

Name of School: Sunnyfields Primary School Date of Report 4.9.26

SEND INFORMATION REPORT

Sunnyfields Primary School is committed to providing an inclusive education in which all children, including those with Special Educational Needs and Disabilities (SEND), are supported to participate fully in school life and achieve their potential.

In accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0–25 years, schools are required to publish information about how their SEND policy is implemented in practice.

This SEND Information Report sets out how Sunnyfields Primary School identifies, assesses and supports pupils with SEND and the provision available to meet their individual needs. It also explains how we work in partnership with children, parents and carers, the Local Authority and other professionals.

The report is reviewed and updated annually, and any significant changes to SEND provision during the year will be reflected as soon as possible.

This report should be read alongside the school's:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy

Together, these documents explain how Sunnyfields Primary School fulfils its responsibilities towards children with SEND and promotes equality of opportunity, accessibility, participation and inclusion in accordance with the Equality Act 2010.

Sunnyfields Primary School's SEND provision also reflects Doncaster's Graduated Approach to SEND, using an Assess, Plan, Do, Review cycle to identify needs, plan appropriate support, review its impact and make adjustments where necessary.

The kinds of special educational needs and disabilities that are provided for in school
At Sunnyfields Primary School, we are committed to providing an inclusive, welcoming and supportive environment in which every child is valued and has the opportunity to thrive. We aim to provide high-quality learning experiences for all pupils, including those with special educational needs and/or disabilities (SEND), and work to identify and remove barriers to learning, participation and achievement. Our school environment has carefully considered accessibility arrangements, and the building has been refurbished with accessibility and the needs of pupils with disabilities in mind. We continually review our provision and environment to ensure that pupils can access school life as fully and independently as possible. In accordance with the SEND Code of Practice: 0 to 25 years (2015), a child or young person has special educational needs where they have a learning difficulty or disability

that requires special educational provision to be made for them. Special educational provision is provision that is additional to or different from that generally available to other children or young people of the same age.

The SEND Code of Practice identifies four broad areas of special educational need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

We recognise that every child is unique. Some pupils may have needs within one particular area, while others may have needs that span several areas or change over time. We therefore take a child-centred approach, looking at the individual pupil, their strengths, their needs and any barriers they may experience.

At Sunnyfields, high-quality, inclusive teaching is at the heart of our approach. Where pupils require additional support, we work collaboratively with children, families, school staff and, where appropriate, external professionals to identify needs and put effective support in place.

Our aim is for all pupils with SEND to feel safe, included and successful, to develop independence and confidence, and to participate fully in the life of our school.

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

At Sunnyfields Primary School, we value positive and open communication with parents and carers. If you have any questions or concerns regarding your child's special educational needs, provision or inclusion within school, please speak to a member of staff. We will work with you to understand your concerns and identify appropriate next steps.

Your child's Class Teacher will usually be the first point of contact, as they work closely with your child and have a detailed understanding of their day-to-day learning and provision. However, parents and carers are welcome to contact any of the following members of staff where appropriate:

- Class Teacher
- SENCo – Mrs K MacConnachie
- Headteacher – Mrs K Hutton
- Deputy Headteacher / Designated Safeguarding Lead – Mrs N Gatt
- Assistant Headteacher – Mrs R Gray
- SEND Governor – Mrs L Laycock

Further information and support

Parents and carers can also access information about SEND services, support and provision available across Doncaster through the Doncaster SEND Local Offer.

The Local Offer provides information for children and young people aged 0–25 with special educational needs and/or disabilities and their families, including information about education, health, social care, support services and preparing for adulthood.

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

At Sunnyfields Primary School, a range of policies and procedures underpin our approach to inclusion and help us to ensure that pupils with special educational needs and/or disabilities (SEND) are supported effectively, safely and consistently.

Our policies are regularly reviewed and are available to parents and carers through the school website. Relevant policies include:

- Admissions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Data Protection Policy
- First Aid Policy
- Health and Safety Policy
- Intimate Care Policy
- Medical Needs and Medicines Policy
- Personal, Social, Health and Economic (PSHE) Education Policy
- Physical Intervention / Positive Handling Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy

This list is not exhaustive. A range of other school policies, procedures and guidance also contribute to our inclusive practice and the provision we make for pupils with SEND.

