Pilsley CE Primary School

SEND Information Report 2026-2027

Key Staff related to this document:

- SENDCO: Emma Bond

Section 6 of the Special Educational Needs Code of Practice gives guidance to education settings that help to identify, assess and provide help for children with special educational needs. It reinforces the accessibility plan referred to in paragraph 3 of schedule 10 of the Equality Act 2010, and sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND or disabilities. These include:

- Taking into account the view of children, young people and their families
- Enabling children, young people and their parents to participate indecision-making
- Collaborating with partners in education, health and social care to provide support

- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

What are special educational needs and disabilities (SEND)?

The term 'special educational needs and disabilities' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age do. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or Sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEND of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. However, a few children will need extra help for some or all of their time in school.

SEND could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves; or
- Some kind of Sensory or physical needs, which may affect them in school.

All schools are supported by outside agencies to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities are being met in a mainstream setting wherever possible and where families want this to happen.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is Mrs Emma Bond. She may be contacted via the school office on 01246 583203 or by email ebond@pilsleycofe.derbyshire.sch.uk Mrs Bond is also the school's Designated safeguarding lead. Our school's special needs teaching assistances (SENTAs) work closely with the SENCO, our children and families on a range of issues that may act as barriers to learning. Pupils who are on the schools SEND register or pupils who need additional short term support are supported by one of the members of the team in order to develop a direct relationship between the pupil, their identified adult in school and their families.

The SENCO has the day-to-day responsibility for the operation of SEND policy and co-ordinating of specific provision made to support individual pupils with SEND, including those who have EHC plans or Inclusion support funding working closely with staff, parents and carers and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. The SENCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENCO plays an important role with the governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND. For more details on the role of the SENCO, see further sections below.

Admission arrangements for pupils with SEND

The school welcomes applications from parents of pupils with special educational needs. A pupil with a Statement of Special Educational Needs (SEN) or Education, Health and Care (EHC) plan which specifies the school will be given automatic priority for admission.

Our approach towards SEND

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum' and is done through quality first teaching.

Children making slower progress or having particular difficulties in one area may be given extra help through targeted interventions or different lessons to help them succeed.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND.

The Code describes how help for children with special educational needs should be made by a step- by-step or '**graduated approach'**. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. So increasingly, systematically, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education. This additional support will be recorded on an individual pupil support plan along with personalised short term targets which staff and the SENDCO monitor termly. It is the class teachers responsibility to set, review and maintain these records on a termly basis.

In school we monitor the impact of all the provisions we have in place, ensuring pupil outcomes are strong and the interventions are of value. These types of provisions are logged on the school's provision-map and are updated and monitored termly.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists. Our Equality, Behaviour and Anti-bullying policies reinforce our schools mission statement. We have preventative measures in place to stop pupils with SEND being treated less favourably than other pupils. At Pilsley, we welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Equality Act 2006; and the expectation in the Equality Bill 2009 that we should promote equality, diversity and good relations.

SEND Support in School

There are four broad areas of need and support, which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs There are also four noted high incidence needs that may affect children: ASD, communication, dyslexia and social emotional and mental health.

How is SEND identified?

Only a few pupils will require interventions, which are additional to, and different from the differentiated curriculum provided for all pupils. This forms part of the Graduated Response.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Identification and assessment of pupils' SEND will include:

- End of Key Stage attainments
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic test
- Observational checklists
- Dynamic forms of assessment which involve:
  - observing and recording responses in different environments
  - identifying strengths and weaknesses
  - identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEND. The pupil's response to such support helps to identify their particular needs.

How we decide whether to make special educational provision

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. The outcomes considered include those needed to make successful transitions between phases of education.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic

circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties, we would consider whether the child might have SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

<u>How we teach children and young people with SEND</u>

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources and so on) and discussing amendments with the Special Educational Needs Coordinator (SENCO) as necessary.

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- The updated curriculum progression sequences for each of the foundation subjects now include core skills and knowledge which we expose all children to in line with age related expectations. We believe strongly that it is important to expose all children – regardless of their individual needs, to the breadth of the curriculum and the sequence of progression. In order to do this, class teachers ensure the pupils are exposed to the skills and knowledge in line with their peers but they differentiate the task or outcome of the sessions to meet individual pupils needs.
- Ensuring that they produce, update and share with parents the pupils individual support plans and targets.

