcomes agreed.
- Holding Annual Reviews of EHCPs where parents will be invited to have full participation in these reviews for their children.
- Coordinating meetings with specialist professionals or external services.
- Discuss any referrals to outside professionals to support a child if appropriate at that time - this is guided by the Graduated Approach for SEND.
- Providing access to information workshops and parenting programmes via signposting or facilitating e.g. ASCETS information sessions, Solihull Parenting Programmes, Your Place, Doncaster Parent's Voice and also Doncaster Autism Service.

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

Pupil voice is actively sought and pupil involvement readily encouraged at XP

Consulting with, and involving children at XP

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

- Seeking children's views through 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 their own targets

At XP, 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.
- Making them aware of their outcomes (targets).
- 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, when appropriate. This is the opportunity to share their work and achievements with their family and the professionals.

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

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

All of our SEND support fits into a four- part cycle called Assess, Plan, Do, Review (APDR). Each child's progress will be continually monitored by their class teacher and this will follow the 4 part cycle, with the support and liaison of SENDCo.

Assess: Identifying what the child's needs are.

Plan: Target setting and plan how to support the child in order to meet their targets.

Do: Everyone involved with the child following the plan that has been agreed in that cycle.

Review: How have the plans worked this term? Agree on the next steps...

Each cycle typically takes **one school term** and there are **three** cycles per year.

In line with the school's policy to follow the Graduated Approach for SEND, informal feedback is given to parents regularly and conversations are held between parents and school staff; whether that be the class teacher or the school SENDCo, feeding back on the impact of the interventions that have been put in place. The school truly values the open line of communication between our school staff and parents.

Additionally, parents are formally invited to attend a students SEN review meeting, with the crew leader and where requested the SENDCo these can be either face to face in school or over the telephone, depending on which wave of intervention their child is accessing, and this includes parents to be a part of reviewing their child's support plan.

The SENDCo regularly will also check that your child is making good progress with any individual outcomes and this involves lesson observations, book looks and discussions/reflections with the senior leadership team.

Specifically for those children who have an Educational Health Care Plan (EHCP), a formal review is held annually and this takes place with schools staff, parents and where appropriate, the child or young person present.

As a school, we aim to have regular conversations with our parents and carers and all families have access to;

-Student Led Conferences

-Key event meetings

-Appointments to meet class teacher, SENDCo or Head of School

- Presentations of Learning

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

Children visit universities as part of their learning expeditions. In addition to that there is an emphasis on professional quality work and high expectations for all students. Learning expeditions are designed to develop independence and skills for life and employability. Students also have the opportunity to meet and question experts in many different disciplines such as medics, forensic

scientists, artists and journalists. Career guidance is designed into our curriculum.

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

A child's special educational needs and/or disabilities are varied and not all SEND children need the same level of support.

XP follows a Graduated Approach for SEND and this aims to enhance the Quality First Teaching in each class and enable teaching staff to be proactive in taking early, short-term intervention.

We match the level of support to the child's level of need. This is how we navigate our way through the graduated approach.

The levels of support that are offered for the children on the SEN register at XP are in three waves of support.

Wave 1- Quality first teaching for all students. A recognition that some children may need time-limited support in order to make good progress.

Wave 2- Quality first teaching for all students. Support and opportunities for children who need a little extra help in their learning journey with specific interventions to support in some areas of challenge.

Wave 3- Targeted support. Require increasingly individualised intervention programmes to accelerate progress and close the performance gaps between themselves and their peers.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured
[This could refer to appropriately applying the Graduated Approach for SEND and plans for continuing professional development]

Wave 1

This is quality teaching led by the class teacher. This includes:

- Well planned lessons that are adapted appropriately to engage all children.
- Resources and varied learning tasks that support all children to succeed.
- Opportunities for children to practise and use their learning in different situations.
- Teachers make assessments in order to support children moving their learning on, informing teachers what to teach next.
- Motivational behaviour and reward systems to encourage children.
- Daily crew activities which are adaptive to their needs.

