SEND School Information Report

September 2026

Derby City Council

PROUD OF DERBY

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that: '*A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age*.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily.
A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The class teacher should be the first person you speak with as they have responsibility for:

- checking on the progress of your child
- identifying, planning and delivering an adapted curriculum for your child in class as needed
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

Our School SENDCo is Mrs Caroline Spooner

She is responsible for:

• developing and reviewing the school's SEN&D Information report
• co-ordinating all the support for students with special educational needs or disabilities
• updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
• where possible and appropriate, accessing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

She is also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Speech and Language Therapists, STePS, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a child's special educational needs, the Code of Practice identifies 4 broad areas of need. They are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school also recognises that the children may need support in more than one of these areas.

How are CHILDREN with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2015, a CHILD has SEN '*where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age*'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify those children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are also considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

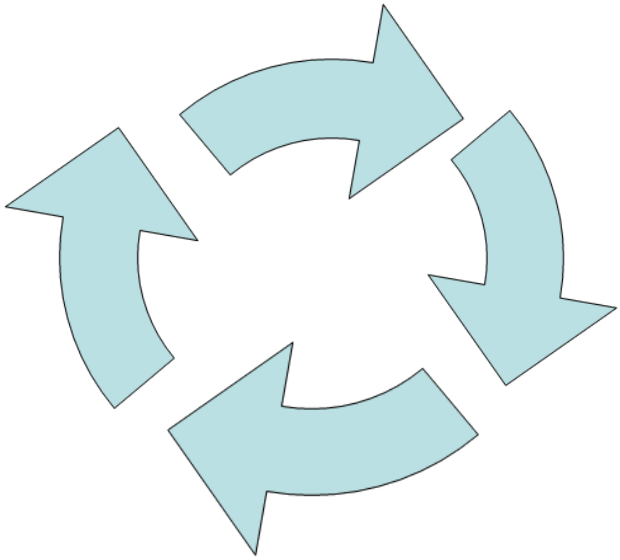
When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, Parents and class teachers to consider all the information gathered from within the school.

Parents/carers will usually discuss their child's needs with the class teacher at Parent's Meetings in the first instance. Where necessary, school can arrange a longer meeting at another time if the needs are more complex or additional discussion for information gathering may be needed.
The format of the discussion will usually follow:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four-part cycle:

Assess
An analysis of child's needs will be carried out by the class teacher in collaboration with the SENCo. The outcomes will be discussed with parents.
Outside agencies may also be involved.



Plan
If everyone agrees, the school will provide support through an IEP or MEP

All staff involved with the pupil will be informed.

Do
Interventions and support will be delivered in school and supported by home.

Review
The effectiveness of the intervention /support will be reviewed regularly (usually termly)
We aim to work together with the children and parents through this process

What are the different types of

support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.
The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues where there is an identified need.
In addition to this:

- Teachers adapt planning to support the needs of children with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for phonics, reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher or a Teaching Assistant.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Having someone scribe written work
- Sensory breaks
- Movement breaks
- Use of a work station to help with minimising distractions

This list is not exhaustive and there are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist etc. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by class teachers and the school leadership team including the SENDCo. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has an EHC Plan, there will be the opportunity to review targets termly and help to set new ones for the following term. This will be part of Parents Meetings with the class teacher. The SENCo may join these meetings or if requested, they can meet at an alternative time by mutual agreement. Additionally, targets can be reviewed frequently if the parent and SENDCo agrees that changes are needed.
The progress of children with an EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the children are making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo, the Inclusion Team and the school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the children in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance**,** speak to your child's class teacher. You can arrange a mutually convenient time with them so that you can sit together and discuss your concerns.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo, Mrs Caroline Spooner.

cspooner@grampian.anthemtrust.uk

What support is there for my child's overall wellbeing?

- Class teachers, the inclusion team and the safeguarding team
- ELSA support (Emotional Literacy Support)
- Thrive
- Individual support
- Referral to the School Nurse
- Referral to Single Point of Access (SPOA)
- Counselling through outside agencies where available
- Referral to Compass Changing Lives
- Weekly PSHE (Personal, social, health and economic education) and additional sessions which may also include 'R Time' and Zones of Regulation
- Mental Health Champions
- Playground mini-leaders

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

- ✓ Speech and Language Therapy
- ✓ Occupational Therapy
- ✓ Educational Psychologist
- ✓ Support Services for the Hearing, Physically & Visually impaired
- ✓ Community Learning Disabilities Team
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Compass Changing Lives
- ✓ Single Point of Access (SPOA)
- ✓ Social Care
- ✓ School Nurse
- ✓ Physiotherapy Service

How is SEN&D support allocated to CHILDREN at our School?

The Code of Practice 2014 states that:

'*A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age*.' :

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEN&D support when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEN&D support.

The school budget is received from Derby City Local Authority, which includes funding to support children with SEN&D. This is called the Notional SEN&D budget.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.
Children will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school: some examples below

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Child and Adolescent Mental Health Service (CAMHS)
- Communication Team

- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Disability Direct
- Derby City Parent and Carer Forum

  And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers and the SENCo are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these through Parents Meetings.
- We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We will share information with you about parent/carer support groups
- We have at least 1 coffee morning each half term which you will be invited to. It is a time to share your worries or concerns in a supportive group.

How does the school support children 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' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEN&D?

Grampian Primary Academy is a single storey building with a flat, large concrete playground and field. We have 2 toilets with disabled access: 1 just off the Reception area and 1 on the back of school which is easily accessible from the playground and field. There is also a hoist and changing table in the large disabled toilet at the back of school.

Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children including those with SEND.

All children 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.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.
- additional visits are made to new classrooms or settings
- opportunities to meet new key staff members (such as Head of Year and Form Tutor) where possible

When moving classes in school:

- information will be passed on to new class teachers during transition meetings at the end of the Summer term prior to moving class in the following September. All relevant information such as reports, outcomes of assessments and also will be shared.
- Visual support in the form of photographs of their new teacher and new classroom will be shared with children and families if practically possible.
- Social stories can also be provided if appropriate
- Teachers will visit their children in their current class as well as the child having the opportunity to go to visit their new classroom

Starting school

- Visits to school
- School staff will visit parents and children in their own homes
- Staff will visit the child in their nursery setting
- Parent sessions
- Share records with settings
- Photographs of key staff members and the school building may be provided
- Social stories are written as needed for children who may find that helpful

Transition from Key Stage 2 to Key Stage 3:

- Head of Year and SENCo of the receiving secondary school will visit the children at Grampian Primary Academy.
- Transition meeting with staff from both schools
- Record and information sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- Extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes, if they are able to. They can also share their thoughts around the things that they like and the things that they are finding mode difficult.

Children have to the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

- ✓ Quality first teaching
- ✓ Adapting the curriculum
- ✓ Interventions
- ✓ Training for Early Careers Teachers
- ✓ IEPs for each child with identified SEND
- ✓ Tracking pupil progress
- ✓ Accountability
- ✓ Recognising the child's voice and developing one-page profiles
- ✓ Specific areas of SEND such as Muscular Dystrophy, Physical Impairment and other areas as they arise.

This year we will cover:

Training	Staff	Term
SENDCo Network Meeting	SENDCo	Each half term
Assessment and pupil tracking for small steps	Phase leaders with their teams	Autumn / Spring / Summer
Planning for effective transition	Class teachers Teaching Assistants	Summer

Further training will be provided as a need arises and training becomes available.

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the head teacher. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Inclusion Policy
- Safeguarding Policy

SENCo	Caroline Spooner
Head Teacher	Paul Carpenter.