In addition:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Teachers will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Teachers will put in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme. The SENCO is responsible for:
- Coordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
- involved in supporting your child's learning

- kept informed about the support your child is getting
- involved in reviewing how they are doing
- part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write individual education plans
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

We also provide additional support for children using other adults of resources as outlined next.

Use of support staff

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. This may be support for groups of children working at a similar ability level. A teaching assistant may also be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed in the first instance to the staff members named above. Of course, as a school, we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.

Equipment (How it will be secured if needed)

We provide for pupils with high incidence SEND requiring low cost, non-customised equipment, e.g. non-customised ICT equipment, funded from their normally available resources. For more specialist- customised equipment, Derbyshire LA provides funding for an Individual Children's Equipment Budget to meet these needs. This may include, for example, auxiliary aids and services for disabled children, and any other resources that would prevent children being put at a substantial disadvantage to their peers.

Disabled access

Ramps are in place for disabled access to classrooms on both playgrounds and disabled toilets can are available. Access to classrooms can be gained via ramps from the playground.

The schools Accessibility Plan is written in compliance with the Equality Act 2010 and our building is wheelchair accessible. Where appropriate, we order and utilise specialist equipment for those with a visual or hearing impairment as well as those with physical disabilities. Individual PEEP's (Personal Emergency Evacuation Plan's) are written and are in place for any pupil who is identified as one who may have difficulties evacuating a building to a total place of safety without support or assistance from others. These documents are shared with the pupil and their cares and a copy is held on file. Due to the nature of this plan, it is reviewed and adapted according to the individuals need on a regular basis.

Corridors and doors allow access for wheelchair users and ramps and handrails are in place as an alternative to steps. Staff provide intimate care for pupils and where necessary administer physiotherapy and OT programmes. After school and extra-curricular provision is accessible to all pupils including those with SEND. All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. Please see our Disability Access Plan policy which can be found on our website.

<u>How we will consult with you and your child regarding SEND</u>

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them first with your child's teacher or any other professional working closely with your child.
Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. Parent evenings take place regularly throughout the year where any targets will be reviewed. Targets are reviewed with children and parents in one-to-one discussions with their class teacher and at Parents' Evenings and end of year reports.

- These discussions with children with SEND and their teachers will also be informed by discussions between the teacher and the SENCO. Additionally, children – particularly those with SEND – receive frequent feedback throughout the year on progress towards targets both verbally and in written feedback, to which children contribute and respond.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

- Homework will be adjusted as needed to your child's individual needs.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. This is to be agreed by the class teacher as they will be responsible for completing this on a daily basis.

In addition:

- If you child is undergoing statutory assessment/EHCP assessment, you will also be supported by the school and Local Authority. They will ensure that you fully understand the process.

Arrangements for supporting children and young people in moving between phases of education, including starting school at age four

To support transition to high school, or where a child transfers to another setting at times other than Y6 to Y7, we share information with the school or other setting the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process. We also liaise closely with pre-school providers and share a range of information before children start school in their Reception year. Foundation Stage staff will also conduct home visits prior to children starting school at the age of four, and gather information from parents at this point. If your child already has identified SEND when starting school:

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a meeting or similar, may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily.
- If applicable, visits by staff to your child's previous setting may be made to facilitate a successful transition.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should first talk to your child's class teacher. You will be able to talk over your concerns and find out what the school thinks and from this they will begin to monitor your child in order to provide the SENCO with the appropriate information she will need to move it forward should this be needed.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- The school thinks your child has difficulties;
- The school thinks your child has special educational needs;
- Your child is able to work at the same level as other children of a similar age;

- Your child is already getting some extra help;
- The school can suggest ways that you can help your child.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information, Advice and Support Services (DIASS) for SEND www.derbyshireparentpartnership.co.uk or from national or local voluntary organisations.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

We will provide an annual report for parents on their child's progress, as well as termly updates.

