

SEND Information Report



WHITFIELD ST JAMES' CE (VC) Primary School

September 2025 – September 2026

Approved by:	Full governing body
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‘Working together to achieve our best to reach our God-given potential’

The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools **must** publish information on their websites about the implementation of the governing body’s policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- arrangements for consulting parents of children with SEND and involving them in their child’s education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school

Our School

At Whitfield St James' CE (VC) Primary School we value all our pupils as individuals and aim to do our utmost to meet their needs. We feel that the principles underlying the SEND code of practice are well matched to our school ethos and reflect our practices.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

What are special educational needs (SEND)?

The term 'special educational needs' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These 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 SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional

and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children may have SEND 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 prolonged 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 and processing information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

The Special Educational Needs Co-ordinator (SENDCo)

At Whitfield St James' the SENDCo role is the responsibility of Sarah Woods. She can be contacted by emailing SENDCO@st-james.derbyshire.sch.uk, phoning the school office on 01457 852427 or if you are already a parent in school, a class dojo message. The Inclusion Leader is Leo Ford (Head of School).

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 EHC plans, working closely with staff, parents and carers, and other agencies.

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. The SENDCo works with professionals providing a supportive role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCo plays an important role with the 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.

Support for SEND

We place great importance on identifying special educational needs early, so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom environment, the books and materials they give to each child and the way they teach. All teachers consider a number of options and choose the most appropriate ways to help each child in their class learn. This is often described as 'reasonable adjustments', 'adapting or differentiating the curriculum' or having a 'bespoke curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'Keep up/Catch up' work/interventions and/or many other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND.

The Code describes how help for children with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. Specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a laptop/iPad or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education. We recognise that each child is individual and we try our utmost to meet their needs.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher or to the SENDCo /Head of School/Head teacher.

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.

Working together with your child's teachers will often help to sort out worries and problems. The more closely you work with your child's teachers, the more successful any help for your child can be.

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; and
- how you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent, have concerns or worries at any time you should share them with your child's teacher or headteacher or any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, 'plans' will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

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 and Advice Service (DIASS) or from national or local voluntary organisations. DIASS was formerly known as Derbyshire Parent Partnership and offers free, impartial advice and support, they can be contacted on 01629 533668 or 01629 533660 email ias.service@derbyshire.gov.uk

We will provide an annual report for parents on their child's progress. During Parents' Evenings in September and February, you will get an additional opportunity to discuss your child's needs.

Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. If you are a parent at our school, you will also

be able to contact your child's class teacher via class dojo to ask any questions.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy can be given to the pupil's parents if requested.

SEND Support in School

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are also 4 noted high incidence needs that all schools will come across: ASC/ASD, communication, dyslexia and social emotional and mental health. Our Senior Mental Health Lead in school is Leo Ford.

As an average/large sized school we have some specialisms and enhanced resources plus we have experience of successfully meeting the needs of children with a variety of special educational needs. Our school buildings are single story with level access and is designed to be wheelchair friendly – with the additions of ramps into the main building. Our staff use guidance such as Derbyshire Dyslexia Friendly Files, Derbyshire's graduated response document, the DCC Descriptors of SEND etc. and the Inclusion Development Program materials (available at <http://www.naSEND.org.uk/onlineSENDDcpd/>). We have all been trained using Autism Education Trust's 'Autism Advocacy' programme and has additional training on Neurodiversity. Members of staff have undertaken a range of training (speech therapy, narrative stories, Cerebral Palsy, ADHD, Autism, Lego Therapy, Down's Syndrome, Makaton, Diabetes, Epilepsy, Occupational Therapy and Team Teach etc.) and we are quick to identify and attend additional training when required.

Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response**.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where

appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class teachers, supported by the SENDCo, make regular assessments of progress for all pupils.

Identification and assessment of pupils' SEND will include:

- End of Key Stage attainments
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve:
 - observing and recording responses in different environments
 - identifying strengths and weaknesses
 - identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to next steps then we would put extra interventions and support in place to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality (quality first) teaching targeted at areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, assesses whether the child has SEND. The pupil's response to such support helps to identify their particular needs.

