REDWOOD PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report

Our approach to inclusion, support and partnership

SENDCo	Mrs Lucy Clark
Headteacher	Mrs Lyndsey Shepherd
SEND Governor	Mrs Mandy Weatherall

Contact: admin@redwood.derby.sch.uk | 01332 767443

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This report is intended to help parents and carers understand what support is available at Redwood and how to access it.

1. Welcome and purpose of this report

At Redwood, we want every child to feel safe, included, listened to and able to achieve. We identify barriers to learning, participation and wellbeing early, then respond through high-quality teaching, appropriate adjustments and additional support where needed.

Redwood is a large, three-form-entry mainstream primary school. We recognise that a busy environment, noise, movement, transitions and full classes can create barriers for some children. We get to know each child's strengths, interests, communication, relationships and aspirations, as well as their needs.

This report explains how we identify and support children with SEND, what families can expect, how children and parents are involved, and how we check that support is effective.

This report meets the SEND information requirements of the Children and Families Act 2014 and the SEND Regulations 2014. It should be read alongside the school's SEND Policy, Accessibility Plan, Equality Policy, Supporting Pupils with Medical Conditions Policy and complaints procedure.

Redwood contributes to the Derby City Local Offer, which explains services and support for children and young people with SEND aged 0–25 and their families: https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/

Our inclusion commitment

Our SHINE values reflect our belief that every child can achieve and thrive. Inclusion is everyone's responsibility and is part of teaching, relationships, the wider curriculum, pastoral care and our work with families.

2. What do we mean by SEND?

A child has SEND when a learning difficulty or disability means they need special educational provision. This may be because they have significantly greater difficulty learning than most children of the same age, or a disability that affects their access to the education normally available.

Special educational provision is support that is additional to, or different from, what is usually available to children of the same age. A diagnosis is not needed before we identify needs and provide support. A diagnosis alone does not automatically mean a child needs SEN Support; we consider how their needs affect learning, access and participation.

Children may have needs in one or more of these four broad areas. The categories help us understand needs; they do not define a child or determine the support they receive.

Communication and interaction

For example, speech, language and communication needs, and autistic spectrum conditions. A child may need support to understand language, express themselves, interact with others or manage social communication.

Cognition and learning

For example, learning difficulties or specific difficulties with literacy, numeracy, memory, processing or organising learning. Some children may need a highly personalised curriculum and carefully broken-down learning steps.

Social, emotional and mental health

For example, anxiety, difficulties with emotional regulation, attention, attachment or relationships. These needs may affect a child's readiness to learn, sense of safety or ability to manage the school day.

Sensory and/or physical needs

For example, hearing or visual impairment, sensory processing differences, physical disability or medical needs that affect access, movement, stamina or participation.

3. How we identify needs and decide what support is needed

We build a rounded picture of each child using information from a range of sources. Needs may be identified before a child starts school or at any point during their time at Redwood.

- Information shared by parents and carers, including what works well at home, the child's interests and any concerns.
- Information from the child, including their views, experiences, strengths and what they feel helps them.
- Transition information from nurseries, previous schools and other professionals.
- Teachers' knowledge of the child, classroom observations and assessment of learning, communication, engagement and independence.
- Progress and attainment information, including whether a child is making expected progress from their starting points and how they respond to teaching and support.
- Attendance, behaviour, wellbeing, participation and patterns of difficulty across different parts of the school day.
- Advice or assessment from relevant external professionals, where appropriate.

If we have a concern, the class teacher will usually talk with the parent or carer and consider adjustments to everyday teaching. The SENDCo may help assess needs and plan next steps. We do not wait for a formal diagnosis before responding.

The graduated approach: Assess, Plan, Do, Review

For children who need special educational provision, we follow the SEND Code of Practice through an ongoing cycle of Assess, Plan, Do and Review.

Assess

We gather information about the child's strengths, needs and barriers. This may include assessments, observations, family and pupil views, and specialist advice.

Plan

The class teacher, SENDCo, family and child (where appropriate) agree the outcomes, support, responsibilities and review date.

Do

The class teacher remains responsible for learning and for putting agreed strategies into practice. Teaching assistants and other adults deliver planned support and feedback to the teacher.

Review

We review progress and consider what is working, what is not and whether support needs to change. Parents and children are involved.

If significant or complex needs continue despite appropriate support, we may seek specialist advice and discuss with parents whether to request an Education, Health and Care needs assessment. A child does not need an assessment or EHCP to receive support from school.

4. What support will my child receive?

Support is based on each child's needs and reviewed regularly. Children will not necessarily need every type of support described here, and provision may change over time.

