Special Educational Needs and Disabilities (SEND) Information Report

2026-27

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Introduction

At Pottery Primary School, we are committed to providing an inclusive education in which all children are valued, supported and given the opportunity to achieve their potential.

The Special Educational Needs and Disability Code of Practice provides statutory guidance to education settings about identifying, assessing and providing support for children and young people with special educational needs and disabilities (SEND).

This SEND Information Report explains how Pottery Primary School identifies and supports pupils with SEND and how we work in partnership with children, parents and carers, the Local Authority and other professionals.

Derbyshire County Council publishes its Local Offer, providing information about education, health and social care services and support for children and young people with SEND and their families.

Derbyshire SEND Local Offer: https://www.localoffer.derbyshire.gov.uk/home.aspx

Our principles and approach to SEND

Pottery Primary School follows the principles of the SEND Code of Practice when carrying out its duties towards pupils with special educational needs and disabilities.

- Every child should be valued as an individual.
- All children should have access to a broad, balanced and inclusive curriculum.
- High expectations should be maintained for all pupils.
- Barriers to learning and participation should be identified and addressed as early as possible.
- Pupils should be involved in decisions about their education and support wherever appropriate.
- Parents and carers should be fully involved in decisions relating to their child's SEND provision.
- Education, health, social care and other professionals should work collaboratively where this is necessary to meet a child's needs.

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. We recognise that parents and carers have valuable knowledge and experience of their child's strengths and needs. We also recognise that children have unique knowledge of their own strengths, difficulties and needs, and their views are sought in an age and developmentally appropriate way.

What are Special Educational Needs and Disabilities?

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that generally made for other children of the same age.

Having English as an additional language (EAL) does not in itself mean that a child has SEND. However, a child with EAL may also have an identified special educational need. Children's needs can change over time. Some children may require additional support for a relatively short period, while others may require additional or different provision throughout their time at school.

What kinds of SEND do we support?

Pottery Primary School is an inclusive mainstream primary school. We aim to support pupils with needs across the four broad areas identified within the SEND Code of Practice.

Communication and Interaction

This may include children with speech, language and communication needs and autistic children.

Cognition and Learning

This may include children who learn at a different pace from their peers or who have specific difficulties affecting particular aspects of learning.

Social, Emotional and Mental Health

Children may experience social and emotional difficulties which affect their wellbeing, relationships, behaviour or engagement with learning.

Sensory and/or Physical Needs

Some pupils may have a disability or sensory or physical need which requires additional provision or reasonable adjustments to enable them to access school and learning.

A child may have needs within more than one area and every child is considered as an individual. Provision is therefore based upon a pupil's strengths, needs and barriers to learning rather than simply a diagnosis or label.

Admission of pupils with SEND

As a Local Authority school, admissions are dealt with through the Local Authority in accordance with the school's admission arrangements. Information about admissions and how to apply for a place at Pottery Primary School is available on our school website. We are committed to inclusion and work with families and relevant professionals to identify reasonable adjustments that may be necessary for pupils with disabilities and SEND.

Who is responsible for SEND at Pottery Primary School?

SEND is a whole-school responsibility. All teachers are responsible for meeting the needs of the pupils they teach, including those with SEND. The Headteacher, governing body, SENCO, teaching staff and support staff all have roles in ensuring that pupils with SEND receive appropriate support.

Our SENCO

Michelle Scrowston is the school's SENCO and holds the National Award for SEN Co-ordination (NASENCo). The SENCO has day-to-day responsibility for coordinating SEND provision, including provision for pupils with Education, Health and Care (EHC) plans. She works closely with teachers, support staff, parents and carers,

pupils and external professionals and contributes to the strategic development of SEND provision with the Headteacher and governing body.

How do we identify children with SEND?

Pottery Primary School aims to identify and respond to children's additional needs at the earliest possible point. On entry to school, we consider children's previous attainment, development and experiences and liaise with parents/carers and previous settings to establish an appropriate starting point. As children progress through school, teachers continually monitor their learning, progress and wider development.

- teacher assessment and observation;
- attainment and progress information;
- children's response to teaching and support;
- children's social, emotional and communication development;
- discussions with the pupil;
- information and concerns provided by parents/carers;
- information from previous educational settings; and
- advice or assessments from relevant professionals.

Slow progress or low attainment alone does not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not automatically mean that SEND is not present. Where concerns arise, the class teacher and SENCO consider the information available and determine appropriate next steps.

The Graduated Response: Assess, Plan, Do, Review

Where a child's needs require provision that is additional to or different from that ordinarily available within the classroom, Pottery Primary School follows a graduated response.

Assess

Information is gathered to develop an understanding of the child's strengths, needs, progress and barriers to learning. This includes the views of the child and their parents/carers.