Together, these policies support our commitment to ensuring that all pupils are treated fairly, have their individual needs recognised and are able to access and participate fully in school life.

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

At Sunnyfields Primary School, we believe that parents and carers are key partners in supporting children with SEND. We value your knowledge of your child and aim to work collaboratively with you throughout their time at school.

If your child is identified as not making expected progress, or requires provision that is additional to or different from that ordinarily available to their peers, we will discuss this with you. This may include a meeting with your child's Class Teacher, the SENCo and/or other appropriate members of staff.

During these discussions, we will:

- listen to your views, concerns and aspirations for your child;
- share information about your child's strengths, needs and progress;
- discuss any barriers to learning or participation that have been identified;
- agree appropriate outcomes, targets and additional support;
- review the impact of support already in place; and
- discuss and seek your involvement in any referrals to external professionals or specialist services, where appropriate.

For pupils receiving SEN Support, we follow the graduated approach of Assess, Plan, Do, Review (APDR). Support and provision are reviewed regularly so that we can consider what is working well, what may need to change and what the next steps should be.

Pupil voice

The views of the child are central to our SEND provision. We seek pupils' views in ways that are appropriate to their age, developmental stage and communication needs. This may include conversations, observations, visual resources, pupil voice activities or support from a trusted adult.

Pupil and parent/carers views contribute to the setting and reviewing of outcomes and targets for children receiving SEN Support and those with an Education, Health and Care Plan (EHCP).

Our aim is for children and their families to be active participants in decisions about their support, with school, home and other professionals working together to achieve the best possible outcomes for each child.

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

At Sunnyfields Primary School, the progress and development of all pupils is monitored carefully. Your child's Class Teacher has day-to-day responsibility for monitoring their learning, progress and wellbeing and for ensuring that appropriate support is in place.

Teachers regularly assess pupils' progress and use this information to identify strengths, areas of need and any potential barriers to learning. Pupil progress is also reviewed through school assessment and monitoring processes, including discussions with members of the Senior Leadership Team.

For pupils receiving SEN Support, an individual SEND Support Plan may be used to identify the child's needs, intended outcomes, targets and the provision required to support them. These are reviewed regularly, and at least termly, as part of our Assess, Plan, Do, Review (APDR) cycle.

During the review process, we consider:

- the progress the child has made towards their identified outcomes and targets;
- the impact and effectiveness of the provision and interventions in place;
- the views of the child and their parent/carer;
- information and recommendations from staff and any professionals involved; and
- whether provision should be continued, adapted, increased or reduced.

Where a child has an Education, Health and Care Plan (EHCP), their progress towards the outcomes within the plan is monitored throughout the year. The EHCP will also be formally reviewed through the statutory Annual Review process. The child, their parents/carers and relevant professionals are invited to contribute to this process.

The SENCo oversees the progress and provision of pupils with SEND and works alongside Class Teachers, support staff, senior leaders and external professionals where appropriate. This includes reviewing the impact of individual and group interventions and considering whether pupils are receiving the right support to meet their identified needs.

The quality of SEND provision is also monitored through the school's wider quality assurance processes. This may include lesson visits, learning walks, discussions with pupils and staff, scrutiny of pupils' work and SEND documentation, and reviews of interventions and provision.

Information gathered through these processes is used to continually develop and improve the quality of teaching, provision and outcomes for pupils with SEND.

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 Sunnyfields Primary School, high-quality, inclusive teaching is the starting point for meeting the needs of all pupils, including those with SEND. Class Teachers are responsible for planning and delivering teaching that is responsive to the strengths and needs of the pupils within their class.

We recognise that children with SEND may require adaptations to teaching, resources, the learning environment or the way in which they access and demonstrate their learning.

These adaptations are based on individual need and are reviewed regularly to ensure that they are effective.

