



## SEN INFORMATION REPORT



### Academic Year 2024/2025

#### Part of the Derbyshire Local offer for Pupils with Special

#### Educational Needs and Disabilities

Government legislation requires us to publish a new report called the SEN information Report (clause 65 of the SEN Code of Practice 2014). This will be amended and updated as guidance is received from the Local Authority and National SEND Reforms.

<p>Our school and SEND provision</p>	<p>At Richardson Endowed Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.</p>
<p>The Special Educational Needs Co-ordinator</p>	<p>Lisa Goodwin is our Special Educational Needs Co-ordinator, an experienced SENDCo, took up post at Richardson Endowed in September 2023.</p> <p>Mrs Goodwin can be contacted via 01332 880317 or directly <a href="mailto:lgoodwin@richardson.derbyshire.sch.uk">lgoodwin@richardson.derbyshire.sch.uk</a></p> <p>She is also currently SENDCo at 2 additional Trust schools within the locality.</p>
<p>Identification and assessment of pupils with Special Educational Needs and Disabilities.</p>	<p>24% of pupils on roll on the SEND register during the academic year 2024-25, and supported at the SEND support level. This is higher than the national average and represents a year on year increase of 3%.</p> <p>5% pupils on roll were issued with an Education and Health Care Plan (EHCP).</p> <p>Additional 3% children on roll had access to Inclusion Panel Funding. 2% of children on roll had access and support from ISAS Targeted and Specialist Support.</p> <p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.</p> <ul style="list-style-type: none"> <li>• The use of school’s data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of level target.</li> <li>• Concerns voiced by parent, member of staff, external professional or pupil. Pupils may come to us with outside agencies already involved. Richardson Primary School has established excellent links with outside agencies including but not limited to Educational Psychology, LA Inclusion Support Advisory Service, Occupational Therapy, Paediatrics, Physiotherapy, Sensory and Physical Support Service, and Speech and Language Therapy</li> <li>• The SENDCo makes referrals to these outside agencies as part of as part of the Graduated Response: Assess - Plan – Do – Review.</li> </ul>

	<p>Several of these are accessed through a referral pathway known as SPOA (Single Point of Access).</p> <ul style="list-style-type: none"> <li>• Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring. Children tracking below expected levels or making less than expected progress are identified and intervention put in place.</li> </ul>
<p>Provision for pupils with Special Educational Needs and disabilities</p> <p>a) The effectiveness of provision for pupils with SEND</p>	<p>Provision each term is reviewed using the Ofsted framework for self-evaluation and is supported by the Trust.</p> <p>This includes scrutiny of-</p> <ol style="list-style-type: none"> <li>1. Pupil achievement</li> <li>2. Behaviour and safety</li> <li>3. Leadership and management</li> <li>4. Quality of teaching</li> </ol> <p>Governors are involved in this process and regular meetings take place to look at provision and pupil groups through monitoring visits and learning walks. During 2024-2025, learning walks were undertaken with Chair of Governors, EMBARK Education Improvement Lead, EMBARK SENDCO, Executive Headteacher and SENDCo.</p> <p>A more stable staff team and a clear vision for all pupils including those with SEND has ensured that the policies and systems are effectively put into practice. New systems, staff training and improved communication between home and school, to support pupils' access to an appropriately ambitious curriculum. Developments and expertise were recognised in the recent inspection.</p> <p>Ofsted (June 2025) stated that:</p> <p>'The curriculum is designed to ensure that all pupils can achieve well. The school quickly and accurately identifies when pupils have special educational needs and/or disabilities (SEND). Expert staff make sure that these pupils have the support and resources they need to work independently and be successful.'</p> <p>'The inclusive culture at the school is underpinned by a strong shared vision to provide high-quality education for pupils.'</p> <p>All pupils who access an intervention are monitored using Year group tracking, pupil progress reviews or specific assessment packages such as itrack, Formative Footprints and NFER termly as well as SEND reviews. Attainment can be analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected. Provision mapping by class teachers is overseen by the SEND Co, Deputy and Head Teacher to ensure that all teachers provide a relevant and enriching curriculum for pupils of all abilities and developmental stage.</p>