A. High-quality teaching and the universal offer

High-quality teaching is the foundation of support for every child, including children with SEND. Teachers are responsible for every pupil's learning and progress; teaching assistant support does not replace this responsibility.

- Teachers check understanding and adapt explanations, questions, pace, tasks and scaffolding during lessons.
- Visual prompts, models, worked examples, practical resources, vocabulary teaching and clear routines help make instructions and learning accessible.
- Teachers use modelling, guided practice, paired talk and discussion so pupils can practise and explain their thinking.
- Learning is broken into manageable steps where needed. Adults check understanding and reduce prompts as pupils become more independent.
- Resources, recording methods, seating and sensory aspects of the environment are adjusted where needed.
- All children are encouraged to take part in the curriculum, clubs, trips and school events. Reasonable adjustments are considered where needed.

These approaches are part of effective teaching for all pupils and are adapted further to meet individual needs.

B. Targeted support and SEN Support

If high-quality teaching and usual classroom adjustments are not enough, we may provide additional or different support linked to specific needs and outcomes.

- Individual or small-group teaching to address a clearly identified learning, communication, social or emotional need.
- Assessment-led individual or group interventions. These may include Nessy Reading and Spelling, First Class Maths, Social Stories or Circle of Friends, where appropriate.
- Pre-teaching, overlearning, additional opportunities to practise, targeted language work and support with organisation or transitions.
- Pastoral support, social skills work, emotional literacy support, nurture approaches and planned support at less structured times of the day.
- Additional adult support for a defined purpose, where this is assessed as necessary and can be appropriately deployed.

We choose interventions to match the child's needs and ensure staff have suitable training and guidance. We review their impact and adapt, stop or replace support if it is not helping.

C. The Orchard – specialist SEND provision

The Orchard is Redwood's specialist SEND provision for pupils with more complex needs. It offers a personalised approach to learning, communication and development and is led by a qualified teacher supported by teaching assistants.

Provision is planned around each pupil's strengths, needs and outcomes. It may include structured teaching, personalised learning steps, communication support, practical and sensory approaches, and supported opportunities to develop independence. Curriculum and assessment reflect each pupil's starting points and progress.

The Orchard is part of Redwood Primary School. Pupils are supported to learn, build relationships and take part in school life, with inclusion in wider activities planned around their needs, views, safety and learning.

The Orchard is not a general intervention or a guarantee of a particular level of adult support for pupils outside the provision. Placement and support are considered individually, taking account of need, available arrangements and the school's admissions and statutory responsibilities.

D. Education, Health and Care Plans (EHCPs)

An EHCP sets out a child's special educational needs, intended outcomes and required provision. The school works with the local authority, family, child and relevant professionals to deliver the provision specified.

- The class teacher and relevant staff are made aware of the child's needs, outcomes and the provision they are responsible for delivering.
- The SENDCo coordinates school input, monitors provision and liaises with the local authority and professionals.
- The school contributes to annual reviews and provides information about progress, outcomes, provision and any changes in need.
- Parents/carers and the child are invited to contribute their views. Relevant professionals are invited to provide advice or attend as appropriate.
- Where a child is approaching a transition, the review considers the support and arrangements needed for the next stage.

An EHCP does not remove the class teacher's responsibility for learning. We discuss concerns about provision with parents and the local authority. The local authority is responsible for decisions about EHCP content, placement and statutory funding.

5. How we support communication, wellbeing and belonging

Learning is closely linked to feeling safe, understood and included. We consider wellbeing, relationships, communication and participation alongside academic progress.

Whole-school and targeted support

- Our SHINE ethos helps establish shared expectations and a sense of belonging.
- The Pastoral Team and Learning Mentors provide support for pupils and families where concerns affect wellbeing, attendance, relationships or readiness to learn.
- Trained staff provide emotional literacy support, including ELSA where appropriate.

- Nurture groups and The NEST help children develop relationships, confidence and emotional skills. Places are based on assessed need; these approaches do not replace appropriate SEND provision.
- The Cubbie is a sensory space that may form part of an individual plan. It complements, but does not replace, adjustments to the classroom environment.
- Social Stories, Circle of Friends and other structured approaches may be used to support understanding, interaction and relationships.
- The school's Mental Health Lead, Wellbeing Ambassadors and safeguarding team contribute to a whole-school approach to wellbeing and keeping children safe.
- At playtimes and lunchtimes, support and reasonable adjustments are considered where a child needs help to access play, manage social situations or feel safe.

For more complex or ongoing concerns, we may work with families and services to consider an Family Help assessment or other coordinated support.

6. Working in partnership with parents and children

Parents and carers know their children best. Their knowledge is vital to understanding needs and planning support. We aim to work in partnership with families.