Support may include:

- adapting teaching approaches, tasks, resources or the pace of learning;
- breaking learning into smaller, manageable steps and providing additional modelling, repetition or opportunities for overlearning;
- using practical and concrete resources to support understanding;
- providing visual supports, such as visual timetables, now-and-next boards, checklists, prompts and individual workstation resources;
- adapting the classroom or learning environment to reduce barriers to participation;
- providing additional processing time or alternative ways for pupils to record and communicate their learning;
- carefully planned individual or small-group interventions;
- support from Teaching Assistants or other adults, under the direction of the Class Teacher, while promoting pupils' independence wherever possible;
- access to appropriate sensory, movement or regulation strategies;
- targeted programmes such as sensory circuits, fine and gross motor activities, handwriting support or physiotherapy programmes, where appropriate;
- additional support during less structured parts of the school day, including break and lunchtime, where this is identified as a need;
- advice, assessment or direct involvement from external professionals and specialist services;
- regular communication and liaison between home and school; and
- reasonable adjustments to enable pupils with SEND to participate in extra-curricular activities, clubs, educational visits and the wider life of the school.

Adaptations and additional provision will vary according to each child's individual needs. Where specialist professionals are involved, their recommendations will be considered and incorporated into the child's provision where appropriate.

Our aim is not only to enable pupils to access learning, but also to develop their confidence, independence and ability to participate fully in school life.

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

All pupils identified as having SEND at Sunnyfields Primary School have an individual SEND Support Plan. This outlines the child's strengths and needs, the outcomes they are working towards and the provision and strategies in place to support them.

SEND Support Plans are reviewed on a half-termly or termly basis through the Assess, Plan, Do, Review (APDR) cycle. Parents and carers are involved in this process alongside the Class Teacher, SENCo and, where appropriate, other professionals working with the child.

During reviews, we consider the progress the child has made towards their identified outcomes and agree appropriate next steps. Progress is measured in ways that are meaningful and appropriate to the individual child. Evidence may include:

- samples of learning and work;
- teacher assessments and curriculum progress;
- observations;
- intervention records and assessments;
- behaviour, engagement or regulation information;
- pupil and parent/carer views; and
- information from external professionals.

For pupils with an Education, Health and Care Plan (EHCP), progress towards the longer-term outcomes within their plan is also monitored and discussed.

Pupil voice

Children are actively involved in reviewing their own support wherever possible. Before a formal review, pupils are given opportunities to share their views with a trusted adult about what is going well, what they find difficult and what they feel would help them.

Where appropriate, pupils may attend or contribute directly to their review meeting. The way in which pupil voice is gathered is adapted according to each child's age, developmental level and communication needs.

Children with SEND also have a One Page Profile, developed with the support of the child, their family and school staff. This captures the child's strengths, interests, what is important to them and how they feel they can best be supported.

Wider monitoring of SEND

The progress of pupils with SEND is also considered through the school's pupil progress meetings, involving Class Teachers and members of the Senior Leadership Team. These meetings provide an opportunity to consider progress and attainment, review evidence, identify barriers to learning and agree appropriate next steps.

Throughout the school year, the SENCo also holds SEND triage meetings with staff. These provide an opportunity for staff to discuss individual pupils in greater depth, share concerns, collaboratively problem-solve and consider whether changes or additional support may be required.

Our approach is strengths-based as well as needs-led. Alongside identifying difficulties and barriers, we place a strong emphasis on recognising and celebrating each child's progress, strengths and achievements.

Evaluating the effectiveness of the provision made for children and young people with SEND
Sunnyfields Primary School receives funding to support pupils with special educational needs and/or disabilities as part of the school's overall budget. This funding is used flexibly to ensure that resources, staffing and provision are matched appropriately to the needs of pupils across the school. The Headteacher, SENCo and Senior Leadership Team, with appropriate oversight from the Governing Body, regularly review the needs of pupils with SEND and the provision available within school. When making decisions about the allocation of resources, we consider: • the individual needs and strengths of pupils; • pupils who are already receiving additional or targeted support; • pupils whose needs may have changed or who require additional provision; • progress and the impact of support already in place; • recommendations from external professionals, where appropriate; • staffing and specialist support requirements; • resources, equipment and adaptations required to improve access to learning; and • training and professional development required to enable staff to meet pupils' needs effectively. The SENCo maintains an overview of SEND provision across the school. This enables us to monitor the support pupils are receiving, evaluate its impact and identify where provision may need to be adapted or strengthened. Resources may include additional adult support, targeted interventions, specialist resources or equipment, environmental adaptations, staff training and access to specialist advice or services. Provision and resource allocation are reviewed regularly. Where a pupil's needs change, or where evidence shows that existing support is not having the intended impact, provision will be reviewed and adapted through the Assess, Plan, Do, Review process. Our aim is to use the resources available to us effectively and equitably, ensuring that pupils with SEND receive appropriate support to access learning, make progress, develop independence and participate fully in school life.
How the school applies the Graduated Approach for SEND in school.

