

Shirland Primary School



SEND Information Report Spring 2026

The SENDCo at Shirland Primary School is **Mrs Joanne Kerry**. She has completed the National Award for SEND Coordination through Wolverhampton University. Mrs Kerry is supported by Mrs Dolman (Deputy Headteacher) who completed the National Award for SEND Coordination at Nottingham Trent University.

Below is information regarding SEND in our schools.

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by the school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Educational Needs Information Report.'

Introduction

All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible. At Shirland Primary School, we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress.

Please refer to our Special Educational Needs and Disability Policy, which outlines the purpose, nature and management of special educational needs within our school. This can be found on the school's website.

www.shirland.derbyshire.sch.uk/send/

Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that a child or young person (CYP) has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A CYP of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer' and can be found at

<https://localoffer.derbyshire.gov.uk/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What kinds of special educational needs might the children at Shirland Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every CYP with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:-

- Checking on the progress of your CYP and identifying, planning and delivering any additional help your CYP may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCO) know, as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your CYP as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that teaching and learning assistants (TAs) provide for your child.
- Ensuring that you are involved in supporting your child's learning.

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The Special Education Needs Coordinator: Mrs Joanne Kerry

Responsible for:-

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your CYP is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head of School: Miss Louise Vessey

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Adele Price

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality and SEND policy

School contact telephone number: 01773 832426

School email address: enquiries@shirland-cnet.org

How are children with Special Educational Needs identified and assessed?

At Shirland Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the CYP performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENDCo where concerns raised

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- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

Where a CYP or young person 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 SENDCo. 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.

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your CYP this would mean:

- That the teacher has the highest possible expectations for your CYP and all pupils in their class.
- That all teaching builds on what your CYP already knows, can do and can understand.
- That different ways of teaching are in place, so that your CYP is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your CYP to learn.
- Your CYP's teacher will have carefully checked on your CYP's progress and will have decided that your CYP has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher or a teaching and learning assistant (TA).

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b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team (Inclusion Support Services)
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Outside agencies such as the Educational Psychology Service

What could happen:

- You will be asked to give your permission for the school to refer your CYP to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your CYP's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your CYP to understand their needs and make recommendations as to the ways your CYP is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your CYP will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your CYP will also need specialist support in school from a professional outside the school, which may include any agency that is listed above. For your CYP this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your CYP's needs. This is a legal process which sets out the amount of support that will be provided for your CYP.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your CYP, including some from you), will decide whether they think your CYP'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 CYP to write a report outlining your CYP's needs. If they do not think your CYP needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your CYP's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your CYP makes as much progress as possible. It will also outline 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 CYP.

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- An additional adult may be used to support your CYP with whole-class learning, run individual programmes or run small groups including your CYP. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

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

- If you have concerns about your CYP's progress, you should speak to your CYP's class teacher initially.
- If you continue to be concerned that your CYP is not making progress, you may speak to the SENDCo.
- If concerns remain you should speak to the Headteacher.

How will the school let me know if they have concerns about my CYP's progress in school?

If your CYP is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your CYP may need.
- Discuss with you any referrals to outside professionals to support your CYP.

How will my CYP be involved in the planning and assessing process?

At Shirland Primary School, we believe that the CYP's voice is essential and a valuable part of our SEND policy. The class teacher and SENDCo regularly talk to our children with SEND to find out how they are doing in school; what they are struggling with and to hear their views about how their education and interventions can be improved. We do this through pupil interviews, questionnaires and we invite the CYP or young person to attend the IEP and target setting meetings with their parents where they have their own section to fill in and contribute to.

How is extra support allocated to children, and how do they progress in their learning?

The school budget is received from the Local Authority, which includes funding to support the CYP or young person with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week. The Head of School decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school.

The Head of School, business manager and SENDCo discuss information they have about SEND including:

- CYP already receiving extra support
- Child 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.*

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Who are the other people providing services to children with SEND in our school?