<p>b) Arrangements for Assessing and reviewing the progress of pupils with SEND</p>	<p>Termly pupil Progress Review meetings look in detail at the progress made in all areas by pupils, including those with SEND.</p> <p>Parents are involved in the review process (to be at least 3 times a year) at SEND Support review meetings and parents evenings.</p> <p>A number of targets are set, and ways parents can help at home are discussed. The SEND Co may meet with parents and help them to support their child in addition to this.</p> <p>At the end of each academic year a written report is sent to parents detailing progress.</p> <p>The SEND Co and class teacher are available for appointments to discuss progress at any other time during the year.</p> <p>Regular contact is through liaison at beginning or end of day, home/school year planners or individual pupil communication books or diaries if more appropriate.</p>
<p>c) Approach to teaching pupils with Special Educational Needs and Disabilities</p>	<p>All pupils on the SEND register have a One Page Profile highlighting strengths and specific areas that the child may need additional support. Some pupils have an individual SEND Support Plan in addition to this. The SEND plan identifies targets and desired outcomes including provision to accelerate progress towards these.</p> <p>Quality first teaching and setting high expectations for all children is expected, scaffolded work within the classroom and personalised resources are utilised where required. Carefully matched interventions enhance teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity.</p> <p>School staff were supported by Outside Agencies regarding strategies best matched to teach specific pupils.</p> <p>The Inclusion Support Advisory Service supported pupils through delivery of additional training and direct work with staff this academic year.</p>
<p>d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities</p>	<p>Our curriculum is reviewed to be relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.</p> <p>We aim to provide work that is enriching and challenging yet accessible to the broad range of pupils we teach. The support provided by teaching assistants, ISAS (Inclusion Support Advisory Service) and other agencies is carefully considered by each class teacher when planning, in order to ensure all pupils with SEND continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will endeavour to ensure that this does not affect the pupil's access to the full range of curriculum activities.</p> <p>Access will be provided in a range of ways, depending upon which is most appropriate and will include but is not limited to; modified and adapted tasks; scaffolding within tasks or ability grouping where</p>

	<p>essential; by the level of teacher and adult support and by the allocation of appropriate resources or by outcome.</p> <p>Access and facilities are of a good standard. An Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access</p>
<p>e) Additional support for learning</p>	<p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with an EHCP (Education and Healthcare Plan) and pupils without. The allocation is made following needs analysis discussions and work between the senior leadership team and the governors. The funding is used to purchase classroom support and resources.</p> <p>The school will request an Education, Health and Care Plan from the Local Authority when, despite an individualised programme of sustained intervention and SEND support, the pupil continues to have significant and complex difficulties in one or more of the four areas of SEND. An Education, Health and Care Plan might also be requested by a parent or outside agency. Parents have the right to request the Local Authority to carry out an EHC Needs Assessment at any time.</p> <p>An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer from ordinarily available resources. However, the school recognises that a request for the Assessment does not inevitably lead to an EHCP.</p> <p>As part of the Graduated Response for individual pupils, applications may be made for additional funding to provide support for those children with more complex needs but whom may not need long term support. Inclusion Panel Funding was introduced by the LA to support SEND needs on transition into Reception and within our Primary Phase. Inclusion Panel Funding can be allocated or partially allocated by the LA for a number of weeks, months or duration up to a year. In addition to this, the referral pathway for Targeted and Specialist support was utilised.</p> <p>Parents will always be involved in the decision-making process before an application goes ahead and decisions reviewed with the SEND Co when formally received.</p> <p>Access arrangements for KS2 SATS are discussed with pupils and parents. Applications may be made for extended time, rest breaks, TA to scribe (amanuenses) when appropriate. This will build upon good practice and a child's familiar routine with test situations will be established prior to Y6, to maximise their opportunity for success.</p>
<p>f) Activities available to pupils with Special Educational Needs and Disabilities</p>	<p>Extra-curricular activities are available to all children and will be suitably scaffolded and supported to ensure access for all.</p>