At Sunnyfields Primary School, we follow the graduated approach to identifying and meeting special educational needs, in accordance with the SEND Code of Practice.

The graduated approach is an ongoing process through which we identify a pupil's strengths and needs, put appropriate support in place, evaluate its impact and make changes where necessary. This is underpinned by the four-part Assess, Plan, Do, Review (APDR) cycle.

We apply the graduated approach by:

- ensuring that high-quality, inclusive and adaptive teaching is the first response for pupils who have, or may have, SEND;
- identifying and responding to potential barriers to learning, participation and development as early as possible;
- gathering information and evidence from a range of sources to develop a holistic understanding of each child's strengths and needs;
- working collaboratively with pupils, parents and carers to understand their views, priorities and aspirations;
- setting clear, meaningful and individualised outcomes for pupils receiving SEN Support;
- planning and implementing provision that is appropriate to the pupil's identified needs;
- regularly reviewing the impact of support through the Assess, Plan, Do, Review cycle and adapting provision where necessary;
- seeking advice and support from external professionals and specialist services where this may help us to better understand or meet a pupil's needs;
- maintaining clear and consistent processes for reviewing pupils' needs, progress and provision;
- recognising and celebrating pupils' strengths, achievements and progress alongside identifying areas of need;
- following appropriate statutory and Local Authority processes where a pupil may require additional funding, specialist provision or an Education, Health and Care Needs Assessment; and
- maintaining open, transparent and collaborative communication with parents and carers throughout the process.

The graduated approach is not a single assessment or intervention. It is a continuous cycle of understanding need, providing support, evaluating impact and responding to change.

Where a pupil is not making expected progress despite appropriate support and intervention, we will consider what further assessment, specialist advice or additional provision may be required.

How the school accesses local authority support services using the Graduated Approach and how this is co-ordinated through the 'Team Around the School' model. How the school

involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

At Sunnyfields Primary School, staff know how to access advice, guidance and support from the Local Authority, health services and other specialist professionals. The SENCo supports staff to identify appropriate services and referral pathways when additional expertise may help us to understand and meet a pupil's needs.

We may access specialist advice and Local Authority support to:

- help us understand a pupil's strengths, needs and barriers to learning;
- identify appropriate strategies, interventions and provision;
- support the Assess, Plan, Do, Review (APDR) process;
- seek specialist assessment or advice where appropriate;
- support the development and evaluation of inclusive practice across school;
- access specialist training and professional development;
- access relevant guidance, referral pathways and documentation; and
- keep our SEND practice informed by current guidance, research and evidence.

Working with external professionals

We value collaborative working with external professionals and recognise that some pupils may require specialist knowledge or expertise in addition to the support available within school.

Depending on the needs of the individual child, external professionals may:

- provide consultation and advice to the SENCo, Class Teacher and other staff;
- observe or assess a child within the school environment;
- work directly with a child;
- recommend strategies, programmes, resources or adaptations;
- contribute to APDR and SEND Support Plan reviews;
- contribute to EHCP Annual Reviews;
- meet or communicate with parents and carers;
- support transition and longer-term planning; and
- provide specialist training and development for school staff.

Parents and carers will be involved in discussions about referrals to external professionals where appropriate, and relevant advice will be considered when planning and reviewing their child's provision.