School provision

- Teaching and Learning Assistants (TAs) working with either individual children or small groups.
- ICT support in the form of reading (Nessy Reading and Spelling)
- Teaching and Learning Assistants offering support for children with emotional and social development through communication interventions such as Circle of Friends and Social Stories.
- Volunteers and parent helpers work with small groups to support reading

Local Authority Provision delivered in school

- Inclusion Support Services Team
- Educational Psychology Service
- Early Intervention Team
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Family Intervention Worker to support families (Team Around The Family)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (CYP and Adolescent Mental Health)
- Paediatricians (Community CYP Health)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Condition (ASC), attachment disorder and speech and language difficulties.
- Specialists in different areas of SEND also provide training for our senior leadership team and other members of teaching staff.
- 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 Specialist Teaching Team or the Local Authority.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic

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Spectrum Condition, Attachment Difficulties or Specific Learning Difficulties, which is a common area of SEND in our school.

Other training includes assessing reading and running records, social stories and social skills.

- Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.
- Some TAs have been specifically trained on physical conditions and how to support those children with learning, moving around the school and emotional well-being.

How will the teaching be adapted for my CYP with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using pre-key stage levels for children working below National Curriculum Level) and will ensure that your CYP's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your CYP where necessary.
- Specific resources and strategies will be used to support your CYP individually and in groups.
- Planning (including that for pre-key stage levels and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your CYP's learning needs.

How will we measure the progress of your CYP in school?

- Your CYP's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and maths, through pupil progress meetings.
- If your CYP is in Year 1 or above and working below age related expectations, a more sensitive assessment tool can be used called pre-key stage standards, which shows children's attainment in more detail – breaking learning down into smaller steps.
- At the end of Key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an additional support plan based on targets agreed by teachers, parents, the SENDCO and/ or external agencies which specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly at an IEP meeting, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the CYP's education. They will also review the needs and current level of support they are receiving.
- The SENDCO will also check that your CYP is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

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How do we evaluate the effectiveness of provisions and interventions?

The SENDCo 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. The SENDCo will analyse data collected from all interventions once a term to monitor the effectiveness of the provision and implement any necessary changes. The data will also be passed onto the senior leadership team and will be discussed with class teachers and the SENDCo at pupil progress meetings which are held once a term.

What support do we have for you as a parent of a CYP with SEND?

The class teacher is regularly available to discuss your CYP's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your CYP's progress or any concerns/worries you may have.
- Termly SEND coffee mornings run by the SENDCo and Deputy Headteacher with local and national updates.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional support plans (IEPs) will be reviewed with your involvement every term.

How is Shirland Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Adaptations have been made to enable children with visual impairment to access relevant areas of the school safely and securely.
- There is a disabled toilet.
- *Please refer to the school's accessibility policy for more information.*

How will we support your CYP when they are joining the school?

Leaving the school? Or moving to another class? We recognise that transitions can be difficult for a CYP with SEND, and we take steps to ensure that any transition is as smooth as possible. If your CYP is joining us from another school:

- The SENDCO will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.

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- If your CYP would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your CYP will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your CYP for their move to the school.

If your CYP is moving to another school:

- We will contact the school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your CYP. Where possible, a planning meeting will take place with the SENDCO from the new school where we will make sure that all records about your CYP are passed on as soon as possible.
- If your CYP would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- If your CYP would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCO and class teacher will discuss the specific needs of your CYP with the SENDCO of the CYP's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCO from the new school.
- Your CYP will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your CYP will visit their new school on several occasions, and in some cases staff from the new school will visit your CYP in this school.
- If your CYP would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

How will we support your CYP's emotional and social development?

Shirland Primary School has a designated Learning Mentor who provides emotional well-being and mental health support to identified children.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum. However, for those children who find aspects of this difficult we offer:

- Nurture Group. This group is led by our Learning Mentor and support by one of our experiences Teaching and Learning Assistants. This is a group which runs 3 afternoons a week for half a term for around 8 children identified through Boxall Profiles.

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- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and specific programmes called Circle of Friends or Social Stories. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups or 1:1 lunchtime and playtime support for children to develop skills in play and social interaction.

If your CYP still needs extra support, with your permission the SENDCo will access further support through the Early Help Assessment (EHA) process.

How does the school support CYP 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 students and training, where appropriate, so that they are able to manage medical situations.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their CYP's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.