Wave 2

This is for children who need extra support to catch up with their peers. It is often small group work, within the classroom or a short and timed intervention. For example:

- Person centred plans such as One Page Profile
- Additional adult support within the classroom / crew.
- Targeted scaffolding, scribing, questioning, pre teaching groups for Maths and English, and expeditionary concepts in other subject areas.
- Lego Therapy groups.
- Friendship/social skills activities within a crew.
- Embrace lunchtime provision.

Wave 3

This means personalised SEND interventions. For example:

- Person-centred plans such as One Page Profile
- 1:1 Speech and Language therapy work.
- ASC 1:1 sessions with a professional
- Counselling sessions
- Use of Alternative Provision for therapeutic or cognition and learning interventions.
- Tweaks to the child's environment (safe space, personalised visual timetables).
- Individual positive behaviour programme.
- Bespoke consideration to pupils sensory processing needs e.g. timetabled sensory breaks
- Additional Learning Coaches to support with individual check in's when needed or preparing pupils for the day ahead through the use of visual timetables.

The SENDCo keep a grid of the level of support that each child receives and this is called our SEND Provision Map.

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

The school budget, received from the Education Funding Agency and Doncaster Local Authority, includes money for supporting young people with SEND. The Principal decides on the deployment of resources of Special Educational Needs and/or Disabilities, in consultation with the school governors and the SENDCo, on the basis of needs in school.

The SENDCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including;

- The children receiving additional support already.
- The children needing additional support.
- The children who have been identified as not making much progress as would be expected, in comparison to their peers.

From this information, and the reviewing of the provision map that has been previously discussed, the team decides what resources, training and support is needed and the cost of each intervention is calculated and recorded in order for leaders to be able to monitor the impact and progress that they are having. When reviewing the provision of each child, changes may be made where needed to ensure that the child's needs are being met, therefore this may change how resources are deployed.

Throughout the year, the school SENDCo will also quality assure the provision across school using a number of different strategies such as classroom/environment walkthroughs, book looks and intervention observations. This audits how successfully we are meeting the needs of the children on our SEN register and shapes the next steps in order to develop our SEND culture at XP.

At the appropriate time, advice is also sought from multi-agency where the SENDCo requests involvement for professionals to come in and make observations, work with children, deliver training sessions to further upskill and develop staff. This is ever evolving each year as the level of needs for our children continue to change, allowing us to develop our provision in the most up to date way.

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 XP, we aim to be inclusive of all our children, respecting different educational and behavioural needs and we recognise that a range of different strategies for learning are necessary, adapting our teaching approaches based on the personal experiences of the children.

At our school we also;

- Ensure that the classroom environment is adapted for the needs of specific children.
- Adapt the curriculum and the delivery of lessons, considering carefully the resources and equipment.
- Embrace a collaborative learning approach throughout our school culture and this is embedded into our everyday, classroom practice.
- Provide adapted teaching and differentiated support which may involve intervention groups.
- Ensure full participation in extra-curricular activities or school visits.
- Ensure that all children are given the opportunity to complete appropriate, achievable jobs and responsibilities such as a stewardship role within their crew, depending on their strengths or interests.
- Ensure that children are encouraged to be part of extra curricular clubs.
- Ensure that differences are respected and celebrated within our crew curriculum and any achievements are celebrated in our weekly, community crew meetings.

Our school endeavours to remove any barriers and work alongside parents and carers to ensure that all children are actively encouraged to participate in all areas of school life by making the necessary reasonable adjustments to support where needed.

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 are incredibly proud to be a caring, nurturing and supportive school and we firmly believe that children need to feel happy, secure and safe in order to meet their potential. Additionally, we also recognise that some children have extra emotional and social needs that require further nurture and development.

If a child is exhibiting challenging behaviour within school, we try to find the causes and root of this behaviour and then adapt our provision so that we can alleviate the behaviour. This can look and be shaped very differently depending on the individual.

If needed, we work with parents to identify needs of the family as a whole. This may involve forming a team around the child (TAC). This means we can look at the bigger picture for the child and get even better progress. It can also help us to agree on any referrals where we would involve any outside agencies such as 'Early Help', or Counselling/Parenting programmes, in order to get extra support for both the child and also their family.