Services we may work with

Depending on the individual needs of our pupils, services and professionals we may work with include:

- Autism and Social Communication Education and Training Service (ASCETS)
- Educational Psychology Service
- Sensory Services, including support for pupils with hearing and/or visual needs
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)

- Behaviour Outreach Support Service (BOSS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- specialist school and outreach services
- parent/carer information, advice and support services
- other education, health and social care professionals, according to the individual needs of the child.

External-agency involvement forms part of our graduated approach to SEND. The involvement of a specialist professional does not necessarily mean that a child requires an Education, Health and Care Plan (EHCP). Specialist advice can help school and families to develop a clearer understanding of a child's needs and identify appropriate support at SEN Support level.

Recommendations and advice from professionals are considered alongside the views of the child and their family, school-based assessment and staff knowledge of the pupil. Provision is then reviewed and adapted as appropriate through the APDR process.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

At Sunnyfields Primary School, we carefully monitor the provision in place for pupils with SEND to ensure that available resources are being used effectively and are having a positive impact on pupils' progress, participation and outcomes.

The school uses its notional SEN budget, alongside any additional or high-needs/top-up funding allocated for individual pupils, to provide appropriate support according to identified need.

Individual SEND Support Plans clearly identify the provision and support in place for pupils receiving SEN Support. Where appropriate, provision and associated resources or costs are also recorded and monitored through the school's wider SEND provision mapping processes.

The effectiveness of provision is reviewed regularly through:

- the Assess, Plan, Do, Review (APDR) cycle;
- SEND Support Plan review meetings;
- evaluation of individual and group interventions;
- pupil progress meetings;
- SEND triage and provision discussions;
- pupil and parent/carer feedback;
- review of progress towards individual outcomes and EHCP outcomes, where applicable; and

- monitoring by the SENCo and Senior Leadership Team, including learning walks, observations of provision and discussions with staff and pupils.

Where additional or high-needs funding has been provided for an individual pupil, we ensure that this is used to support the provision identified to meet their needs and intended outcomes.

We consider both the impact and effectiveness of provision when making decisions about future support. Where provision is not having the intended impact, it is reviewed and adapted. Where it is successful, we consider how effective strategies can be maintained while continuing to promote the pupil's independence.

This ongoing evaluation helps us to ensure that SEND resources are used appropriately, equitably and effectively to improve outcomes for pupils.

The expertise and training of school staff to support children and young people with SEND and plans for professional development

At Sunnyfields Primary School, we recognise that developing the knowledge, confidence and expertise of our staff is essential to providing high-quality support for pupils with SEND.

The SENCo works closely with Class Teachers and support staff to help them understand pupils' individual needs, identify appropriate strategies and adaptations, plan effective provision and evaluate its impact.

SEND is an important part of our ongoing programme of professional development. Training is planned in response to the needs of pupils within our school, developments in SEND practice and areas identified through monitoring and staff feedback.

Staff may access training in areas including:

- autism and social communication;
- speech, language and communication needs;
- social, emotional and mental health needs;
- trauma-informed and relational approaches;
- positive behaviour and regulation strategies;
- sensory processing and regulation;
- Intensive Interaction;
- Lego-based with literacy difficulties;
- physical and medical needs;
- moving and handling;
- first aid; and
- individual programmes or interventions recommended by specialist professionals.

Where a pupil has a specific or complex need, relevant staff may receive additional training, advice or coaching from external professionals to enable them to implement specialist recommendations safely and effectively.

Whole-school SEND development

The SENCo leads regular SEND professional development for staff throughout the school year. Different aspects of SEND and inclusive practice are explored, with training delivered by the SENCo or, where appropriate, specialist external professionals.

Teaching Assistants also receive regular SEND updates and development opportunities. These sessions are used to share key information, develop consistent approaches and strengthen staff knowledge and practice across the school.

As part of our ongoing commitment to developing autism-inclusive practice, the SENCo has undertaken additional training with Doncaster's ASCETS team. In September 2026, all school staff also completed a full day of Autism Awareness training, supporting a consistent whole-school understanding of autism and how we can identify and reduce barriers for autistic pupils.

