



Special Educational Needs and Disabilities (SEND) Information Report

SENDCo Contacts:

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Mrs Clark



Miss Jackaman

1. Introduction

At Redwood Primary School and Parkview Primary School, we are committed to providing an inclusive environment where all children and young people (CYP), regardless of their needs, are supported to achieve their full potential.

This SEND Information Report complies with:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the SEND Regulations 2014
- The SEND Code of Practice: 0–25 years (2015)

We work in partnership with Derby City Council and contribute to the Derby SEND Local Offer:
<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

This report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Policy and Supporting Pupils with Medical Conditions Policy.



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2. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This may mean they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability which prevents or hinders them from accessing mainstream educational facilities.

3. The Local Offer

The Local Offer provides information about services available for children and young people with SEND aged 0–25.

It helps parents and carers understand what support is available locally and how to access it.

4. Areas of Need

SEND provision is organised into four broad areas:

Communication and Interaction

Including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

Cognition and Learning

Including moderate, severe, and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health

Including anxiety, attachment difficulties, ADHD, and behavioural needs.

Sensory and/or Physical Needs

Including visual or hearing impairments, physical disabilities, and multi-sensory impairments.

5. Identifying SEND

In line with Derby City Local Authority guidance, children and young people are identified as having SEND through a range of information, including:

- Liaison with previous settings and transition information
- Attainment and progress data (including where pupils are working below age-related expectations)
- Concerns raised by parents/carers, staff or the CYP
- Observations and assessments carried out by school staff





Redwood Primary School and Parkview Primary School



- Involvement from external agencies
- Medical diagnosis

Where a CYP is identified as having SEND, the school follows the graduated approach as outlined in the SEND Code of Practice:

Assess → Plan → Do → Review

This cycle is used to ensure that provision is carefully planned, delivered, and regularly reviewed to secure good outcomes.

6. Types of Support Available

School-Based Provision

The Orchard Provision

- At Redwood Primary School, The Orchard is delivered by a qualified teacher supported by two teaching assistants.
- At Parkview Primary School, The Orchard is led by a HLTA and delivered by trained teaching assistants under the direction of the SENDCo.
This provision offers personalised support based on individual pupil needs.

Intervention Programmes

- Nessy Reading and Spelling
- First Class Maths
- Social Stories and Circle of Friends

Additional Support

- Teaching Assistants providing 1:1 and small group support
- Volunteers supporting reading

Quality First Teaching

All pupils receive high-quality, differentiated teaching tailored to their needs.

Targeted Interventions

Additional small group or 1:1 support programmes delivered by teachers or trained teaching assistants.



Specialist Support

Involvement from external professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teaching Services

Education, Health and Care Plans (EHCPs)

For pupils with significant and complex needs requiring long-term, multi-agency support.

7. Roles and Responsibilities

Class Teacher

- Monitors progress and identifies needs
- Plans and delivers differentiated lessons
- Works with parents and support staff

SENDCo

- Oversees SEND provision
- Coordinates support and external agencies
- Supports staff and monitors progress

Headteacher

- Responsible for overall provision and inclusion

SEND Governor

- Ensures appropriate support and accountability

8. Working with Parents and Pupils

In line with Derby Local Authority expectations, we place a strong emphasis on co-production with parents/carers and CYP.

We work in partnership with parents and carers by:

- Ensuring parents are involved in all stages of the graduated approach
- Holding termly review meetings (MIPs)
- Sharing clear information about progress, outcomes and provision
- Providing opportunities for regular communication with class teachers and the SENDCo



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Redwood Primary School and Parkview Primary School



Pupil voice is central to our approach. Children and young people are supported to contribute through:

- Pupil interviews and discussions
- Target setting and review meetings
- One-page profiles
- Questionnaires and informal feedback opportunities

This ensures that provision reflects the views, wishes and feelings of the CYP.