	<p>Support from a key worker (TA) will be available at the beginning of the day to ensure good routines are established and children have an opportunity to discuss any changes to the curriculum/day that are identified.</p> <p>All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities, pre-planning and pre-visit information will be shared with relevant staff and parents. Pupils are not removed from activities unless due to the request of parents or carers or where significant safeguarding concerns remain.</p> <p>We have a robust safeguarding policy and protocol in place.</p>
<p>g) Support available for improving the emotional and social development of pupils with SEND</p>	<p>Pupil's health and well-being is paramount.</p> <p>All staff have received training in Emotion Coaching and Sensory Processing to support the social and emotional development of all pupils, including those with SEND.</p> <p>The staff team, work with children across the age range fostering key learning to learn skills, promoting positive relationships, and building the confidence and self-esteem needed to develop emotionally and academically in our setting.</p> <p>Mrs Lucas is our onsite school Family Liaison Worker supporting pupils and their families and staff are supported with additional expertise within the Trust. More information on Early Help and this role can be found on the school website.</p> <p>Social Stories is a short-term intervention strategy for groups, supported by TAs to address barriers to learning arising from social, emotional and behavioural difficulties.</p> <p>Nurture groups are in place across the school and opportunities for Forest School experiences have been taken by pupils, offsite at Horsley Woodhouse Primary School delivered by their experienced and highly skilled Forest School Lead.</p> <p>The Socially Speaking Programme is used across the school to promote good relationships between peers, pupils and staff and develop key skills appropriate to the child. Lego Therapy has also helped support communication, interaction and social, emotional needs.</p> <p>Pupils may work on a one-to-one basis with an adult to address needs specific to that pupil, in order to raise self-esteem.</p> <p>Personal care is conducted discreetly, with dignity and fostering independence where possible. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Additional training is undertaken by key staff as and when necessary, (currently annually).</p> <p>Attendance is monitored so that pupils and families can be offered support, quickly and effectively, so that children regularly attend school and engage effectively in their learning.</p>

	<p>A small number of Part-time timetables were implemented effectively after careful consideration with parents and professionals to support pupil wellbeing and access to education.</p>
<p>h)The expertise and training of staff in relation to pupils with SEND</p>	<p>Mrs Goodwin is a SENDCO with 25 years’ experience, and has had significant training, including ND Advocate training and has well-established contact with professionals.</p> <p>She supports class teachers and teaching assistants in planning for and delivering the curriculum for pupils with SEND. The SENDCo regularly attends LA and Trust network and training sessions to be aware of new developments and priorities in SEND provision. Training has been undertaken for when the new Idox system for Derbyshire’s central EHCP management system goes live.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of pupils, including those with Special Educational Needs and Disabilities.</p> <p>In previous years, all staff received training from the Educational Psychology Service on the use of Emotion Coaching to promote positive mental health and well-being of pupils and training to support early literacy difficulties across the curriculum increase curriculum access. The Making Sense of Autism and use of visuals was implemented consistently across the school.</p> <p>During the last academic year, all staff have undertaken training in: Sensory Processing, Formative Footprints and Assessing without Levels, The Graduated Response and EEF 5 a day principle, Supporting children with SEND in PE, Using technology to support children with SEND and ADHD in order to deliver high quality lessons to all pupils.</p> <p>Mrs Goodwin has also undertaken the AET Progression Framework Training.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils and plans to ensure the needs of future pupils can be accommodated. For example: our ISAT worked alongside staff and shared teaching methods and strategies adapted to personalise and increase access to the curriculum (through a Targeted and Specialist referral).</p>
<p>i) Accessibility for pupils with SEND</p>	<p>Richardson Endowed Primary School consists of two single storey buildings with accessibility via interior and exterior of building, external ramps for wheelchair access. Adaptations to the classroom environment are considered and parents and families are invited to share accessibility concerns so that advice can be obtained from relevant professionals. A small workspace is available within the Lower School block which is utilised by TAs and small groups for SEND programmes.</p>