Staff training is not viewed as a one-off activity. Knowledge and strategies are revisited through staff meetings, SEND triage, professional discussion, coaching and collaboration with specialist services so that learning is translated into effective classroom practice.

Our aim is to ensure that staff across Sunnyfields have the knowledge, confidence and practical strategies needed to identify barriers, make appropriate adaptations and provide effective support for pupils with SEND.

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 Sunnyfields Primary School, we are committed to participation and achievement for all. We promote an inclusive culture in which pupils are encouraged to recognise their strengths, develop confidence and have high aspirations for themselves.

High-quality, inclusive teaching is the foundation of our approach to supporting pupils with SEND. Teachers have responsibility for the progress and development of every pupil in their class, including where pupils access additional support or interventions.

Teachers use adaptive teaching to respond to pupils' individual strengths and needs and to remove barriers to learning. Depending on the individual pupil, this may include adapting teaching approaches, resources, the learning environment, levels of adult support, methods of communication or the way in which pupils demonstrate their learning.

Where appropriate, reasonable adjustments are made to ensure that pupils with SEND can access the curriculum and participate as fully as possible in all aspects of school life.

The progress of pupils with SEND is monitored regularly through classroom assessment, SEND Support Plan reviews, the Assess, Plan, Do, Review process and the school's wider pupil progress and monitoring systems.

Where a pupil is not making expected progress, teachers work with the SENCo, the pupil and their family to consider possible barriers and identify what additional support, adaptation or specialist advice may be required.

Our aim is to provide pupils with the right support at the right time, while maintaining high expectations and promoting independence, confidence and successful participation in learning.

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 Sunnyfields Primary School, we recognise that children's social, emotional and mental health (SEMH) is fundamental to their wellbeing, relationships, engagement and ability to learn.

Children may communicate emotional or social needs in many different ways. This might include changes in behaviour, difficulties with emotional regulation, anxiety, withdrawal, difficulties developing or maintaining relationships, reduced engagement with learning or challenges communicating how they are feeling.

We recognise that behaviour can be a form of communication and aim to understand what may be contributing to a child's difficulties rather than focusing solely on the behaviour itself.

Support is tailored to the individual child and may include:

- a consistent, trusted adult or key person;
- regular check-ins and opportunities to talk;
- individual or small-group nurture support;
- support with identifying, understanding and regulating emotions;
- development of social interaction and relationship skills;
- visual resources and personalised regulation strategies;
- access to calm, safe or lower-stimulation spaces where appropriate;
- targeted one-to-one support;
- adaptations to the classroom environment or daily routines;

- structured support during transitions and less predictable parts of the school day; and
- close communication between home and school.

We also promote positive emotional wellbeing through our wider curriculum and whole-school approach, helping pupils to develop emotional literacy, resilience, positive relationships and strategies for managing their feelings.

Where a child requires support beyond that ordinarily available within school, the SENCo may work with parents and carers to seek advice or support from appropriate external professionals. Depending upon the child's individual needs, this may include the School Nursing Service, CAMHS, Educational Psychology, BOSS or other relevant health, education or specialist services.

Any referral will be considered carefully in partnership with the child and their family and will take account of the individual child's needs and the referral criteria of the relevant service.

Our aim is to ensure that children feel safe, understood, included and supported, enabling them to develop the emotional and social skills they need to participate successfully in school life.

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 recognise that transitions and changes can be particularly challenging for some children and young people with SEND. We therefore work closely with children, families, staff and other settings to ensure that transitions are carefully planned, supportive and as smooth as possible.

If your child is joining us from another school or setting

- Our SENDCo will liaise with your child's current school or setting to gather relevant information about their needs, strengths and the support they currently receive.
- Where appropriate, and when invited, the SENDCo will attend Annual Review or transition meetings before your child joins us.
- Parents/carers and their child will have opportunities to visit the school, meet key members of staff and become familiar with the new environment.
- Additional transition visits or an individualised transition programme can be arranged where this would be beneficial.

- Relevant records and information will be requested from your child's previous school or setting to help us plan appropriate provision from the outset.