Where a pupil is receiving SEND support, class teachers will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Progress towards targets is shared with parents formally during meetings as outlined above and via written end of year Reports.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEND is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

Progress of children with SEND is rigorously tracked and checked by Senior Leaders using a range of summative assessment information. This is then shared with the Governing Body.

Support for improving emotional and social development

Constant reinforcement of the school's behaviour policy is made in class and during whole school assemblies. These include annual 'Friendship Week' activities (also known as Anti Bullying Week). Parents are informed of developments in this area by letters, newsletters and leaflets; these are often published on our website.

For children at risk of bullying, there are pastoral systems in place such as 'worry boxes' in each classroom, SEND support include interventions. The Anti-Bullying Policy is followed robustly and parents are involved if this is necessary. We regularly seek children's views on bullying via

interviews, questionnaires and the School Councils. Although bullying is rare, it is challenged strongly if it is identified.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Occasionally we provide separate workspaces for individual children who may be accessing an alternative curriculum as agreed with external agency support and parents. We also have several 'group rooms' for specific intervention work or individual tuition and support. We are constantly seeking to adapt the school environment in order to make it more accessible for all children, including those with disabilities. This includes provision during e.g. Collective Worship, school trips, PE and play times. Please see the school Accessibility Plan for further details.

How does the school support pupils with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'. The school has a policy regarding the administration and management of medicines on the school site. Pupils will have a care plan if deemed necessary. Appropriate staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

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

Pilsley CE Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. At Pilsley CE Primary School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school. This is also the case for out of school activities, trips, swimming lessons and Residential visits.

How adults in school are helped to work with children with SEND and training they have received

Staff receive regular training in a range of aspects concerning SEND, Nurture and Behaviour Support. In addition:

- The SENCO's job is to support the class teachers in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole

school training on SEND issues or to support identified groups of learners in school, such as Down's syndrome and dyslexia.

- Whole staff training is held to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service and sensory service or medical /health training to support staff in implementing care plans.

Alongside CPD for the SENDCO, staff in school continue to actively develop their own pedagogy through ongoing training. Examples of this includes:

- Inclusion (all staff)
- Safeguarding (all staff)
- NELI training
- Positive behaviour management (all staff)
- Attachment training (All staff)
- Basic counselling and mental health first aider training (1 x teacher)
- Individual training based on child's needs from Educational Psychologist (Staff as needed)
- Individual training based on child's needs from Autism Outreach/Physio (Staff as needed)
- Applying the New Code of Practice (All staff)
- Writing & reviewing new SEND targets (All staff)
- Manual handling (Staff as needed)
- Using specialist medical equipment where necessary (staff as needed)

The provision for SEND is reviewed regularly via staff meetings, IEP meetings and Pupil Progress meetings.

<u>Involving specialists</u>

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed. Other agencies with whom we liaise include:

- Family Support Worker
- Educational Psychology Service
- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy Service
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEND processes and procedures).
- School Nurse
- Children and Adolescents Mental Health Service (CAMHS) <u>What this will look like for your child:</u>
- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

- Support to set targets which will include their specific professional expertise.

- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit.

It may be more intensive and include Specified Individual support for your child:

This is usually provided via an Education, Health and Care Plan (EHCP)* This means your child will have been identified by the class teacher/SENCO as needing ***a particularly high level of individual and small group teaching*** which cannot be provided from the resources already delegated to the school.

Requesting an Education, Health and Care needs assessment

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Derbyshire web site: http://www.derbyshireSENDlocaloffer.org/

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the relevant level of the SEND code of practice.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need further extra and additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the SEND support at its current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

Most complaints can be resolved easily with the class teacher or SENCO/headteacher. If parents are not satisfied with the response that the school has given, they may use the school Complaints Procedure. Details of this can be found in the Policies section of the school website.

How can I access further support for my family and me?

• By looking at the Local Authority's website, the Derbyshire 'Local Offer', which includes a list of all the services available to you and your child. You can also meet with the SENDCO who might be able to point you in the right direction.

The Local Offer can be found by following this link:

http://www.derbyshireSENDlocaloffer.org/

This report will be updated and reviewed annually, approved by Governors and published on the school website.

Date written and agreed by Governors: January 2026

Report to be reviewed: January 2027