	<p>The equipment used in school is accessible to all pupils regardless of need. Written information is available on the school website. Text messaging service is available for all.</p>
<p>j) Consulting and involving parents</p>	<p>The school aims to work in partnership with parents and carers.</p> <ul style="list-style-type: none"> <li>• Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision</li> <li>• Making parents and carers feel welcome</li> <li>• Working effectively with all other agencies supporting children and their parents</li> <li>• Giving parents and carers opportunities to play an active and valued role in their child’s education – meetings at least termly in the form of meetings and parent consultations</li> <li>• Ensuring all parents and carers have appropriate communication aids and access arrangements</li> <li>• Direct contact with the SEND Co via phone or email, appointments to meet in person.</li> <li>• Providing all information in an accessible way</li> <li>• Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing and opportunities to discuss ways in which they and the school can help their child</li> <li>• Instilling confidence that the school will listen and act appropriately</li> <li>• Focusing on the child’s strengths as well as areas of additional need</li> <li>• Agreeing targets for the child</li> <li>• Making parents and carers aware of the Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership) and other support services they could access.</li> <li>• Directing parents to the Derbyshire Local offer to raise awareness of support available.</li> </ul>
<p>k) Consulting with pupils about their Special Educational Needs and Disabilities</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:</p> <ul style="list-style-type: none"> <li>• State their views about their education and learning</li> <li>• Identify their own needs and learn about learning</li> <li>• Share in individual target setting across the curriculum</li> <li>• Self-review their progress through discussion</li> </ul> <p>In addition pupils who are identified as having SEND are invited to participate in:</p>

	<ul style="list-style-type: none"> <li>• SEND Support reviews and setting targets</li> <li>• Regular meetings with named adults</li> <li>• Working with adults in small groups and one-to-one sessions</li> <li>• Annual reviews</li> </ul> <p>In the first instance we encourage parents to contact their child’s class teacher. If concerns remain we ask parents to contact the SENDCo and/or Executive Head teacher.</p> <p><a href="mailto:lgoodwin@richardson.derbyshire.sch.uk">lgoodwin@richardson.derbyshire.sch.uk</a>  <a href="mailto:patwal@richardson.derbyshire.sch.uk">patwal@richardson.derbyshire.sch.uk</a></p> <p>In event that a concern is not resolved parents are asked to contact the Chair of Governors, Louise Rowland.  The SEND Governor is Natalie Lane.</p>
<p>l) Concerns about the provision for pupils with SEND</p> <p>m) Outside agencies involved with pupils with SEND</p>	<p>Services supporting in school currently are:</p> <ul style="list-style-type: none"> <li>• Early Years Support Service for Special Educational Needs (EYSEN)</li> <li>• Educational Psychology</li> <li>• Child and Adolescent Mental Health Services</li> <li>• Clinical and Community Paediatric</li> <li>• Inclusion Advisory Support Service</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Sensory and Physical Support Services</li> <li>• Speech and Language Therapy</li> <li>• Multi Agency Teams and Family Liaison Officer</li> <li>• Social Care</li> </ul> <p>A higher-than-average number of referrals to the Neuro-developmental Pathway across the county has seen a greater number of children placed on waiting lists to see relevant services and professionals. The situation has improved however waiting lists continue to be approximately 2 years from point of referral. Several parents have requested the Right to Choose Pathway or have requested private diagnoses.</p> <p>Family Liaison have supported families and the SEND Co through the Early Help offer, referrals to School Nursing Service and Compass Changing Lives guiding families to seek further support from the Neuro-hub based nearby in Ripley.</p>