We also have:

- Character traits and HoWLs which are consistent and common language for all students
- Daily crew circles where children can share thoughts and discuss feelings. All children in the circle are expected to develop empathy and their understanding that all children are equal but also, that all children are individuals too.
- Staff who offer pastoral support- this may be through daily check in's or planned weekly SEMH interventions.
- Weekly 1:1 sessions with our Learning Mentor over a period of 6 weeks..
- Lunch club pass- this is available for pupils each day which offers our children a quiet and safe space to come and check in with safe, consistent staff members.

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 SEND and supporting their families
[This could refer to how the Graduated Approach for SEND is used to access the right support at the right time]

At XP, we understand that for many children, either moving between schools or even between classes, this can be an incredibly anxious time for both children and their families. We try our best to ensure that this transition can be as smooth as possible by preparing children, where possible, for any changes and work with both the children and their families to put a plan in place.

If a child is joining us from another school in year;

- Invite the child and their parents/carers to visit our school and offer them a tour, including the classrooms that they will be in and potential class teacher.
- We will ensure that all records about the child from their previous school are passed on to XP as soon as possible.
- We will contact the previous school's SENDCo and request information such as any special arrangements or support that will need to be made to support the child. Where possible, a meeting between two SENDCo's will take place to ensure that a thorough handover is carried out.

If a child is moving to another school;

- We will ensure that all records are passed on for your child as soon as possible.
- We will contact their new SENDCo and personally discuss any special arrangements that need to be implemented prior to them starting, offering a meeting to discuss support plan outcomes and interventions where necessary.

When transitioning to XP from a Primary setting;

- Transition meetings/discussions begin to take place from May time, in the summer term.
- Individual documents are created around every child, compiling parental views, student views and primary teacher views, detailing specific details of every pupil, including SEND pupils, and this is shared with new class teachers, crew leaders and key staff. This gives teachers the opportunity to ask any questions so that nothing is missed, this includes safeguarding details, an academic focus, challenges and barriers and also their strengths.
- Children on the SEND register completed a 'one page profile' sharing their views early in the autumn term and they have the opportunity to talk through this with their crew leader regularly throughout their time at XP.
- Children have the opportunity to attend 3 days in school for transition events and all

students are expected to attend a full week of outward bounds for week one of the provision.

-Meet the crew leader Event is built into our 3 day transition to ensure staff and students are supported. .

When transitioning from Year 11;

- The SENDCo and the Year 11 teaching staff will discuss any specific needs for your child and liaise with the Post 16 provision your child chooses to transition to.

- The SENDCo will meet regularly with the SENDCo or SEND Team from your child's Post 16 provision setting when passing on any documents or records and an overview document is made for each child.

-The SENDCO at XP will contact your child's Post 16 provider and organise for additional transition days as part of their transition package where this is possible to ensure that students get to experience their new journey more than once prior to the transition week with the rest of their peers.

-A member of staff from your child's Post 16 provider may come to visit at XP or organise an online meeting to introduce themselves.

-If your child has an EHCP, the SENDCo from your preferred choice of school will be invited to the Annual Review Meeting where the Post 16 provider is known.

- Our crew sessions for Year 11 include Post 16 transition and offer support for children to further understand this process.

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

Ultimately at XP, we hope that every child with SEND thrives, however if a parent has concerns or complaints, first of all, please speak to your crew leader, phase leader or the sendco.

Where your complaint requires further investigation please raise this with the principal.

If parents do have a complaint, then please do not hesitate to contact us at:

office@xpschool.org

In addition to this, further guidance can be found in the complaints policy available on the XP Trust website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

[XP and XP East School Local Offer- 2024-25.docx](#)

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on

<http://www.doncaster.gov.uk/services/schools/local-offer-send> or by

contacting the Family Information Service:

When updating this report please source the update from
<https://www.doncaster.gov.uk/send-toolkit/legislation-and-policies>