

Padfield Community Primary School



SEND Information Report Summer 2025-2026

Approved by:	Full governing body
Date:	
Frequency of Review:	Annually
Next review by:	

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Those children may need extra or different help from that given to other children of the same age. The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as, communication and interaction; understanding and learning; social, emotional and mental health difficulties; sensory and/or physical needs; difficulties with speech and language or how they relate and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily but, a few children will need extra help for some or all of their time in school.

SEND could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organizing themselves; or
- Some kind of sensory or physical needs which may affect them in school

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo has day- to- day responsibility for the operation of SEND policy and co-ordinating of specific provision made to support individual pupils with SEND, including those who have an Educational Health Care Plans (EHCP). The SENDCo works closely with staff, parents and carers, and other agencies.

The SENDCo provides advice and guidance to colleagues with the aim of securing high quality teaching for children with SEND. The SENDCo works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCo plays an important role with the Headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

At Padfield Community Primary School, the SENDCo role is the responsibility of Mrs Louise Wilson. She can be contacted via email (lwilson@padfield.derbyshire.sch.uk) , via the school telephone (01457 852751) or , for existing school parents, via Class Dojo.



School Offer



At Padfield Community Primary School we embrace the fact that every child is unique and the educational needs of every child are different – this is certainly the case for children with Special Educational Needs.

Children with Special Educational Needs and/or Disabilities (SEND) are given support in school to address their individual needs and provision is different for every child. To ensure we provide the best possible support for a child with SEND the Special Educational Needs Coordinator (SENDCo), Head teacher and relevant staff work closely with the child's family; the views of the child in question are a valued and important part of the process. When necessary, outside agencies (for example the Educational Psychologist or Speech and language Therapist) are invited to provide professional advice or to ascertain areas in which the child is having difficulty.

1. How does Padfield Community Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

At Padfield we understand the importance of early intervention and we have rigorous tracking systems in place that can identify, at an early stage, any children having difficulties in their learning or progress. If you think your child may have a special educational need that has not been identified, the class teacher is the first point of contact. Following this the class teacher may liaise with the SENDCo for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required. You will be able to talk over your concerns and find out what the school thinks. The SENDCo will be able to explain what happens next.

You might like to ask if:

- The school thinks your child has difficulties
- The school thinks your child has special educational needs
- Your child is able to work at the same level as other children of a similar age
- Your child is already getting some extra help
- You can help your child

We will consult parents about all the decisions that affect their child.

2. How will Padfield Community Primary School support my child?

At Padfield we offer many different forms of **SEND Support**. This **additional provision** can include in-class support; out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific learning resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the SENDCo implemented by the class teacher and supported by teaching assistants. Collectively the staff at Padfield have a wealth of knowledge, experience and skills encompassing a range of special educational needs.

For many children **targets** will be linked to learning and will often be specifically to do with English or Maths. For other children targets may be set to support children with social interaction, communication, emotional difficulties, overcoming physical issues... the list is endless.

Additional provision and supporting targets depend on the need of the individual child.

A graduated approach

The class teacher plans for all pupils in the class and differentiates accordingly to suit individual needs; the class teacher is responsible for the assessment of individual pupil progress. Assessments are undertaken and progress meeting are held each term with the Headteacher to discuss or highlight where further support or intervention is required to bring a child back on track or increase progress towards set targets.

Additional needs are met through interventions which are recorded on a **Provision Map**. Intervention may be one-to-one or group support. Examples of intervention are; Social Stories, fine motor programmes, coordination, memory activities, speech and language programmes. We may use a diagnostic test to identify areas of needs or difficulty. Parents are informed as soon as we first start giving extra or different help to your child because they have a special educational need.

If your child needs expert support from an outside agency such as, Occupational Therapy or Speech and Language a referral will be made with your consent. A child with a specific intervention programme from an outside agency may have an **Individual Education Plan (IEP)** to record this provision and progress. A child with complex long term needs may require an **Education and Health Care Plan (EHCP)**, which is issued by the local authority.

Inclusion Panel Funding Schools may apply for additional funding to support pupils with Special Educational Needs (SEND) over and above schools normally available resources without the need for an Education, Health and Care Plan.

All targets, Provision Maps and strategies planned for your child will be shared with parents each term at a **co-production meeting**. If your child has been issued with an EHCP, you will also be invited to discuss your child's progress and provision at a formal annual review.

The Governors at Padfield Community Primary School are responsible for the overseeing SEND procedures in school.

3. How will the curriculum be matched to my child's needs?

All Padfield Primary pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials; assessment and marking procedures; access to ICT; differentiated booster classes or group support and a broad range of extra-curricular activities. Multisensory programmes of study are delivered daily to support basic skills in phonics and maths. Our teaching and learning is based on the 2014 national curriculum but reflects the values of our school and is taught in a meaningful and purposeful way.

It is important that all children can access the curriculum and for children with difficulties in the core subjects of English and Maths we use a wide variety of resources to facilitate learning and inclusion. Resources include; Numicon, iPads, writing slopes, pencil grips, posture support cushions, visual prompts, recording equipment, tactile letters and numbers...

We nurture our children and encourage resilience, independence and confidence. Children are given a key person (usually a TA in class) to go to with any concerns and in turn they regularly check on their general welfare. Children are consulted on their preferred learning style and what best supports them through their learning journey; this is communicated through their one page profile which will be reviewed annually.

4. How will I know how my child is doing and how will you help me to support my child's learning?

Typically, a child with special educational needs and/or disabilities will have a provision map which sets out targets that are currently being worked on and outlines what **additional** provision is being put in place for the child. The content of the Provision Map is discussed and agreed with the child and the child's family and will be reviewed together each full term.