- Parents can raise concerns with the class teacher or SENDCo. We will listen, explain what we have noticed and agree appropriate next steps.
- For children receiving SEN Support, parents help agree outcomes, provision and review arrangements. Individual plans, including MIPs where used, should set out needs, outcomes, strategies, responsibilities and review dates.
- We share plans and review information in accessible language and invite parents to contribute their views before and during review discussions.
- We provide opportunities for parents to discuss progress and concerns with the class teacher and SENDCo. The frequency of contact will reflect the child's needs and circumstances.
- We gather children's views in ways that suit them, such as conversations, observations, visual choices, questionnaires, one-page profiles and involvement in planning or review meetings.

We help children understand what they are working towards and what helps them, as far as they are able. Their views and feelings inform decisions about support.

For children with an EHCP, we contribute to the statutory annual review. Parents and children are invited to share their views, and advice is gathered from relevant education, health and care professionals.

7. How we assess progress and evaluate whether support is working

We look beyond test scores. Progress may include gains in learning, communication, confidence, engagement, attendance, emotional regulation, relationships, independence and participation in school life.

- Teachers assess learning regularly and use this information to adapt teaching.
- Senior leaders and teachers hold termly pupil progress discussions, considering pupils' starting points, progress, barriers and next steps.
- Children receiving additional support have their outcomes and provision reviewed at planned points. The review considers evidence of progress and whether the support has been delivered as intended.
- For pupils working below national curriculum expectations, teachers use appropriate assessment approaches to identify small steps of progress. In The Orchard, assessment may include the Quest Framework and other developmental or curriculum-based evidence appropriate to the pupil.
- Where relevant, national assessments and pre-key stage standards contribute to the overall picture, but are not the only measures used.
- Intervention records and entry/exit information are considered where appropriate. We seek to understand whether gains are sustained and whether skills transfer into everyday classroom learning.
- The views of pupils, parents and staff are considered alongside assessment information.

If progress is not as expected, we review the child's needs and current support. We may change teaching strategies, interventions or resources, seek specialist advice, or review more often. Plans should make clear what adults will do and how we will measure its impact.

8. Staff expertise, training and deployment

The SENDCo works with the Headteacher and senior leaders to coordinate provision and support inclusive practice. Class teachers remain responsible for pupils' learning and progress. Teaching assistants deliver planned support and share observations with teachers.

Training is planned around pupils' needs and school priorities. Topics may include autism, communication and speech and language, adaptive teaching, learning needs, sensory needs, emotional wellbeing, safeguarding and independence. Further advice or specialist training is sought when needed.

Teaching assistants are deployed according to pupils' needs and the purpose of the support. They may support classroom learning, interventions, communication, routines or activities. Teachers brief them on learning and adjustments. Support is reviewed to promote access and independence.

The school uses its delegated resources, including the notional SEN budget, to support inclusion. This may fund staffing, specialist provision, interventions, resources, training and advice. Resources are planned around pupils' needs and reviewed for impact. Any individual funding is considered alongside wider resources and the provision in the child's plan. Funding does not replace statutory responsibilities.

A particular adult-to-child ratio or full-time one-to-one support is not guaranteed unless agreed as an individual arrangement or required by a child's plan. Support is based on assessed need, required provision and available arrangements.

9. Specialist services and working with other agencies

If a child needs expertise beyond what is available in school, we may seek advice, assessment or support from external professionals. We discuss this with parents and, where appropriate, the child. Access may depend on referral criteria, assessment and service availability.

- Derby City Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Teaching and Psychology Service (STePS) and relevant advisory teachers
- Sensory Support Services for children with hearing or visual impairment
- Child and Adolescent Mental Health Services (CAMHS), where appropriate
- Family Help and family support services
- Other health, social care or voluntary-sector services relevant to an individual child

School staff may put professional recommendations into practice as part of the child's school day. External professionals do not replace the school's responsibility to provide appropriate teaching and support.

10. Attendance, participation and access to enrichment

We want children with SEND to attend regularly, feel included and take part in school life. Anxiety, health, sensory or communication needs and other barriers can affect attendance and participation.

If attendance is a concern, we work with families to understand the reasons and agree support. This may include an attendance plan, regular contact, meetings, home visits or Family Help. We consider SEND needs and reasonable adjustments.

We aim for pupils with SEND to access trips, clubs, performances, sport, arts and other activities. We consider barriers such as the environment, communication, transport, cost, sensory needs, staffing, medical needs and confidence, and work with families on reasonable adjustments.

