



SEND Information Report

2025/26



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement.

'Together we make a difference.'

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Roe Farm Primary School is an inclusive school where diversity is celebrated.

What is SEND and SEND support?

SEND stands for special educational 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 CYP 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 / SEND?

The subject/class teacher has responsibility for:

- Checking on the progress of your child
- Identifying, planning and delivering an adapted curriculum for your child in class as required
- Personalised teaching and learning for your child
- Making reasonable adjustments to support your child's needs
- Ensuring that the school's SEND Policy is followed in their classroom.

Co-Head's: Helen Weston / Matt Dodson

Inclusion Leads- Natasha Thompson / Matt Dodson

SEND Governor - Beverley Humphrey-Lewis

SEND Teacher – Emily Horobin

Inclusion support staff – Ben Allston, Nicki Newsome, Kelly Fletcher, Kerrie Hawley

Learning Mentor - Scott Wood

They are responsible for:

- Developing and reviewing the school's SEND Information report/ policy
- Co-ordinating all the support for children with special educational needs or disabilities
- Updating the school's SEND register (a system for ensuring that all the SEND 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
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are 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, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of a CYP special educational needs, the areas of need are taken into account are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs.
- Autism
- ADHD

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

How are CYP (Children and Young People) with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a CYP 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 CYP. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are 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 Inclusion Leads or class teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/ meeting in school, when the following will be discussed:

- the CYP 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 CYP is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four part cycle:

Assess - An analysis of CYP need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

Plan - If the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do - Interventions/support will be delivered.

Review - The effectiveness of the intervention/support will be reviewed regularly. We aim to work with the CYP and parents through this process.

We aim to work with the CYP and parents throughout this process.

Our School is:

We are a large mainstream Primary School with 349 children on roll from Nursery to Year 6, where each child is valued as an individual. We have a team of highly skilled teachers and support staff who are committed to providing all children with every opportunity to achieve their potential in every aspect of school life. We offer an exciting and creative approach to teaching and learning within a safe and caring environment. We pride ourselves on being a happy and welcoming school and we are able to form excellent relationships with parents. The school comprises of a two level building with stairs and lifts separating the upper and lower levels.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP 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 CYP, including those with SEND. This includes whole school training on SEND issues.

Strategies used to support your child:

- Teachers adapt planning to support the needs of CYP with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEND 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 and during external visits / experiences.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.
- All staff are trained to ensure pupils with SEND are treated no less favourably than other pupils.
- The Inclusion Team work closely with staff and pupils and support is given when needed

Adaptations to curriculum or learning environment may be made to remove barriers to learning but these are very dependent on every child's individual needs.

Strategies may include:

- around seating positions
- Use of ICT
- Use of sensory resources and regulation stations in the classroom.
- Visual timetables and visual supports
- Use of symbols and pictures in the environment
- Individual targeted intervention and differentiation
- Brain breaks and sensory movement breaks

Specific group work intervention:

Specific group work intervention. This could be delivered by a teacher, TA or through the Inclusion Team, either during lesson or other allocated times and may take place within or outside the classroom.

This could be for:

- Reading and Literacy such as 'Keep – up', 'Rapid Catch – Up' and Precision teaching
- Social skills to support pupil in social and emotional well-being such as Nurture Group provision and social stories
- Speech, Communication and Language difficulties including, Lego Therapy, Speech Link, Language Link and Speech Therapy activities
- Physical Development activities including Physical Literacy

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 or Speech and Language Therapist. 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?

CYP progress is continually monitored by the Inclusion Leads, Class teachers, Designated TA's and the Head teacher. Progress is reviewed at regular intervals and formally once each term. If your child is identified for SEND support or has an EHC Plan, you will have a termly meeting on their progress and the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of CYP with an EHC Plan is formally reviewed at an annual review.

The Inclusion Leads will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The Inclusion Leads and 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 CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP.

Regular reviews of interventions and provision ensure that the effectiveness of support given to children with SEN is constantly evaluated. Children receiving SEN support will have termly review meetings, in which parent views, child views, and school information is all considered in order to review their progress against targets. In addition, children with an EHCP will also receive an annual review

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. If necessary, they will arrange a time that they can meet with you to fully discuss your concerns. The class teacher will discuss your child's learning needs and interventions that are in place to meet your child's needs. They will then discuss your concerns with the Inclusion Leads who will decide how SEND support can be identified. Parents of children identified as needing SEN support will be invited to a meeting to discuss the provision made for their child.

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 Head teacher or Inclusion Leads.

What support is there for my child's overall well - being?

Our school has an Attendance Officer and Learning Mentor (Scott Wood) and Safeguarding Lead and Mental Health Lead (Helen Weston/Matt Dodson) who can discuss issues concerning your child. They are often free to discuss children's well - being needs and liaise with the correct staff when parental concerns have arisen.

Our Inclusion team work closely to monitor and promote well-being across school. They identify children that need further support with this and there are a number of groups or activities to promote well - being. Our Acorn, Oak and Woodland rooms are designed to improve children's social and emotional skills as well as improving independence and co-operation with peers. A range of

targeted interventions run weekly, dependent on the needs of children such as social skills, self-esteem, resilience and stranger danger to promote safety and social development. These aim to improve well-being amongst CYP.