Plan

The teacher, SENCO, pupil and parents/carers, where appropriate, agree the outcomes being sought and the provision, strategies and adjustments needed to support these.

Do

The class teacher retains responsibility for the child's learning and works with support staff and the SENCO to implement the agreed provision.

Review

The impact of provision is reviewed. The child's progress towards identified outcomes is considered alongside feedback from staff, parents/carers and the child. Provision is then continued, adjusted or changed according to need.

Individual Education Plans and One Page Profiles

Where appropriate, SEND provision may be recorded through an Individual Education Plan (IEP) and/or One Page Profile. These documents can record a pupil's strengths, needs, outcomes, important information about the child, and strategies and provision which help them to access learning successfully. Parents/carers and pupils are involved where appropriate, and relevant information is shared with staff working with the child to support consistency of provision.

How do we assess and review progress?

Teachers are responsible for assessing the progress and development of pupils within their class. The progress of pupils with SEND is reviewed as part of the school's assessment systems and through the graduated response.

- progress from the child's individual starting point;
- attainment;
- progress towards individual outcomes;
- wider development and independence;
- the impact of adaptations and interventions;
- classroom observations and assessment;
- attendance and engagement where relevant;
- pupil views;
- parent/carer views; and
- advice from external professionals where this has been sought.

Parents/carers are involved in reviewing their child's provision and planning appropriate next steps.

How do we evaluate the effectiveness of our SEND provision?

The effectiveness of SEND provision is monitored through the graduated response and the Assess, Plan, Do, Review cycle. We consider whether provision is helping pupils make progress from their starting points, enabling them to work towards identified outcomes, removing or reducing barriers to learning, supporting participation and inclusion, developing confidence and independence, and meeting the child's identified needs.

Evidence may include assessment information, observations, work, reviews of IEPs and individual outcomes, information about interventions, pupil views, parent/carer feedback and advice from external professionals. Where provision is not having the intended impact, it is reviewed and adapted.

How do we teach pupils with SEND?

High-quality inclusive teaching is central to our approach. Teachers have high expectations for all children and are responsible for ensuring that teaching meets the needs of pupils within their class. Teachers identify potential barriers to learning and make appropriate adaptations to support access to the curriculum. Where high-quality classroom teaching and ordinarily available provision are not sufficient to meet a pupil's needs, additional or different provision is considered through the graduated response.

How do we adapt the curriculum and learning environment?

We aim to enable pupils with SEND to access a broad and balanced curriculum alongside their peers. Depending upon individual need, adaptations may include changes to:

- teaching approaches;
- classroom organisation;
- resources;
- methods of recording;
- communication;
- instructions and information;
- adult support;
- the pace or presentation of learning; and
- the physical or sensory environment.

Reasonable adjustments are considered according to the individual child's strengths, needs and barriers to learning.

What additional support is available?

Support is determined according to children's individual needs. Where appropriate, provision beyond ordinarily available classroom support may be introduced through the graduated response. This may involve targeted strategies, intervention, additional adult support, adapted resources, specialist equipment or advice from an external professional. Provision is not determined solely by a particular diagnosis; we consider what the individual child requires in order to access learning, participate and make progress.

How do we support children's emotional, mental and social development?

We recognise that children's emotional wellbeing and sense of belonging are fundamental to successful learning. Class teachers monitor children's emotional and social development alongside their academic progress. Where concerns are identified, staff work with pupils and their families to consider appropriate support. Pupils are encouraged to express their views and identify what helps them to feel safe, successful and included. Where needs require additional or specialist support, the SENCO may liaise with parents/carers and appropriate education, health, social care or other professionals.

How do pupils with SEND participate in wider school life?

We are committed to enabling pupils with SEND to participate fully in the life of Pottery Primary School. Pupils with SEND are supported, wherever possible, to participate alongside their peers in:

- lessons and curriculum activities;
- PE and physical activities;
- educational visits;
- residential opportunities;
- clubs and extra-curricular activities;
- assemblies and performances;
- social opportunities; and
- other aspects of school life.

Where necessary, reasonable adjustments and personalised arrangements are considered to remove barriers to participation.

Accessibility, equality and reasonable adjustments

Pottery Primary School is committed to equality of opportunity for disabled pupils and pupils with SEND. In accordance with the Equality Act 2010, we consider reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage. We continually consider access to the curriculum, the physical environment and information, and adjustments are made according to individual need. Further information can be found within the school's Equality information and Accessibility Plan.

Specialist equipment and facilities

Where a child requires specialist equipment, resources or adaptations, these are considered according to their identified needs. The school works with parents/carers and relevant professionals where appropriate to identify suitable resources, adaptations or equipment to promote access, participation and independence. The effectiveness and continuing appropriateness of these arrangements are reviewed alongside the child's wider SEND provision.