If you are concerned that your child cannot take part in an activity, contact the class teacher or SENDCo so we can discuss barriers and possible adjustments or alternatives.

11. Accessibility and reasonable adjustments

We consider each child's access needs. Adjustments may include:

- Adapted teaching materials, equipment, seating, recording methods or assistive technology.
- Visual supports, clear routines, preparation for change and additional transition support.
- Adjustments to the sensory environment or access to an agreed calm or sensory space.
- Support with movement around school, unstructured times, trips and visits.
- Alternative ways to communicate, demonstrate learning or participate.
- Reasonable adjustments to activities and arrangements where needed to avoid substantial disadvantage.

Our Accessibility Plan explains how we improve access over time. Please discuss specific access needs with the SENDCo or school office before your child starts or whenever their needs change.

12. Transition arrangements

Changes of school, class, teacher or key stage can be significant. We plan transitions with families and, where appropriate, the child's current and receiving settings.

- When a child joins Redwood, we gather information from family, nursery or previous school and professionals. We may arrange extra visits, meetings, photographs or transition books.
- When children change class or key stage, staff share information about needs, successful strategies, outcomes and provision. Individual transition arrangements are made where helpful.
- For secondary transfer, we liaise with the receiving school and share relevant information. Extra visits, meetings or personalised resources may be arranged according to need.
- For pupils with an EHCP, transition is considered at the annual review and relevant information is shared with the local authority and receiving setting.

13. Supporting pupils with medical needs

We work with families and health professionals to support medical conditions, following the school's Medical Conditions Policy and statutory guidance. Where needed, we agree an individual healthcare plan, inform and train relevant staff, and review arrangements when needs change.

Contact the school office or SENDCo about medical needs, medication, emergency arrangements or any effect on attendance and participation.

14. Roles and responsibilities

Role	Responsibility
Class teacher	Responsible for each pupil's learning and progress; identifies concerns, uses agreed strategies and works with families and support staff.
SENDCo – Mrs Lucy Clark	Coordinates SEND arrangements, advises staff, supports assessment and planning, monitors provision and liaises with families, the local authority and specialists.
Headteacher – Mrs Lyndsey Shepherd	Leads and manages the school, including the effectiveness of SEND provision and use of resources.
SEND Governor – Mrs Mandy Weatherall	Provides oversight and challenge on SEND, inclusion and statutory duties. Governors do not decide individual pupils' day-to-day provision.
Teaching assistants and support staff	Deliver planned support within their role and training, promote access and independence, and share observations.
Parents/carers and pupils	Share views, strengths and information; contribute to planning and reviews; tell the school when support is not working.

15. What should I do if I am concerned about my child's support?

Please raise concerns as soon as possible. The class teacher is usually the best first contact for day-to-day learning. Contact the SENDCo about SEND identification, assessment or provision, or if a concern is not resolved.

1. Speak to your child's class teacher.
2. Contact the SENDCo, Mrs Lucy Clark, through the school office.
3. If the concern remains unresolved, request a meeting with the Headteacher, Mrs Lyndsey Shepherd.
4. If the concern remains unresolved, follow the school's published complaints procedure. The governing body considers formal complaints in line with that procedure.

You can also seek independent advice from Derby SENDIASS. The Derby City Local Offer explains local services and ways to resolve disagreements.

16. Key contacts and useful information

School	Redwood Primary School
SENDCo	Mrs Lucy Clark
Headteacher	Mrs Lyndsey Shepherd
SEND Governor	Mrs Mandy Weatherall
Email	admin@redwood.derby.sch.uk
Telephone	01332 767443
Derby City SEND Local Offer	https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/
Related school documents	SEND Policy; Accessibility Plan; Equality Policy; Supporting Pupils with Medical Conditions Policy; Complaints Procedure

17. How we monitor and review our SEND provision

The SENDCo and senior leaders review how well provision is working, including the graduated approach, progress towards individual outcomes, intervention impact, staff practice and feedback from children and families.

The school uses a range of evidence, which may include:

- Pupil progress and assessment information, including progress from individual starting points.
- Reviews of individual plans and EHCP outcomes.
- Intervention records and evidence of what has changed for pupils following support.
- Learning walks, lesson visits, work scrutiny and discussions with pupils and staff.
- Attendance, behaviour, wellbeing and participation information, considered in relation to SEND where appropriate.
- Pupil and parent views, including feedback gathered through meetings, questionnaires and informal conversations.
- Information about access to trips, clubs and wider school opportunities, and any barriers that need to be addressed.

What we learn informs staff training, provision, resources and improvement priorities. The SEND Governor provides strategic oversight and challenge. We review this report at least annually, and sooner if provision, guidance or school arrangements change.