Other support for well-being also includes:

- Prioritising Teaching assistant in all classes where possible
- Support staff for children with additional needs including social skills
- Mini Leaders
- Family Support Worker
- Development of an Inclusion Team

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

- Educational Psychologist
- Speech and Language Therapist
- School Nurse
- Physiotherapist
- Hearing/Auditory specialist
- In Year Fair Access Team

How is SEND support allocated to CYP 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 CYP of the same age.’ :

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

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEND.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Co-Head teachers, Business manager and Inclusion Leads discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support
- CYP 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. CYP will be taken off the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants who support in class and deliver programmes designed to meet individual and group needs
- Inclusion Team staff
- Educational Psychology Service / STePS
- Attendance officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service
- Compass Changing Lives

Voluntary Sector:

- Umbrella
- Bridge the Gap
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

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 SEND?

- This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)
- Class teachers, the Inclusion Leads or the Head teacher 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 at your child's parent's evening. You will be allocated an additional slot to ensure sufficient time is given for review.
- We will hold meetings with outside professionals where and when appropriate
- We hold termly parent's evenings for all parents
- We will share information with you about parent/carer support groups

How does the school support CYP with medical conditions?

See additional policy 'Supporting 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 CYP will have a care plan in place.

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

How is our school accessible to CYP with SEND?

Our school is built on two levels with stairs at each end of the building. Both stairs are also fitted with wheelchair accessible stair lifts. All external entry and exit points to the building are at ground level.

There are 3 disabled toilets in the school, 2 on the upper level at each side of the school and one on the lower level. This toilet is also fitted with hoist and changing bed.

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

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

All CYP 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 CYP with SEND 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 Inclusion Leads 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 transition visits are also organised for the children to become more familiar to the new surroundings

When moving classes in school:

- Information will be passed on to new subject teachers. All relevant information will be shared.
- Our school Inclusion Leads organise and prepares and ensures all relevant documents have been included in the children's yellow folders for the next class teachers.
- Visits to new class prior to the change taking place (transition day)

- Transition booklets are developed and passed to their next class to give an overview of needs and ways to support.

Starting school

- Stay and play sessions for children before starting
- Parents/child induction sessions in Nursery prior to starting
- Visits to school/Look around for parents and children
- Share records

Transition from Primary to Secondary School:

- Head of Year visit from the Secondary school prior to the move.
- Transition meeting with staff from both schools
- Record sharing
- Year 5 Taster days at Secondary school
- 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 CYP being able to express their views on all aspects of school life.

The Inclusion Leads, Head Teacher and some members of the SLT will carefully and informally gather the views of the pupil through work scrutiny, teacher discussions and observations.

Pupils who have individualised targets will have the opportunity to discuss their targets and progress with the class teacher. They will also be invited to attend parent meetings to discuss their progress.

If your child has an EHC Plan, they will be involved in writing and reviewing their own outcomes where possible.

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

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- Quality First Teaching
- ASD and ADHD
- Using specialist medical equipment such as epi-pen
- Diabetic, Epilepsy and Oxygen training if required
- Specific support and guidance from external professionals to support groups/individuals
- Identifying speech and language difficulties
- Target setting
- Speech and Language Link
- Autism champions
- Zones of Regulation
- Boxall Profiling

- Team Teach techniques

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 Helen Weston and Matt Dodson (Co-Head teachers).

Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Plan
- Accessibility Plan
- Intimate Care Policy
- SEND Policy
- Inclusion, Relationship and Behaviour Policy
- Safeguarding Policy
- Administering Medication Policy
- Derby City Council Local Offer

Staff role	Staff member	Signature	Date
Inclusion Lead	Natasha Thompson		
Co-Head teacher/Inclusion Lead	Matt Dodson		
Co-Head teacher	Helen Weston		
SEND Governor	Beverley Humphrey-Lewis		

Glossary of terms

ADHD – Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

ASD - Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour.

CYP – Children and Young People

CoP – Code of Practice

Educational Psychologist – An external professional who work with the school to tackle challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders for a particular child. They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people concerned. They research innovative ways of helping vulnerable young people and often train teachers, learning support assistants and others working with children.

EHCP – An Education, Health, Care Plan - an individually tailored plan of support for pupils with a high or complex level of need. Professionals from education, health and care all contribute to the formulation of the plan.

Pupil Premium - a designated amount of money that the government allocates to each school, based upon a number of factors which are linked to the perceived deprivation of certain pupils in school. This money is meant to be spent directly or indirectly on those pupils who are considered vulnerable because they are not meeting National Expectations in terms of attainment. Within our school, the money is spent on children entitled to free school meals, children with special educational needs and those children that are looked after children. Within our school however, all children regardless of the aforementioned groups have pupil premium money directed towards them directly or indirectly if for any reason they become vulnerable due to their attainment levels.

Inclusion Leads – Special educational needs coordinator – the person designated to monitor and lead SEND.

SENDIASS - The service will be able to provide impartial, confidential information, advice and support for parents of children and young people with SEN or disabilities, young people and children with SEN or disabilities about education, health and social care. We provide legally based, impartial, confidential and accessible information, advice and support and will be able to offer telephone, electronic information and advice as well as some face to face support. We develop partnerships between parents and carers, schools, the Local Authority and other organisations for the benefit of all children and young people with SEN and disabilities.

SEND – Special Educational Needs and Disability.

SLT – Senior Leadership Team member in school. Responsible for the management of all staff within the school.

STePS – Specialist teaching and Psychologist service