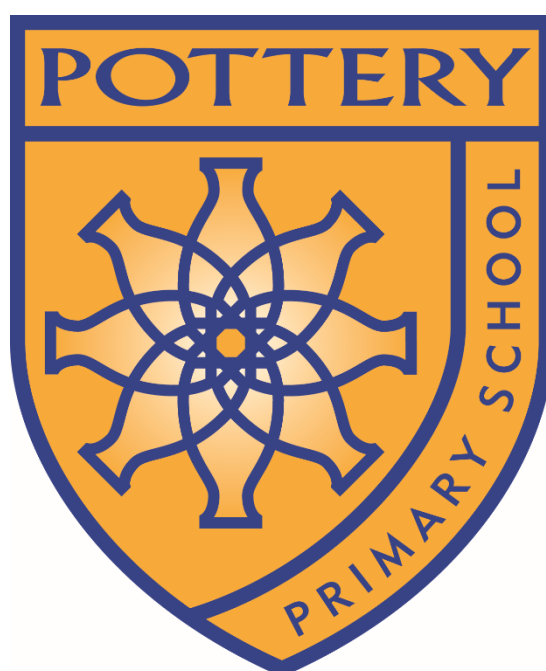


Pottery Primary School



Special Educational Needs & Disabilities (SEND) Information Report

SEND Information Report

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

Principles underlying the code

Pottery Primary School follows the principals underlying the Code of Practice when carrying out its duties towards all pupils with special educational needs. The school aims to ensure that parents/carers are informed and participate in any decision making regarding the SEND provision being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's special educational needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We also work closely to support children and young people who are looked after by the local authority and have special educational needs.

Children and young people with special educational needs often have a unique knowledge of their own needs and therefore the school will, where appropriate, endeavour to provide young people with a greater choice and control over their support, taking their views into consideration.

Pottery Primary School focuses on inclusive practice, removing barriers to learning and helping young people to prepare for adulthood. Early identification and intervention of pupils with SEND as well as high quality provision is important at Pottery Primary School in order to meet the needs of those children with SEND. As well as this, collaboration between education, health and social care to provide support all of which are incorporated within the Derbyshire Local Offer – this can be accessed by using the following website: <http://localoffer.derbyshire.gov.uk/>.

Admission of children with Special Educational Needs and/or Disabilities

As a Local Authority School, all admissions are dealt with by the Local Authority. Our website under 'Our School' tab provides detail of the policy and how to apply for a place at our school.

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. Children with special educational needs will require provision that is 'additional to and different from' peers of a similar age.

The law says that children do not have learning difficulties just because their first language is not English, however, some of these children may have additional learning difficulties too.

Children with SEND may need extra help because of a range of needs such as: difficulties with processing information, physical or sensory difficulties, emotional and social difficulties, difficulties with speech and language or how they relate to and behave with other people. We liaise with many external agencies in order to provide the most appropriate support when required. The ISAS (Inclusion Support and Advisory Service) now work closely with our school, providing support for staff, pupils and parents; our Inclusion Support and Advisory Teacher is Amy O'bray.

Many children will 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. However, a few children will need extra help for some or all of their time in school. When this is the case, we follow a structured Graduated Response.

SEND could mean that a child has difficulties with one or more of the following areas:

- 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 appropriately in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school.

The Special Educational Needs coordinator (SENDCO)

The SENCO is Miss Scrowston and she holds the National Award for SEN Co-ordination (NASENCo).

The SENCO has day-to-day responsibility for the operation of SEND policy and coordinating 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 SENCO 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 SENCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching to meet their needs.

The SENCO plays an important role with the head teacher 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. Our SEND Link Governor is Phil Sellors.

Support for SEND

Identification, Assessment and Provision

Pottery Primary aims to identify and respond to children with SEND at the earliest possible point and make effective provision. Provision for children with Special Educational Needs and disabilities is a matter for the school as a whole; ***'all teachers are teachers of children with special educational needs'***. The governing body, head teacher (Mr Hooley), the SENCO (Michelle Scrowston) and all other members of staff have important day-to-day responsibilities therefore it is a whole school responsibility. Teachers at Pottery Primary School will set high expectations for every pupil, regardless of ability or need and will continue to develop their skills through appropriate CPD and liaison with external agencies.

The Code of Practice states that children with special educational needs should be identified and supported, using 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. It is a continuous cycle of 'assess, plan, do and review' which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. For those identified as SEND, lessons will be adapted to address potential areas of difficulty and remove barriers to learning; this includes providing support during physical activities as well as support for emotional, mental and social development.

At Pottery, we assess each child's levels of attainment on entry in order to ensure that we build upon prior learning and experience already established during the child's pre-school years. We regularly use I-track assessments to identify pupils making less than expected progress, taking into account their age and individual circumstances throughout KS1 and KS2. We also liaise closely with both pre-schools and secondary schools to ensure that appropriate transition arrangements are in place for those children who are transferring between phases of education.

The SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at school and home
- speak to the children in order to gain their views

Accessibility Arrangements

In keeping with the Disability Discrimination Act (1995), we have a Disability Equality Scheme (more detail can be found on our website under 'Our School' tab).

We ensure that:

- children with disabilities are included fully in the curriculum
- we continue to evaluate and review access to the physical environment to enable pupils to take part in all aspects of school life
- we continue to ensure all pupils have access to information in a relevant format to meet their needs

Equality and Provision for Children with a Disability

In keeping with the Equality Act (2010) and the law on Disability Discrimination, we as a school adapt provision for disabled children by making reasonable adjustments in order to put them on a more level footing with pupils without disabilities. For further information please refer to our Equality Policy on our website under 'Our School' tab.

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 in the first instance to share your concerns. Working together with your

child's teachers will often help to sort out worries and problems. The closer you work with your child's teacher, the more successful any help for your child can be. Worries/concerns are shared with the SENCO through the Graduated Response who will support and advise as necessary. If you would like further support, you can seek advice from the head teacher (Mr Hooley), or the governing body. Our policies, including our Complaints Procedure and Anti-Bullying policy, can be found on the school's website - www.pottery.derbyshire.sch.uk/.

Parents will be made fully aware of any planned support and interventions which are above and beyond support in the classroom. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in regular reviews of support provided to their child and will have clear information about the impact of the support and strategies, enabling them to be involved in planning next steps.

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 in the form of an IEP (Individual Education Plan) and/or a One Page Profile (an overview of a child's specific needs and strategies that support their development). These are then shared with all the appropriate persons.

Further Information

For further information please see: Miss Scrowston (SENCO)



- Derbyshire County Council's 'Local Offer' <http://www.derbyshireSENDdlocaloffer.org/>
- Our Child Protection and Safeguarding, Behaviour and Discipline, PSHE, Special Educational Needs and Inclusion, Anti-Bullying, Health and Safety Behaviour and Discipline Policy, Health and Safety and Equality policies as well as the Special Educational Needs Information Report can be found on our school website - www.pottery.derbyshire.sch.uk/
- Updated November 2025 by Michelle Scrowston