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Pocklington Junior School

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SEND Information Report Pocklington Junior School 2026-27
Updated September 2026

What is the name and contact details of the school's SENDCO? Miss Sophie Kirk 01759 302224
What kind of special educational needs and disabilities (SEND) provision does the school provide for? Pocklington Junior School is a mainstream Junior school which is part of a Multi-Academy Trust, alongside Woldgate School, Stamford Bridge School and Melbourne Primary School. In line with our inclusive ethos, we cater for pupils with any Special Educational Needs and Disabilities (SEND). This can be children with needs in any of the four broad areas of need – cognition and learning; social, emotional and mental health; communication and interaction or sensory and physical needs. We provide quality, enjoyable learning experiences that enable everyone to reach their potential within a stimulating, safe and happy environment.
What is the school's policy for identifying children with SEND? The school's current SEND policy is available on our school website (www.pocklingtonjuiors.co.uk.) The current policy and arrangements for supporting pupils with SEND have been revised ensure they are fully in line with the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years. All children within our school receive a broad, balanced curriculum which is designed to ensure they make progress, at whichever level they may be working. Pupil progress meeting are held to identify any children that are making less than expected progress. Children identified with SEND are those that need additional, individualised and specific support to ensure that they are also making progress educationally and in their area of need. Concerns about a pupil requiring special educational needs support may be raised by a member of staff, a parent/carer or by the pupil themselves. Following any concerns raised, they will be explored by the class teacher or SENCO, the pupil's needs assessed, and appropriate action taken. Depending on the specific need of the child, other agencies may be involved at this time to assess and advise recommended targets for the child to work on (see list of agencies below).
How does the school evaluate the effectiveness of its provision for pupils with SEND? There are a number of ways that the school evaluates the effectiveness of its provision for SEND pupils:

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- Comparing baseline assessment with final assessments for individual pupils.
- Measuring improvements in skills being developed – Is the child transferring skills to their independent work?
- Tracking the progress made by pupils from their starting points
- Monitoring of interventions and their impact on progress
- Discussing progress with pupils and parents/carers
- Pupil progress meetings with teaching staff and teaching assistants
- Comparisons against national and local attainment data of pupils with SEND.
- Boxall profile
- Other qualitative measures such as social and emotional assessment scales and surveys.

All provisions that are additional intervention for pupils is tracked. The tracker is regularly updated, and the impact of interventions is measured. This results in interventions being effective and targeting the correct children.

Governors receive regular reports concerning the progress of all pupils, including those with SEND. The SENDCO and SEND governor meet to discuss the provision for SEND pupils.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

The progress data of all children (including those with SEND) in our school is closely tracked and shared with parents regularly. All children will be set targets, and these are monitored to ensure that progress is being made throughout the academic year.

Pupils with SEND may have further assessments to identify specific needs and the results of these will also be tracked.

Pupils with SEND will also be set individualised targets so their progress in areas of particular need can be checked regularly by class teachers and other staff. These are detailed within their support plans. At the end of an agreed timescale, a pupil's progress is measured against their specific target. New targets will then be set on the basis of the review.

Class teachers meet with the parents of children with SEND, during parents evening, to discuss the support in place and their child's progress. Parents are also encouraged to reinforce the work being done in school at home.

All parents receive an end of year report to summarise the progress of their child over the academic year.

External agencies that are involved with SEND children will monitor and review the targets that they have set.

The school welcomes and actively encourages parent/carer involvement and is happy to discuss individual pupils. Class teachers are also keen to work alongside parents and suggest ways to support their child.

- Any pupil with an Education, Health and Care Plan has a formal Annual Review Meeting in which progress is discussed and targets set for the new academic year. Parents and all professionals that have been involved with the pupil are invited to attend and contribute, along with the family and the pupil themselves.

What is the school's approach to teaching pupils with SEND?
At Pocklington Junior School, we believe it is essential for all staff, pupils and parents to be actively involved in the provision for SEND. We are a fully inclusive school and aim to ensure that all pupils achieve their full potential. Class teachers are responsible for ensuring practice is appropriately adapted to meet the needs of each pupil. They are also responsible for ensuring that recommendations and strategies suggested by the SENDCo are implemented in the classroom or through other interventions.

Teachers and Teaching Assistants are involved in recording targets, progress towards targets and strategies being implemented on an individual support plans. These targets are reviewed and discussed with parents and carers.

The learning and pastoral needs of all the pupils are met by a range of people within the school, including teachers and all support staff.

How does the school adapt the curriculum and learning environment for pupils with SEND?
The curriculum and lesson content are adapted to meet the needs of an individual. In the first instance, this is the responsibility of the class teacher. The school makes all reasonable adjustments to allow pupils to access the curriculum.
This may include:

- Adaptive classroom practice
- Lessons planned to suit a range of learning styles
- Providing additional support/time to complete tasks
- Scaffolding work
- Providing writing frames
- Ensuring working walls and classroom environments are enriched
- Enlarged sheets/work
- Additional resources to support learning
- Support from additional adults within lessons
- Specific, targeted interventions

Please note, that this is not an exhaustive list. The adaptation will depend on the individual child.

