



Growing, Believing, Succeeding

Special Educational Needs and Disability (SEND) INFORMATION REPORT

Reviewed: July 2026

Next review: July 2027

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities (SEND)



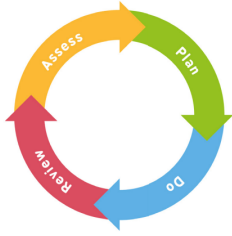
My name is Mrs Yeo, and I am the Special Educational Needs Coordinator (SENDCo) at Sale & Davys Primary School.

As SENCO I co-ordinate the provision that is put in place to support children with SEND. I liaise with class teachers & together we monitor pupils' progress and use this to put strategies and provision in place to meet the needs of all our students. I also liaise with a range of external agencies who can give us more specialised advice and support. You should find information below, however if you have any other enquiries, please email: h.yeo@saledavys.derbyshire.sch.uk

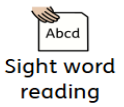
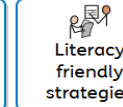
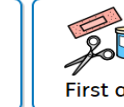
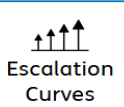
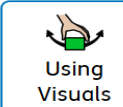
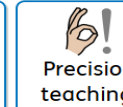
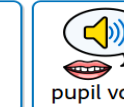
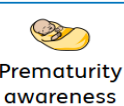
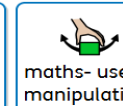
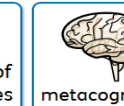
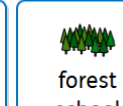
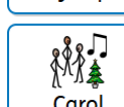
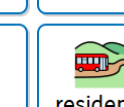
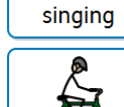
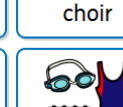
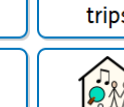
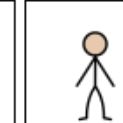
Government legislation requires us to publish a report called the SEND Information Report (clause 65 of the Children and Families Act 2004) which details information about the implementation of the school's policy for pupils with SEND.

What types of SEND do we provide for?	Within the SEND Code of practice there are 4 areas of SEND: • Cognition and Learning • Social, Emotional and Mental Health • Physical and Sensory • Communication and Interaction As a school we support a range of SEN needs within all four categories. Some children may have more than one area of need. Our school support children on an individual basis which is need led, so support varies by individual. We pride ourselves on following our school values: <i>Growing, believing, succeeding.</i>
How does the school identify students with SEND?	At Sale & Davys we look for early intervention so that we can support children on an individual level. Transition is key for planning for each step of development, and so we liaise with other professionals and settings. We also use assessments, parents' views, pupil voice, advice from outside agencies, teacher monitoring and assessments, pupil progress meetings and pupil discussions to create a picture of need within our classes.

What should I do if I think my child has SEND?	SEND Referral Process – Parents/Carers - Parents/carers raise concerns with the class teacher – the class teacher will record this conversation and inform the SENDCo. Class teacher will address this and implement appropriate strategies in class to adapt their learning. ↓ - Plan-do-review cycle will take place – The teacher will review strategies put in place and if they are working, they will continue. If they are having little impact, the class teacher will try different things. ↓ - If there is still no progress, the class teacher will meet with the SENDCo to discuss – The SENDCo will contact you to discuss your concerns further. This may be a telephone call or a face-to-face meeting. Write a list of questions you wish to ask and take notes or ask for minutes of your meeting. The SENDCo may decide that your child needs additional support from an external service or it may be that the school is already equipped to continue supporting your child. ↙ - External agencies are contacted – it may be necessary to refer to outside agencies, depending on the area of need. Once any external agencies included in your child’s referral have completed their necessary assessments and documentation, they will inform both you and the SENDCo. Any suggestions or guidance they offer will need to be added to a support plan for your child. You and your child will be invited to attend a meeting to discuss this. ↘ School arranges additional support – additional support can be quickly implemented, it may be that new routines will be introduced to your child’s learning or perhaps they will attend an intervention. This will depend on your child’s individual circumstances. It is likely that any additional interventions will need to be added to a SEND support plan for your child. You and your child will be invited to attend a meeting to discuss this. Following the decision to make any adjustments to the support and education your child receives and specific, measurable targets for them to work towards. Any adult who works with your child in school will be made aware of this plan and will refer to it. The plan will be reviewed. What next? Next steps could be Inclusion Panel Funding, if the school needs additional resources to meet the needs of a child, or for more complex needs, an EHCP may be discussed with you.
---	---