<p>n) Arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>September 2024 marked the restructure of Derbyshire Support Services and the development of the Inclusion Support Advisory Service where each school was assigned an advisory teacher to liaise with school and SENDCO to improve outcomes for pupils with SEND. The new online portal (IDOX) was implemented to manage EHC Needs Assessments, Decisions and production of plans. Delays in assessment, although shorter, remain.</p> <p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on.</p> <p>We will support your child during visits to their new school wherever possible.</p> <p>When moving classes in school, information will be passed onto the new class teacher in advance and a meeting will take place between the current and new class teachers. Parents are welcome to meet the new teacher prior to their child starting the new academic year</p> <p>Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. Some pupils will benefit from a passport to take home with them over the summer.</p> <p>Transition from Nursery to KS1 – Information and data is transferred to the pupils’ new setting and additional taster days offered. Liaison between SEND Cos. will take place remotely or by telephone if staff are unable to meet. Individual appointments with parents are offered to discuss provision and pupils.</p> <p>KS1 to KS2 –Year 2 children have additional small taster sessions with TA before a morning/afternoon in their new class.</p> <p>Year 6 &amp; 7 staff meet to discuss all children who will be transferring. The SEND Co also meets with the Inclusion Team to discuss those children who are transferring and who have special educational needs. These children are offered additional transition days in their final summer term. All school records are sent to ensure that new staff are as informed as possible about a child’s special educational needs and disabilities. KS3 SENDCo/key staff invited to attend transition EHCP reviews whilst these pupils are in Y5 and again to the Y6 review, with opportunities for staff to visit or work with pupils in our setting.</p> <p>Where children transfer out of the local area, every effort is made to meet in person with a member of staff from the Secondary School,</p>
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	<p>additional visits arranged, student support plans/questionnaires are completed and returned. SEND Co contacted.</p>
<p>o) Support for parents of pupils with Special Educational Needs and Disabilities</p>	<p>Your child’s class teacher and the SEND Co are available to discuss your child’s needs and progress.</p> <p>All outside agencies will contact parents to keep them informed of their involvement. We do request that parents give Mrs Goodwin’s name to Outside Agencies as SEND Co so copies of reports are sent directly to school for us to collate and act on quickly.</p> <p><b>Additional Parental Advice can be found at:</b>  <a href="http://www.localoffer.derbyshire.gov.uk">www.localoffer.derbyshire.gov.uk</a></p> <p><a href="#">Home - Derbyshire Local Offer</a></p> <p>The Local Offer includes leisure and activity providers, health and care services, education providers and support groups. The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for you and your family.</p> <p><b>Community drop-in hubs for neurodiverse children and young people</b>  The aim of the service in the new “neuro hubs” is to help provide early support – without the need for an assessment or diagnosis.  Neurodivergence includes conditions such as autism spectrum, attention deficit hyperactivity disorder, foetal alcohol syndrome, dyslexia, dyspraxia, and social anxiety.  Telephone – 07510 928349  Monday to Friday 3:30pm to 6:30pm, Saturday 10am to 1pm  Web address - Derbyshire Autism Services Group  <a href="http://www.derbyshireautismservices.org/">http://www.derbyshireautismservices.org/</a>  Email - neurohub@derbyshireautismservices.org</p> <p><b>Derbyshire Information Advice and Support Service for special educational needs and disabilities</b>  DIASS offer support for children and young people with SEND from birth to 25 years old. They aim to help parents and carers increase their involvement in the education of their children and ensure that they have access to information and advice about issues relating to the child or young person's health and social care.  They remain impartial, confidential, and work at ‘arm's length’ from the local authority. Advice is free and accessible to all parents of children with SEND.</p> <p>Telephone – 01629 533660  Web address – <a href="#">Contact us - Derbyshire Information, Advice &amp; Support Service for SEND (derbyshireiass.co.uk)</a>  Email - <a href="mailto:ias.service@derbyshire.gov.uk">ias.service@derbyshire.gov.uk</a></p>

<p>L. Goodwin July 2025</p>	<p><b>Action For Children</b> <a href="#"><u>Parent Talk - Support for Parents from Action For Children</u></a></p>
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