What additional support for learning is available to pupils with SEND?
The school works to provide a graduated response in supporting children with SEND, within its capacity. Provision is allocated according to need and follows an 'Assess, Plan, Do and Review' process.

Pupils are screened throughout their time at PJS to determine whether they require access arrangements for assessments, which supports the needs for access arrangements for the Statutory Assessment Tests (Year 6 SATs). Throughout their time at PJS, but specifically in Year 6, information is gathered and, where necessary, further assessments are completed to determine whether or not pupils meet the criteria set by the government. Arrangements are made for those pupils who do satisfy the criteria. Parents/carers of pupils requiring access arrangements are informed by the class teacher or the SENDCo in advance of the tests.

What activities that are available for pupils with SEND in addition to those available in accordance with the curriculum?
Activities are designed to be accessible to all pupils, with support, if necessary. Where appropriate, parents/carers are consulted about the activities or visits and the extra support that will be provided to ensure the child can be included.

When considering the Year 6 residential visit or other educational visits, if necessary, an individual plan is written in discussion with parents/carers, the pupil, members of staff leading the visit and any outside agencies which may be able to contribute e.g. health workers/outdoor education team.

During play times, indoor and outdoor games are organised by our lunchtime staff.

What support is available for improving the emotional and social development of pupils with SEND?

Support for developing the emotional and social needs of pupils with SEND is offered through:
-The Nest (our in school Enhanced Resource Provision based around Nurture UK)
- Teachers and teaching assistants
- Behaviour and Inclusion Support
- School behaviour curriculum
- Education Welfare Officer (EWO)
- Access to ELSA (Emotional Literacy Support Assistant) providing 1:1 or small group support in school
- Play Therapy (external agencies)
- Intervention programmes such as the use of social stories
- Involvement from the Educational Psychologist Team
- Child and Adolescent Mental Health Service (CAMHS)

Please note, this is not an exhaustive list and other services may also be on offer at any one time.

In addition:
- Designated staff, in agreement with appropriate care plans, carry out administration of medicines and personal care
- The School has a Child Protection Policy that can be accessed on the school's website.
- Risk assessments are completed for all activities and visits
- The school seeks to enable all pupils to contribute to all parts of school life. We actively seek to engage children in roles and responsibilities e.g. monitor jobs, buddies

Please note, this is not an exhaustive list and other services may also be on offer at any one time.

The following staff support behavioural needs and the attendance of pupils:
- Class teachers
- ELSA
- Attendance Officer
- SENDCo
- Senior Leadership Team

We promote a mentally healthy school and see this as one of our main focuses. All staff are offered training in a variety of social and emotional health issues in order to be able to support children with these needs.

What information is there about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured?

- SENDCo with SEND training and experience: Miss Sophie Kirk, BA Hons, QTS (Also completed NASENCO Award)
- Nurture UK qualification: Sophie Kirk (SENDCo) and Alison Evans (Class teacher in ERP)
- ELSA Training: Karen Linfoot
- Educational Psychologist: Laura Griffiths
- Behaviour Support: Helen Thorburn

We have a range of specially bought, in house assessments which we use to assess specific need. We also make referrals to the following agencies:

- *Youth and Family Support Service (YFSS)*
- *Children's Centre*
- *Educational Welfare Service*
- *Educational Inclusion Service*
- *Virtual School*
- *Educational Psychology*
- *Occupational Therapy*
- *GP*
- *Speech and Language Therapy Service (SALT)*
- *Sensory and Physical Teaching Service (SAPTs)*
- *EHASH*
- *SEN Team – East Riding*
- *Child and Adolescent Mental Health Service (CAMHS)*

We would also refer to any other necessary agencies, not currently on this list.

All staff have completed Safeguarding and Child Protection training, and the school aims to ensure that staff continually receive training and updates as appropriate, taking into consideration the advice of local and national professionals, associations, and bodies.

What facilities does the school provide to support children with SEND?
The school can be accessed by wheelchair users. There is a toilet for those with disabilities. The school has two disabled parking bay. Specialist equipment for pupils with visual and other physical impairments can be accessed through the Sensory and Physical Teaching Service (SAPTs) and Occupational Therapy, as well as through our own ordering. Resources in school can be modified to meet pupils' needs. We always endeavor to go the extra mile and support children's physical needs where possible – for example, the use of a wobble stool or writing slope perhaps.

What are the arrangements for consulting parents of children with SEND about the education of their child?
At Pocklington Junior School, we believe that the partnership between schools and parents/carers is vital to a successful education experience for a child. We very much welcome parent/carer involvement in support of pupils and aim for a person-centered approach. Class teachers are the first point of contact for parents/carers. Appointments with other staff members and the Headteacher can be made, as required, via the school office. As well as holding termly meetings for the parents/carers of children with SEND. At these meetings targets and progress are discussed.
Parents and carers are also invited to:

- Open evenings
- Specific subject information evenings
- Parent workshops
- Support Friends of the School events
- Volunteer their time to support children in school
- Open Days

We offer a special page on our website for parents/carers which signposts to local information and workshops etc. to support various SEND needs and we provide support sessions in school for parents and carers to support SEND needs.