	What to do if I am concerned about any steps in the process? If you have any queries or questions about any stage of the referral process, it is important to contact your child's class teacher and/or the SENDCo. They will then be able to give you advice or recommend the appropriate person to be able to support you further.	
	 Your child will be added to the SEND register, and they will have a document called a support plan. This document will have information about the provision in place for your child. School value the input from home and how you can support your child at home. You will be encouraged to share your hopes and aspirations through to adulthood.	 You will be invited to review the support plan either in person or over the phone with your class teacher. Sometimes the SENDCo will attend these meetings. This is called a Review.
How will the curriculum be matched to meet my child's needs?	Curriculum leaders regularly monitor subjects and support teachers to use adaptive teaching to ensure all lessons are fully inclusive. This may be using visuals, having tasks broken down or simplified or using manipulatives and working practically. At times, teaching and learning may be with a different teacher or small group to ensure that needs are being met. Waves of Intervention Model  Specialist: Additional and highly personalised interventions. Targeted: Additional interventions Universal: Exclusive, quality first teaching for all Some children require a bespoke curriculum or personalised timetable due to their high need. Targeted Support is where a child may need additional interventions. Some examples of these at Sale & Davys speech and language interventions, whole word reading activities, Nessy programme, SNIP, The Zones of Emotional Regulation, phonics interventions, maths interventions and handwriting. All children have access to the universal offer. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Some examples of these are visual timetables, ear defenders, sensory breaks and task boards. All staff use quality First Teaching Strategies. Please have a look at the document below for the kind of things that could be in place: Graduated Response May 2022 All teachers are teachers of SEND and staff follow guidance in The SEND Code of practice 2014 SEND code of practice: 0 to 25 years - GOV.UK	
How will I know how my child is doing and how much support my child is receiving?	Assess Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development. Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent. Review Discuss with others involved about how effective the support has been and the impact on the child in line with the review date. Check back against observations and planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.	Plan Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place. Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre. Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review. Do Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCo. Continue with observations to see how the child responds to the support.
	Assess, Plan, Do, Review Cycle  At Sale & Davys Primary School, we follow a plan, do, review approach and if your child is on the SEND register, we will invite you to review your child's progress 2-3 times a year in additional to parents evening and written reports. EHCP Annual Reviews are held in school once a year. Children on the SEND register have a SEND Support Plan which identifies the targeted support a child receives to meet their needs. This is regularly reviewed to ensure children make the best progress.	

How will you help me to support my child's learning?	We may offer strategies to support at home on your child's target plan or adapted homework may be sent home. There may be agreed actions on the provision map such as a transition plan to support a child coming into school or an end of the school day to ensure the best approach is being taken and is consistent daily. We feel that a consistent joined-up approach is the best way of working and understand that each child may need a different approach.
How will you help me to support my child's learning? What support will there be to support my child's overall well-being?	 Playground Friends- supporting positive playtimes and ensuring all children have got someone to play with. Buddy Bench- for children who struggle at playtime, they use the buddy bench so they don't need to ask for help. School Council – Children help support other children through assemblies and peer support  Forest School is available to every year group to support wellbeing by learning outdoors.  Our PSHE matters scheme helps to provide support for children's well-being and mental health through lessons in school. A number of whole school mental health days a year which promote mental health and wellbeing.  I-Vengers - We have a team of pupil I-vengers in school who support online safety.
What specialist services or expertise are available at or accessed by the school?	The following external providers are currently working with school: Inclusion Support Advisory Teacher: Andi Wynne Educational Psychologist: Hayley Stower Speech and Language Therapist: Jennifer Hunt Physical Impairment teachers: Melanie Sims Occupational Therapist: Catherine Brown Physiotherapist: Lucy Hollingsworth Visual/Hearing Impairment Team CAMHS School Nurse Referrals Children First- Support mental Health

What training have staff supporting pupils with SEND had?	 Sight word reading  Autism Advocates  Literacy friendly strategies  First aid  Escalation Curves  Using Visuals  Precision teaching  pupil voice  Prematurity awareness  safeguarding  maths- use of manipulatives  metacognition	The SENDoO is an Autism Advocate and attends regular training sessions which are delivered back to school staff.
How will my child be included in activities outside of the classroom?	 Day trips  forest school  worship  church visits  Carol singing  choir  Precision teaching  residential trips  cyclocross  swimming  Performances  lunch/after-school clubs	
How accessible is the school environment?	The school has access and facilities which include: • Single storey buildings, no steps. • Toilet facilities for disabled. • Carpeted classroom areas to aid hearing-impaired children. Accessibility plan can be found here: https://saledavys-primary.co.uk/sen-provision	
How will the school support my child in starting school and moving on?	We recognise how important transition is for all children including those with SEND needs. Some children may need extra transition or individual transition, and this is thoroughly planned to ensure this is successful. We will also listen to parent's views and obtain children's views where necessary. These are some of the things that we do to support children transition: Starting Nursery and Reception  Staggered start  parent meetings  child views  Transition booklets  meet the teacher sessions  stay and play sessions  Parent talk Transition to a new class We start transition in the summer term and identify children who will need enhanced transition such as additional visits, visual booklet and social stories. Transition to Secondary We work closely with secondary schools to ensure transition is as smooth as possible as this may look different for different children. Preparation for adulthood Our curriculum embraces life skills from nursery to year 6 to prepare children from nursery to adulthood. Our PSHE and RSE curriculum teaches specific aspects.	

	We have British Values and protected characteristics planned into the PSHE curriculum.		
How are the school's resources allocated and matched to pupil's SEND?	The teaching assistants may support classes, individuals or run interventions to meet the needs of the SEND children. Interventions may be delivered 1:1, small groups or whole class, depending on need.		
Who can parents contact for further information?	Please contact your child's class teacher if you have any concerns or need further information, or the school SENDCo – Mrs Yeo The Derbyshire Local offer and Derby City local offer details the support services and agencies available to support your child in the local authority you live in: More information can be found on; http://www.derbyshiresendlocaloffer.org/ https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ Further support can be found:		
	 Derbyshire information Advice and Support Service for SEND Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND	 Derby city Advice and Support Derby SEND Information & Advice Support Service (SENDIASS)	 Umbrella – Empowering Disabled Children, Young Adults And Their Families
	The SEND Code of Practice 2014 In 2014, a new SEND code of practice was published. This describes the principles that should be observed by all professionals working with children and young people who have SEND. You can view the code of practice here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 The government have also published a guide for parents or carers which can be viewed here: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers		