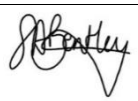
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Author:	Sarah Giles	**Minute number**	
Version:	June 2026	**Next Review**	June 2027
Signed by Chair of Governors		**Signed by Headteacher**	
This policy has been reviewed on 28/6/2026 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

SEN Information Report July 2026

Written 2014 and updated 2015; 2016; 2017; 2018;2019; 2020; 2021; 2022; 2023; 2024; 2025; 2026 by Sarah Giles (March 2015 accredited SENCo – University of Northampton) in conjunction with Etwall Primary School Staff, Senior Leadership Team and Governing Body.

Introduction

At Etwall Primary School, we are unwavering in our commitment to inclusive education. We believe that every child, regardless of need or starting point, has the right to feel valued, supported and successful within a nurturing and ambitious learning environment. Our approach to SEND is proactive, child-centred and rooted in high expectations, ensuring that barriers to learning are identified early and addressed effectively.

Through high-quality teaching, targeted support and strong partnerships with families and external professionals, we ensure that pupils with SEND are fully included in all aspects of school life. We are dedicated to enabling every child to develop confidence, independence and the skills they need to thrive, both academically and socially.

In line with the SEND Code of Practice (2014, updated 2024), we adopt a graduated, evidence-informed approach, underpinned by a clear understanding that inclusive practice is the responsibility of all staff. SEND provision at Etwall Primary is not an add-on, but an integral part of our whole-school ethos, where every child is supported to achieve their full potential and prepared for the next stage of their education.

This SEND Information Report outlines how we identify, support and monitor pupils with SEND. It should be read alongside our SEND Policy, Accessibility Plan and the Local Authority's Local Offer.

Our approach is underpinned by the **SEND Code of Practice (2014, updated 2024)**, which emphasises early identification, high-quality teaching and a graduated approach to meeting pupils' needs, alongside strong collaboration with families and professionals.

This report also reflects current national developments in SEND provision, including the Department for Education's Schools White Paper *"Every Child Achieving and Thriving"* (2026), which sets out a national vision for inclusive practice, early intervention and ensuring that all children are supported effectively within mainstream education.

Through this approach, we strive to ensure that all pupils feel valued, supported and able to participate fully in school life.

Etwall Primary School is a mainstream setting. We are committed to giving all our children every opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background. (Reference: Inclusion Policy)

As a school we are mindful of and comply with the expectation of the SEN Code of Practice and Disability Discrimination Act.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. The children at Etwall Primary School have a variety of special educational needs and disabilities. 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.

The governing body has decided that children with special educational needs will be admitted to the school in line with the local authorities agreed admissions policy. The named SENCo at Etwall Primary School is Sarah Giles.

The Children and Families Bill 2014

The children and families act is all about reforming services for vulnerable children, reflecting the current Government's determination to give every child, whatever their start in life, an equal chance to be the best that they can be.

The Children and Families Act 2014 (which came into force on September 1st 2014) will extend the Special Educational Needs system from birth to 25, giving children, young adults and their parents greater control and choice in decisions and ensuring their needs are properly met. This Act moves forward from the reform programme set out in *Support and Aspiration*: *a new approach to special educational needs and disability* through a range of steps –

- Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan
- Improving cooperation between all the services that support children and their families – in particular insisting that local authorities and health authorities work together for the good of the child or young adult.
- Requiring local authorities to involve children and young adults as well as their parents in reviewing and developing their individualized provision and support.
- Requiring local authorities to publish a 'local offer' of support.

Special educational needs (SEN)

The term 'special educational needs' is a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them 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.

Definitions of SEN

A child or young person has SEN if they:

- Have a learning difficulty or disability which calls for special educational provision to be made for them which is additional to and different from the rest of their peers.
- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

4 areas of SEN

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

SEN could mean that a child has difficulties with 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 properly in school; organising themselves; or some kind of sensory or physical needs which may affect them in school. These are just a few examples.

Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily but a few children will need extra help for some or all of their time in school.

Frequently asked questions by parents of children with SEND

How does the school know if my child has special educational needs?

Etwall Primary School has a clear approach to identifying and responding to SEN, identifying need at the earliest point and making effective provision. Current skills and levels of attainment are taken at entry, building on information from previous settings and termly assessments of progress of pupils are recorded. Through regular assessments, pupils making less than expected progress given their age and individual circumstances can be identified. This can be characterised by progress which:

- is significantly lower 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

The first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected, further assessment is carried out by the school's Special Educational Needs coordinator (SENCo), Sarah Giles along with the class teacher as to whether the child has SEN. Informal gathering of evidence will include the views of the pupil and their parents. Intervention can then be put in place to secure better progress where required.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists from outside agencies. More information on support available within Derbyshire can be found on the Derbyshire Local Offer for SEND website at

http://www.derbyshiresendlocaloffer.org/

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, further assessments by external agencies will be sought. The school will always ask permission of parents before approaching other professionals and outside agencies about their child.

In deciding whether to make special educational provision, the teacher and SENCo consider all the information gathered from within the school about the pupil's progress. For higher levels of need, specialist assessments from external agencies and professionals are sought.

The purpose of identification is to work out what action the school needs to take. Individual children may have needs that cut across all four areas of need and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's

needs is identified, and remove barriers to learning, including where necessary, the use of specialist equipment or software. We do not assume, just because a child is making slower progress than expected or teachers are providing different support, help or activities in class, that the child has SEN.

Please let us know if you have any concerns about whether your child may have special educational needs.

What will Etwall Primary School do to support my child's learning?

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response.

Assess

The class teacher, working with the SENCo carries out a clear analysis of the pupil's needs drawing on teacher's assessments and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Assessment is reviewed regularly, to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. Outside professionals may already be involved with the child and where this is the case; they should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a pupil with SEN support, the teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review. This information will be detailed on the child's individual education plan (IEP) along with the support provided and any teaching strategies or approaches that are required. The plan will also detail parental involvement to reinforce or contribute to progress at home. In some cases, this extra support will be provided on the class/school provision map.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They should work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advises on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed at the IEP meeting, in line with the agreed date. These meetings are termly, at present. The impact and quality of the support and intervention is evaluated by the SENCo and this feeds back into the analysis of the pupil's needs. The class teacher working with the SENCo revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This informs the class/school provision map which is amended termly as pupil needs change. The provision map shows all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

In order to evaluate the effectiveness of an intervention, pupil progress is tracked using the school's tracking data. This helps to see whether an intervention has been effective and to remove those interventions that have been less so.

The SENCo reports annually to the Governors on the impact of interventions and whether any additional support offered has had an impact on the child's educational progress (July each year)

Assessment is an integral part of planning, teaching and learning. The teachers use suitable forms of assessment, based on Learning Objectives/Outcomes which are clear, realistic and understood by the children. The children's written work is regularly and consistently marked in ways that highlight the strengths and areas for improvement, using approaches that are well understood by children and their parents/carers. The level and nature of the children's prior attainments influence the selection and use of teaching methods and skills and content. The children's strengths are consolidated and their weaknesses are addressed.

Summative assessment of learning is used to measure performance and clearly indicates a standard of children's attainment. It is carried out at the end of a period of learning.

Examples include: end of Key Stage SATs; optional SATs; NFER assessments; end of topic/unit tests. Formative assessment is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Assessment data is used to inform teaching and learning and assessment data is regularly and consistently recorded. This regular tracking of pupil progress informs the school about how well children with SEN are doing.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties a child may have. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists.

SEN 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 SEN of the child, the child has not made expected progress and the child is exceeding the school's element 2 contribution, the school could consider requesting for SIF (School Inclusion Funding). This is short term targeted funding. School or parents can also request 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 the SEN support. See SEN flow chart (appendix 1).

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they 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 may be high achieving academically, but may require additional support in communicating and interacting socially.

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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there will be an assessment to determine whether there are causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. A multi-agency approach may be used if many specialist services are involved with a particular child or if it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour.

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 SEN 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 SEN.

How will the curriculum at Etwall Primary School be matched to meet my child's needs?

All pupils have access to a broad and balanced curriculum. At Etwall Primary School, we base our teaching on our knowledge of the children's level of attainment and foster progressive learning using the 'key skills' approach. Our prime focus is to develop further knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, removing barriers to pupil achievement. Work is differentiated to accommodate the full range of abilities to ensure that every child achieves. When planning work for children with SEN we give due regard to information and targets contained in the children's IEP's. We have high expectations of all children and we believe that their work here is of the highest possible standard. We use the school curriculum plan to guide our teaching and this provides details of what is to be taught to each year group. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the National Curriculum to meet the

needs of individuals or groups of children. (This includes speech and language therapy and mobility training).

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

Your child's progress will be tracked against their targets and this may lead to them being withdrawn for a short intensive intervention either 1-1 or in a small group delivered by a highly trained teaching assistant. Such interventions are delivered to boost your child's skills, knowledge and performance and allow them to participate more fully in the day-to-day lessons in their classroom.

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated point of entry for our school also allows wheelchair access.

Teachers modify teaching and learning for children with SEND. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when, for example, using visual aids;
- is adapted or offers, alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sounds in science and music, and visually-impaired children to learn about light in science and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities

At Etwall Primary school, the class teacher, SENCo, head teacher along with parents and external professionals, if appropriate, discuss the type of additional support for learning needed for a child with SEND. This support is tailored to each child's needs. This may include specific support in class from a teacher or teaching assistant, an intervention programme (individual or small group), additional support from parent/carers, support at social times of the day, specific specialist equipment or resources or environmental adjustments. Support is reviewed on a regular basis and the impact measured in order to adjust provision as required for each child.

Schools can apply for access arrangements for SEND children who might need them for end of key stage 2 assessments. The types of access arrangements could be additional time to

complete the test, rest breaks, a prompter/ reader or scribe.

Under the Equality Act 2010, it is unlawful to treat a young person less favourably and/or fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Etwall Primary School endorses the principles of:

- a presumption of entitlement to participate
- accessibility through direct or realistic adaption or modification
- integration through participation with peers

How will I know how well my child is doing?

Parent consultations are conducted twice a year, in the autumn term and again in the spring term. These meetings inform parents/carers of the progress their child is making. Parents are also given a written end of year report.

If your child has Special Educational Needs or other circumstances which make them vulnerable to under achievement then they are closely monitored by not only the class teacher and head teacher but also the SENCo and subject leaders. These children may have an Individual Educational Plan (IEP), a Positive Behaviour Support Plan (PBSP), an Education, Health and Care Plan (EHCP) and some children will be supported by the Derbyshire Local Offer of School Inclusion Funding (SIF). This is short term targeted funding. IEPs and PBSP's will be completed in consultation with parents.

IEP meetings with parents are currently termly. Children with EHC Plans and their parents will also be invited to an annual review meeting with all agencies involved in supporting your child's health, education and welfare.

Pupil participation and listening to the views of the pupil are an important part to any discussions and decisions made in school. As part of the planning and reviewing process, pupils are either involved in all or part of the discussion itself, or their views are gathered as part of the preparation. Pupils attend IEP meetings with their parents and their views are sought about the targets set. An agreement is made between all involved with the child's view remaining an important factor in the outcome. Pupil's views are sought during the annual review process for a child with an EHCP or Inclusion Funding. Information from the child is gathered beforehand. In some cases, the child is involved during part of the meeting to ensure his/her views are important in the decision process.

The school works closely with the local authority and other specialist services when preparing a child for an Education Health and Care (EHC) needs assessment. Local authorities must consult the child and the child's parents throughout the process of assessment and production of an EHC Plan. They should also involve the child as far as possible in this process. The needs of the individual child should sit at the heart of the assessment and planning process. Planning should start with the individual and local authorities must have regard to their views, wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them. The assessment and planning process should enable the child and those that know them best say what they have done, what they are interested in and what outcomes they are seeking in the future.

Parents are involved in supporting the target setting process for IEPs and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher, the head teacher and/or the SENCo as needed. Your child's class teacher is available to speak to you every day – you may need to pre-book a convenient time – however most usually they are available before and after school and at the end of the phone after school each day. Any thoughts worries or problems that cannot wait could also be discussed with the SENCo or head teacher in the absence of your child's class teacher. They too are able to be contacted either in person or via the school office – 01283 732301.

Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.

How will my child be included in activities outside the classroom including school trips?

Intra and extra-curricular activities in school are varied on a termly basis and any opportunities for free coaching e.g. cricket, rugby arranged. Where planning shows that your child will need support to attend/take part then everything possible will be put into place to make this so.

Adjustments made to include a disabled child or young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence. (Reference: Off Site Visits Policy).

All residential trips are planned alongside Derbyshire County Council (DCC) accredited providers and in the event that reasonable adjustments need to be made for your child this will be done so sensitively by school staff, centre staff and in consultation with you.