We can also signpost parents to the following services:

- *Youth and Family Support Service (YFSS)*
- *Children's Centre*
- *Educational Welfare Service*
- *Integrated Specialist Public Health Nursing Department*
- *Educational Psychology*
- *GP*
- *Occupational Therapy*
- *Speech and Language Therapy Service (SALT)*
- *Sensory and Physical Teaching Service (SAPTs)*
- *EHASH*
- *Child and Adolescent Mental Health Service (CAMHS)*

We would also refer to any other necessary agencies, not currently on this list.

What are the arrangements for consulting young people with special educational needs about their education?
We aim for all children in our school (including those with SEND) to be aware of their academic targets and the particular steps that they need to take to make progress.

When children are receiving additional support, their specific targets are shared and discussed both with the class teacher and with any other additional adults that are providing the support.

Pupils with an Education, Health and Care Plan are invited to contribute to meetings, as appropriate.

When children are referred to outside agencies, they are also invited to contribute their opinions on their difficulties and support needed.

What arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND, concerning the provision made at the school?
The class teacher is the first point of contact if a parent/carer is worried or concerned about their child. Appropriate discussion and action will then be undertaken by relevant staff. Parents who wish to make a complaint are encouraged to speak initially to the Head Teacher. If the issue cannot be resolved, then information concerning the school's complaint procedure can be found through contacting the school office.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?
The school SENDCo ensures that agencies are referred to and liaised with on a regular basis. This is reported to governors termly and is also a question asked by the SEND link governor at SEND governor link meetings.

What are the contact details of support services for the parents of pupils with SEND?
More information and further contact details can be found as part of the Local Authority Local Offer. Link available on the school website and at the end of this document.

Contact details for agencies that we liaise with are as follows:

- Educational Psychology 01482 392254
- Occupational Therapy 01482 617936
- Behaviour Support Team: 01482 394000
- Speech and Language Services 01482 617922
- Sensory and Physical Teaching Service 01482 394000
- Children's Social Care Team 01377 241273
- Childhood and Adult Mental Health Services 01904 615345
- Youth and Family Support 01482 395500
- Special Educational Needs Information and Advice Service (SENDIASS) 01482 396469

Should you require the contact details of other services, do not hesitate to contact the school's SENDCo.

What are the school's arrangements for supporting pupils with SEND in transferring between phases of education?

The school works closely with its feeder schools and receiving secondary schools, attending meetings and making appropriate arrangements in consultation with parents/carers and outside agencies to ensure smooth transitions. All children have taster visits to their new setting to ensure they are familiar with their new school. Additional visits are put in place for children with specific needs to ensure both the child and parent/carer feel comfortable and well prepared.

For all transition (within school and to other schools) teachers and SENDCOs meet and discuss children on an individual basis.

Prospective pupils and parents can access a wealth of information on the school website. If pupils with SEND join the school mid-term, the SENDCo will aim to arrange a liaison with the feeder school to ensure appropriate support is put in place.

What are the arrangements for the admission of disabled pupils?

If you are interested in your child attending our school, we warmly welcome you to come and have a look around and see the school in action, so you can make an informed decision. Please contact us on 01759 302224 to make arrangements to visit. We do not discriminate against any child with SEND and would actively encourage you to come and see if our school is for you. We would aim to make suitable adjustments for any chid wishing to join our school, where this is possible.

Details of our school's admissions policy can be found on the local authority website here: http://www2.eastriding.gov.uk/learning/schools-colleges-and-academies/schools-and-school-places/school-admissions-and-catchment-finder/school-places-and-admissions/

What steps you have taken to prevent disabled pupils from being treated less favourably than other pupils?

Our school is dedicated to ensuring that all members of our community are treated equally, fairly, and with respect by our school and by each other. This applies to us as a place of education, a business, and an employer. Prejudice, discrimination and victimisation are not tolerated, and we work hard to instill in our pupils/students a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards others. Our main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, so as to aid the development, progress and needs of all the children in our care.

We promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation. Through the creation of our equalities plan, we have been able to develop a better understanding of what the challenges to equality are within our school and how we can best deal with these.

For further information, please see our Single Equality Plan which can be found on our school website: www.pocklingtonjuniors.co.uk under 'Helpful Info' and then 'School Policies.'

How are pupils with SEND enabled to engage in activities available with those in the school who do not have SEND?

We ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip to Robinwood and all pupils are encouraged to take part in sports day/school plays/special workshops etc.

Please note, this is not an exhaustive list and provides examples only. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where can the school's accessibility plan be found?
The school's accessibility plan can be found on our school website at:
http://www.pocklingtonjuniors.co.uk/

You may also wish to view the following policies which are available on the school website in the same location:
SEND Policy
Anti-bullying Policy
Health and Safety Policy
Safeguarding Policy
LAC/PLAC Policy

Where can information on where the Local Authority's local offer be found?
Further help and support for families can be found via the Local Offer from East Riding Council, which can be found at:
http://www.eastridinglocaloffer.org.uk/

There is also a link provided on the school website's SEND page.