How we decide whether to make special educational provision

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviours a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the child might have SEND. We also have access to 'Changing Lives, Compass' a mental health support team who can help us to assess next steps for a child's mental health needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having

SEND. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

The school holds two parents' evenings annually and there is a further opportunity for parents to meet with teachers to discuss their child's written report at the end of the school year. Parents of children with SEND will be invited into school or virtually if parents prefer on a termly basis following reviews of their child's targets and provision (this is sometimes completed within the parents' evening). This meeting will be a consultation and the views of the parents will be taken into account. Children with SEND will be involved in setting and reviewing their targets and provision as appropriate, depending upon their age and level of understanding. In addition to meetings arranged by the school, all parents are very welcome to make appointments to meet with their child's teacher at mutually convenient times.

The school has three formal assessment points each year when all children's progress is logged and teachers meet with the Headteacher/SENDCo to discuss them both as individuals and as cohorts. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adaptations for individual pupils, is the first step in responding to pupils who have or may have SEND.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998/Data (Use and Access) At 2025. The provision made for pupils with SEND is recorded accurately and kept up to date. As part of any inspection, Ofsted may see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists, dieticians or physiotherapists etc. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

Whitfield St James' also has access to the Inclusion support advisory service (ISAS), and a designated teacher, who actively promotes the nurture, participation and achievement of all children and young people by proactively responding to their unique characteristics, strengths, needs, choices, and aspirations. The school can make a referral for more specialist support through the Targeted and Specialist Support referral process. The service also supports the school through training opportunities.

The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

Early Years Inclusion Funding/Inclusion Funding

As part of our commitment to supporting all children, we may require parental support in applying for additional funding to support your child further in school. As a Derbyshire school we can apply to the Early Years Inclusion Panel and the Inclusion Panel, where we have to demonstrate the implementation of a graduated response and how the notional SEND budget has been spent. The Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. These are either awarded for 6 months for Early Years Inclusion Funding or 1 year for Inclusion Funding.

Requesting an Education, Health and Care needs assessment

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. School and/or parents can apply for this using the Derbyshire's local

offer. There is now an online portal for requesting a needs assessment. When applying for a needs assessment, the local authority (LA) must consider:

- whether the child or young person **has or may have** special educational needs (SEN); and
- whether they **may** need special educational provision to be made through an EHC plan.

Together, school and parents have to ensure that the answer is yes to both.

Transition

Transition starts from the moment parents want their child to attend our school. We will try our best to ensure the transition to our school is as smooth as possible and will consider staggered starts etc. These have to be pre-arranged with the SENDCo.

The vast majority of children in our Reception class have attended our nursery and are well known to our staff. When a child is joining our school whether in nursery or reception we strongly recommend that parents attend our new parents' meetings, open days or have 1:1 tours and we are always happy to have a private discussion about any needs they feel their child may have. We also work closely with other pre-school providers to ensure that relevant information is shared and we can have the correct support in place from a child's first day. When children join us other than at the normal admission points it is very helpful if both parents and children visit the school in advance and alert us to any additional needs.

To support transition from Y6 to secondary school, we share information with the school the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process. We have good links with the local secondary schools and where a child has SEND we will facilitate meetings between the parent and representatives of the secondary school. We will also arrange additional visits, where necessary, and deliver transition training to the children, such as packing a bag, reading a timetable and using a planner.

Our approach to teaching children and young people with SEND

We believe that all teachers are teachers of children with SEND and should adapt their teaching to match the needs of all the pupils in their classes. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as

‘reasonable adjustments’, ‘adapting or differentiating the curriculum’ or creating a ‘bespoke curriculum’.

We are flexible in our approach to teaching pupils who require additional support as well as those with SEND. We use well qualified support staff and a range of methods. Small groups or individuals may be withdrawn from the class or supported within it. We ensure that children with SEND are taught and supported by their teacher as well as teaching assistants. We often deliver specialised programmes but also deliver bespoke programmes and evaluate their benefits. We use the Education Endowment Foundation (EEF) to use their research to guide our practice and delivery of programmes.

When supporting SEND children, we aim to take their views into account. Some pupils like 1:1 work with support staff outside the classroom, others prefer to be supported in the class or to be withdrawn with a friend. Whilst we have to maximise the benefit of the intervention we often find the child’s preferred style of support is what works best for them.

Use of support staff

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants provide support both within and outside the classroom and are trained to deliver a variety of intervention strategies.