5. What support will there be for my child's overall well-being?

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class using their detailed knowledge of each individual to promote confidence and a healthy self-esteem. Individual behaviour plans are used should there be the additional need.

Our small school community enables staff to gain a good knowledge of the pupils in our care and we are well placed to identify any changes in behaviour or attitude which may be indicative of the child having troubles.

Our experienced staff can offer a wide variety of pastoral support for pupils encountering emotional difficulties including:

- Teachers and teaching assistants readily available to discuss issues and concerns
- Person-centered planning
- If a pupil has a medical need, a detailed Health care plan is compiled with support from the school nursing team.
- Administration of medicines in school where a signed medical consent form is in place to ensure the health and safety of both child and staff.
- A defibrillator on the premises
- All staff are trained in first aid
- Access to Positive Play and Nurture interventions
- Bereavement support
- Behaviour support
- Neurodiversity Advocate representative
- Mental health awareness and referral pathways

We pride ourselves on how we promote and nurture children's well-being and emotional health at Padfield Community Primary School.

6. What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school also accesses a wide range of external specialist services including:

- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologist
- Educational Welfare Officer
- Vision and hearing Support
- Inclusion Support Advisory Service (formerly Autism Outreach, SSEN and Behaviour Support)
- Social services
- Family Support Worker – anxiety, drawing and talking therapy, resilience groups
- Paediatricians – accessed via school nurse or GP
- Mental Health support - eg CAMHS, Compass

7. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND including sessions on:

- Autism
- ADHD
- Trauma and Attachment
- Bereavement
- Social and communication difficulties
- Precision teaching
- Specific Reading Intervention programmes
- Specific Maths Intervention programmes
- Dyslexia
- Social Emotional Behavioural Needs
- First Aid
- Specific Medical Needs
- Safeguarding
- Positive play
- Socially Speaking
- Transition to secondary school
- Lego Therapy
- Nurture group
- Mental Health: First Aider, Lead and Champion

Professional development is ongoing and our staff receive regular training to be able to fully support our pupils.

8. How will my child be included in activities outside the classroom including school trips?

At Padfield, we actively try to ensure that all of our extra-curricular activities are adapted for children's specific needs and we aim for full and inclusive participation. We are delighted with the number of pupils with special educational needs who participate fully in school trips, residential visits, extra-curricular clubs, committees and who represent the school on our successful sports teams. As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

Concerns associated with residential trips are successfully overcome with collaboration between parents, professionals and providers to ensure any barriers to inclusion and participation are removed.

9. How accessible is the school environment?

Padfield Community Primary School is a single storey building and accessible. We have plenty of good access with wide doors and ramped access to the playground. There is a disabled toilet with shower facilities. The site is both safe and secure with fencing and intercom entry and exit.

10. How will the school prepare and support my child when joining Padfield Community Primary School or transferring to a new school?

Parents and children are welcome to look around the school at any time to see the provision we offer and whether you feel we can meet the needs of your child.

Children joining us in Reception class will be offered at least three transition visits prior to starting school in September. In addition, the Reception teacher will liaise with the pre-school setting and if any concerns or SEND are identified a visit to that setting will be arranged to meet the child prior to any transition visits. It may be necessary for some children to be accompanied by their pre-school key worker or parent on the initial transition visit. There is also an opportunity for parents to discuss any concerns at the parent information evening in the summer term.

Transition to secondary school can be a worrying time for both parents and the child. The transition process for children with SEND is initiated in Y5 at the annual review; an outline plan is made to ensure links can be made with the secondary school of choice. We have trained staff in school to provide Internal Transition support. Additional visits are arranged and we talk at length with the secondary SENDCo and head of Year 7. We ensure all paperwork is passed on and they are fully aware of any special requirements, both educationally and pastorally.

11. How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your child's educational needs are available within the classroom. Our experienced teaching staff and teaching assistants are familiar with a wide range of resources available in school that support different learning styles, needs and subjects. Funding may

be used to target specific additional resources, staff training, specialist support/outside agencies and time allocated to the SENDCo to manage and monitor the support.

Pupils with SEND who are also eligible for Pupil Premium will have additional funding - this will be directed to support their learning needs. The governors are responsible for ensuring Pupil premium funding is spent appropriately for each child who is entitled to it. There is more about Pupil Premium allocation on our website under polices.

In cases where a child requires high level support but is not eligible for an Education Health Care Plan, additional funding may be considered through the Inclusion Panel. This funding is unique to Derbyshire and if the child leaves the area the funding will cease.

12. How is the decision made about how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children within the class. When (for children with SEND) circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that higher levels of support or funding may be beneficial, this is agreed by senior leaders as the resources are often delivered from outside agencies.

13. How will I be involved in discussions and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Termly Provision Map review meetings
- Discussions with the class teacher
- Discussions with the class teacher and SENDCo
- Discussions with the class teacher and allocated Special Educational Needs Teaching Assistant
- Parents (evening) consultations
- Discussions with other professionals
- Secondary transition meeting
- Nursery transition meetings
- Annual reviews
- Parent workshops
- Home/school communication systems (Class Dojo/email)

14. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are usually available to talk at the end of the school day or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment.

For matters not directly related to your child's progress, parents are invited to contact the school office and the SENDCo or Headteacher will be available to talk to you at a mutually convenient time.

If you feel your matter has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our website under 'policies'.

Finally if you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information, Advice and Support Service for SEND (DIASS) or from local voluntary organisations.

Related documents and policies on our website:

- Accessibility plan
- Pupil Premium
- Behaviour
- Equality statement

Useful links:

<https://www.localoffer.derbyshire.gov.uk> <https://www.derbyshireiass.co.uk>

This information report is compiled in line with The Children and families Act 2014 section 69(3): the special educational needs (information) regulations 2014 and the SEND Code of Practice (2015).