Staff expertise and training

Pottery Primary School recognises that staff knowledge and expertise are essential to effective SEND provision. Staff professional development is identified according to the needs of pupils and staff. The SENCO provides professional guidance and advice to colleagues and supports teachers in planning, implementing and evaluating SEND provision. Where specialist knowledge or expertise is required, the school seeks advice from relevant professionals and services. Appropriate professional advice is shared with members of staff working with the pupil and used to inform provision.

Working with parents and carers

We recognise parents and carers as important partners in their child's education. Parents/carers are encouraged to share information about their child's strengths, needs and experiences and are involved in discussions about SEND identification and provision. Where additional interventions or provision are planned, parents/carers are informed and involved as appropriate. Parents/carers are also involved in reviewing the impact of SEND provision and discussing next steps.

What should parents do if they have concerns about their child?

If you think your child may have an additional need that has not been identified, your child's class teacher should be your first point of contact. The teacher can discuss your concerns and explain the support already available within the classroom. Where appropriate, concerns may then be shared with the SENCO through the graduated response.

How are pupils involved in decisions about their support?

We believe that pupils should have a voice in decisions affecting their education. Children's views are sought in a manner appropriate to their age, development and communication needs.

- their strengths;
- what they enjoy;
- things they find difficult;
- what helps them to learn;
- what is important to them;
- the support they receive; and
- their aspirations and next steps.

Pupils may contribute to their IEP and/or One Page Profile and to the review of their provision.

Working with external professionals and agencies

Pottery Primary School recognises that some pupils may require support involving professionals beyond school. Where appropriate, and with due regard to consent and information-sharing requirements, the school works with education, health, social care, Local Authority and other specialist services. External professional advice may contribute to understanding a child's needs, identifying appropriate strategies and determining suitable provision.

The Derbyshire SEND Local Offer brings together information about local services and support available to children, young people and families.

Derbyshire SEND Local Offer: https://www.localoffer.derbyshire.gov.uk/home.aspx

Supporting transition

We recognise that changes of class, school or phase of education can require additional planning for pupils with SEND. We work closely with pupils, parents and carers, pre-school and early years settings, receiving secondary schools, other educational settings and relevant professionals.

According to individual need, additional transition support may include:

- additional visits;
- meetings between staff;
- sharing relevant SEND information;
- opportunities to meet new adults;
- photographs or visual transition information; and
- personalised transition arrangements.

Our aim is to provide continuity of support and help children feel confident and prepared for their next stage of education. As pupils progress through school, opportunities to develop independence and prepare for future stages are considered in an age-appropriate manner. Further information about preparing for adulthood is available through Derbyshire's Local Offer.

Supporting looked-after children with SEND

We recognise that close collaboration may be particularly important where a child with SEND is looked after by the Local Authority. The SENCO works with the relevant staff and professionals as appropriate to ensure that SEND provision and wider plans for the child work together effectively.

Complaints about SEND provision

We encourage parents and carers to raise concerns about their child's SEND provision at the earliest opportunity. In the first instance, concerns should be discussed with the class teacher and/or SENCO. Where a concern cannot be resolved through discussion, parents/carers may raise the matter with the Headteacher. If the concern remains unresolved, parents/carers may use the school's formal Complaints Procedure, which is available on the school website.

Independent advice and support for families

Parents/carers, children and young people can obtain impartial information, advice and support through the Derbyshire Information, Advice and Support Service (DIASS). Families can use the DIASS website for current contact information and support.

Derbyshire Information, Advice and Support Service (DIASS):
https://www.derbyshireiass.co.uk/home.aspx

Derbyshire SEND Local Offer

Derbyshire County Council's Local Offer provides information for children and young people with SEND and their families about local education, health and social care provision and related support. Parents, carers and professionals can use it to find services, information and advice relevant to SEND.

Derbyshire SEND Local Offer: https://www.localoffer.derbyshire.gov.uk/home.aspx

Further information

For further information about SEND provision at Pottery Primary School, please contact:

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Further information is also available through the Pottery Primary School website, including relevant school policies and accessibility information.

Pottery Primary School: https://www.pottery.derbyshire.sch.uk/

Derbyshire SEND Local Offer: https://www.localoffer.derbyshire.gov.uk/home.aspx

Derbyshire Information, Advice and Support Service (DIASS):
https://www.derbyshireiass.co.uk/home.aspx

Review of this SEND Information Report

This SEND Information Report is reviewed and updated annually and may be updated during the year where significant changes to SEND provision or published information make this necessary.

SENCO: Michelle Scrowston
SEND Link Governor: Phil Sellors
Date reviewed: October 2026
Next review: October 2027