Equipment

We will always aim to adapt the curriculum to the needs of the child and adjust the learning environment when necessary. Children with SEND vary enormously and we look to meet the needs of the individual rather than generic advice given for a diagnosis. We are very quick to seek the advice of external agencies, for example if a child with a physical impairment is due to start at the school we will arrange for the child, the parents and a specialist from the physically impaired support team to meet at the school and discuss how best to support the child and any necessary adaptations to the building.

We currently have 2 enhanced resourced classrooms in school which can cater up to 10 children each. We do not have the ‘enhanced resource’ status but have created this provision as we want to support all the children in our care. We are currently working with Derbyshire County Council SEND department to make this official. These classrooms are set up in a way to cater for a range of differing needs. We have some specialist training and equipment, sensory spaces, learning spaces and some additional outdoor spaces.

We regularly have whole school training on aspects of SEND support in order to keep ourselves up to date. Where a child has needs that are outside the

expertise of staff we quickly arrange any necessary training, enabling us to offer bespoke support.

Over the past year we have had support and training from:

Inclusion Support Advisory Teacher (ISAT)
Support Service for the Physically Impaired
Speech and Language Therapy
Educational Psychology
Autism Education Trust
Moving and Handling Support
Team Teach

We also have good links with ISCAN (Integrated Service for Children with Additional Needs), Changing Lives – Compass, mental health support team, CAMHS (Child and Adolescent Mental Health Service)/ Healthy Young Minds, the Support Service for Visually Impaired and Family Support.

Evaluating the effectiveness of the provision

An ongoing dialogue is maintained between teachers and the SENDCo and staff meetings are regularly based on analysis of our provision and how best to meet the needs of individuals. Interventions are discussed and evaluated regularly. We have access to ISAS (Inclusion Support Advisory Service) – which is provided by Derbyshire County Council. We also have annual support and planning meetings with Educational Psychology and the opportunity to use ISAS Targeted and Specialist Support Services when required.

We believe strongly that children with SEND should be able to engage in the school activities that are available to children without SEND. Sometimes this means providing 1:1 support for activities such as residential trips. Other times it involves adapting activities, for example on an outdoor and adventurous residential we can swap inaccessible activities such as stream scrambling with accessible ones such as archery. We will always talk to the child and their parents about any adaptations required and respect their views.

As a school we prioritise the emotional and social development of all our pupils. We place a lot of emphasis on our Christian ethos and values and our work on anti-bullying is ongoing. We have an effective buddy system in place and the pupils are encouraged to discuss concerns with staff. Pupil-staff relationships are good and all emotionally vulnerable children are able to choose a 'Trusted/Safe' staff member to support them. Our school parliament conducts regular surveys and acts upon any findings. Where children are in need of more specialised support the school will arrange a family support worker or make a referral to Changing Lives – Compass who may signpost

that referral to CAMHS. Childline/NSPCC visit the school annually or provide the school with resources to deliver training.

Our PHSE programme includes whole class activities which are designed to help children to express their feelings in a constructive manner. We also use small group/individual resources such as 'Colour monster' and 'A Box of Feelings'. We also regularly use collective worship to reinforce our ethos and values.

Complaints

We would hope that any concerns that a parent may have would be addressed by talking to the Headteacher, Mr C Woodward. If concerns remain we recommend that parents contact Derbyshire Parent Partnership who will offer free and impartial advice. They can be contacted by phone or email 01629533660 or 01629533668 email ias.service@derbyshire.gov.uk

Where issues remain unresolved please address any complaints to the Chair of Governors, who will follow the school complaints procedure. This can be found under policies in the section of our website.

Where a child is looked after by the local authority the school will work with the Virtual School Team, social workers and carers to create a personal education plan (PEP) setting out how best to meet the child's needs. The child will of course have access, as required, to the full range of support agencies available to the school.

For further information on virtual schools please contact virtualschool@derbyshire.gov.uk or call 01629 538028

Derbyshire's local offer can be found on the website <https://localoffer.derbyshire.gov.uk/#!/directory>

As all children are individuals and special educational need vary widely please contact the school directly to discuss any additional needs your child may have and how best we can meet them. The school has experience of dealing with children with all four of the main areas of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Please note that Whitfield is not an enhanced resourced school (although this is something we are developing) and but does have some specialist facilities or equipment for up to 20 children.

Numbers of pupils with SEND and their areas of need are reported to the Local Authority via our census returns.