- Questionnaires and discussions

9. Adapting the Curriculum

We ensure all pupils can access learning through:

- Differentiated teaching approaches
- Visual supports and scaffolding
- Assistive technology where appropriate
- Adapted resources and learning environments

10. Measuring Progress

In line with Derby City Local Authority expectations, progress is measured using a range of qualitative and quantitative information, including:

- Ongoing teacher assessment
- Termly pupil progress meetings
- Individual targets and support plans (MIPs)
- National assessments (where appropriate)

Additional Assessment Tools:

- Pre-key stage standards for pupils working below age-related expectations
- The Quest Framework (used at Redwood for Orchard provision)
- The Progression Framework (used at Parkview for Orchard provision)

Success is evaluated through:

- Progress from individual starting points
- Achievement of agreed outcomes on MIPs or EHCPs
- Increased independence and engagement in learning
- Feedback from pupils, parents and staff



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Redwood Primary School and Parkview Primary School



Provision is adapted in response to this evaluation to ensure continuous improvement.

Progress is monitored through:

- Ongoing teacher assessment
- Termly pupil progress meetings
- Individual targets and support plans
- National assessments (where appropriate)

Success is evaluated by:

- Progress against starting points
- Achievement of individual targets
- Improved engagement and independence

Interventions are reviewed termly and adjusted based on impact.

11. Specialist Services

We work with a range of external services, including:

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- Specialist Teaching and Psychology Service (STePS)
- Advisory Teachers Team
- Sensory Support Services (hearing and visual impairment)
- Early Intervention Team
- Family Intervention Worker (Team Around the Family)

We work with a range of external services, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Specialist Teaching Teams



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12. Staff Training and Expertise

Staff receive regular training in SEND, including:

- Autism
- Speech and language needs
- Social and emotional support
- Specific learning difficulties

Training is ongoing and responsive to the needs of pupils in school.

13. Supporting Emotional and Social Development

We provide:

Redwood Primary School

- Social skills groups (including Circle of Friends and Social Stories)
- Nurture groups led by trained staff
- ELSA (Emotional Literacy Support Assistant) sessions
- The Cubbie sensory provision
- Structured lunchtime and playtime support

Parkview Primary School

- PSHE sessions and self-regulation strategies
- Daily mindfulness sessions
- The Orchard provision for targeted emotional and learning support

Across both schools:

- Whole-school PSHE curriculum
- Access to extracurricular activities
- Additional support via Early Help Assessment (EHA) where needed

We provide:

- Social skills groups
- Nurture provision
- Emotional literacy support
- Structured play and lunchtime support
- Whole-school PSHE curriculum





14. Accessibility

Our schools are accessible and inclusive, including:

- Step-free access where possible
- Adapted resources and equipment
- Inclusive extracurricular activities

15. Transitions

We support transitions by:

- Sharing information with new settings
- Offering additional visits
- Creating transition resources
- Working closely with families and other schools

16. Supporting Medical Needs

We follow statutory guidance for supporting pupils with medical conditions.

Where needed, care plans are in place and staff are trained to meet individual needs.

17. Evaluating Effectiveness

In line with Derby City Local Authority guidance, the effectiveness of SEND provision is evaluated through:

- The graduated approach (Assess–Plan–Do–Review)
- Termly analysis of intervention data by the SENDCo and senior leaders
- Pupil progress meetings
- Monitoring activities such as lesson observations, book looks and learning walks
- Feedback from parents/carers and CYP

The SENDCo reports regularly to the senior leadership team and governing body on the impact of SEND provision.

Findings are used to refine provision, deploy resources effectively and improve outcomes for children and young people with SEND.





18. Complaints Procedure

In line with Derby Local Authority procedures, if you have concerns about SEND provision:

1. Speak to the class teacher in the first instance
2. Contact the SENDCo
3. Arrange a meeting with the Headteacher
4. Escalate concerns to the Governing Body if necessary

If concerns remain unresolved, parents/carers may access:

- Derby SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- The Local Authority complaints procedure
- Independent mediation services

Further information can be found via the Derby SEND Local Offer.

19. Further Support for Parents

Independent advice is available through SENDIASS and other local services.

Contact Details

Please contact the school office to speak with the SENDCo or arrange a meeting.

This report is reviewed annually and updated in line with statutory guidance.