If your child is moving to another school

- We will liaise closely with the SENDCo or appropriate member of staff at your child's new school to share information about their needs and any support or reasonable adjustments they require.
- Where appropriate, transition meetings will be arranged to ensure that important information is shared and provision can be planned effectively.
- We will ensure that relevant records and SEND documentation are transferred to the new school promptly.
- Additional visits and transition activities may be arranged according to the individual needs of your child.

Moving between classes within our school

We recognise that moving to a new class, teacher or learning environment can be a significant change for some children with SEND. To support this transition:

- Relevant information will be shared with the new class teacher in advance.
- SEND Support Plans and other relevant documentation will be discussed and shared with the staff who will be supporting your child.
- Where appropriate, transition and planning meetings will take place between current and receiving staff.
- Children will have opportunities to spend time with their new teacher and become familiar with their new classroom before the end of the academic year.
- Additional transition visits, photographs, visual supports, social stories or other personalised approaches may be used where these would support the individual child.

Transition to secondary school

We work closely with secondary schools to support children with SEND as they prepare to leave Year 6.

- The SENDCo and Year 6 staff will liaise with the SENDCo and/or transition staff at your child's secondary school to discuss their individual needs and the support they require.
- Relevant SEND records and information will be transferred securely and promptly.
- Where a child has an Education, Health and Care Plan (EHCP), representatives from the receiving secondary school will be invited to relevant Annual Review meetings, particularly during Years 5 and 6, to support effective transition planning.
- Children will take part in focused transition activities to help them understand and prepare for the changes ahead.
- Where possible, children will visit their new school before starting. Additional or enhanced transition visits may be arranged for children who would benefit from them.
- Where appropriate, staff from the receiving secondary school may also visit the child at Sunnyside so that relationships can begin to develop within a familiar environment.

Our approach to transition is always guided by the individual needs of the child. We work in partnership with children, parents/carers and receiving settings to identify any additional support that may help the child feel safe, confident and prepared for their next stage.

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

At Sunnyfields Primary School, we are committed to providing an inclusive, supportive and positive learning environment in which every child is valued and supported to achieve their full potential.

Provision for children with SEND is carefully planned, reviewed and adapted to reflect each child's individual strengths, needs and intended outcomes. We value working in partnership with parents and carers and encourage you to speak to us if you have any questions or concerns about the support your child is receiving.

If you would like to discuss the SEND provision in place for your child, please contact our SENDCo, Mrs K MacConnachie, who will be happy to discuss your child's needs and the support available.

If you feel that your concerns have not been resolved following this discussion, you can request a further appointment with the Headteacher, Mrs K Hutton.

Further information about how to raise a concern or make a formal complaint can be found in the school's Complaints Policy, which is available on the school website.

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

The Local Offer brings together information about the support, services and provision available for children and young people aged 0–25 with Special Educational Needs and Disabilities (SEND) and their families.

Under the Children and Families Act 2014, every Local Authority is required to publish and regularly review its Local Offer.

The Local Offer is designed to:

- help children, young people and their families understand what SEND support and services are available locally;
- make it easier for families to find clear and accessible information;
- provide information about education, health and social care services;
- explain the support available within schools and other education settings; and

- help families understand how to access additional support and services when needed.

Doncaster's Local Offer includes information from a wide range of services and organisations, including schools, health services, social care, early years providers and voluntary and community organisations.

Sunnyfields Primary School's SEND Information Report forms part of Doncaster's wider Local Offer. It explains how we identify and support children with SEND, the provision available within our school and how we work in partnership with families, the Local Authority and other professionals to meet individual needs.

Our arrangements for supporting pupils with SEND apply to all children and young people within our school, including children who are looked after by the Local Authority and have SEND. We work closely with families, the Local Authority and other relevant professionals to ensure that their individual needs are identified, planned for and reviewed appropriately.

We also provide relevant SEND information to the Local Authority, including information collected through the School Census. This contributes to the Local Authority's understanding and strategic planning of SEND provision across Doncaster.

Further information about SEND services and support available across Doncaster can be found through the Doncaster SEND Local Offer:

Doncaster Special Educational Needs & Disabilities (SEND) Local Offer – City of Doncaster Council