Day trips are planned and risk assessed by class teachers, the educational visits coordinator and the head teacher. Where adjustments need to be made to the staffing levels or itinerary, they will be done so sensitively in consultation with you and your child.

Please discuss any concerns you have with us so we can plan for inclusion. Please refer to our equality policy which can be obtained from the school office.

What support will there be for my child's overall well-being?

At Etwall Primary School each class has, not only a fully qualified and carefully chosen class teacher, but also most classes may share a suitably qualified and experienced teaching assistant through the week. Your child, depending on their level of educational need and support, will also access other experienced specialist teachers and teaching assistants in order for their individual needs to be fully met. Alongside meeting their educational needs is our determination to ensure that their social and emotional development continues to

progress in order to allow them to feel confident in their ever-increasing abilities and social standing within school.

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Etwall Primary School is committed to investing in our pupil's health and well-being. Personal, social health and economic education is taught within the age-appropriate Derbyshire County Council PSHE Matters: A PSHE Curriculum for Primary Schools. All classes have a worry box and SMILERS station for pupils to use if needed.

Etwall Primary School is a SMILERS school. This was launched in February 2022 and we received our Bronze SMILERS Award in February 2024.



The aim of SMILERS is to empower our school communities (staff and pupils) to become 'architects' of their own emotional health and wellbeing within an enabling environment. SMILERS is adapted from the NHS 'Five Ways to Mental Wellbeing.' For more information, please refer to the Mental Health and Wellbeing Policy.

Pastoral support for children who experience difficulties as well as targeted intervention where appropriate for vulnerable individuals, is developed through class situation as well as the school's ELSA (Emotional Literacy Support Assistant). These sessions focus on active participation and discussions whereby the views of the child are actively sought.

Where appropriate, and in consultation with parents or carers, the school may seek advice from external services such as Child and Adolescent Mental Health Services (CAMHS). This may include arranging an initial telephone consultation to discuss the child's presentation and determine whether there are underlying mental health needs, ensuring that appropriate support and guidance can be accessed at the earliest opportunity.

The school has a positive relationship with the Inclusion Support Advisory Service and advice and support is sought as needed for a child. The school has a warm, caring nurturing environment where children are encouraged and supported, but some children do need extensive support in order to support them emotionally to lessen behavioural issues.

Some children with medical conditions may be disabled. Some may also have SEN and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The Children and Families Act 2014 places a duty on governing bodies of maintained schools to make arrangements for supporting pupils with medical conditions. (Reference Medical Policy).

Parents are required to complete a consent form for the administration of any medication that is to be taken in school. This is available from the school office and retained by them until expiry. Inhalers and EpiPens are kept in classrooms and a record is made whenever a child uses their inhaler or EpiPen. Dawn Murphy (School Business Assistant) coordinates the safe administration of medicines and the date check of all medicines stored in school. Information on who has a medical need, what the need is and responsibilities the staff have toward the child in their care is stored on 'Medical Tracker.' All staff, including teachers, teaching assistants and midday supervisors are first aid trained.

Some children may need an individual healthcare plan (IHCP). This provides clarity about what needs to be done, when and by whom. They are essential where conditions fluctuate or where there is high risk that emergency intervention will be needed, and are helpful where medical conditions are long-term and complex. However not all children will require one. The school, healthcare professional and parent agree based on evidence, when a healthcare plan would be inappropriate and disproportionate.

The IHCP is drawn up in partnership between the school, Sarah Giles (SENCo), parents and in most cases, the relevant healthcare professional. Pupils are also involved whenever appropriate. Plans are reviewed either when requested, annually or even earlier if evidence is presented that the child's needs have changed. (Reference Medical Policy).

If your child has a toileting issue you will be asked to meet with your child's class teacher to ascertain the level of input need by staff and the resources needed to help your child become self-sufficient, as far as possible. You would also need to write a letter of consent to allow a member of staff to help clean your child. You would be encouraged to be involved as much as possible with the move towards greater independence.

You and your child will, at all times, be involved in any discussions towards increasing their independence, self-esteem and social and emotional skills.

Children in Care (CiC) are the responsibility of Derbyshire County Council. Part of the legal responsibilities of the council is to support the educational provisions and to monitor the educational progress of all children and young people. Derbyshire Council Council has a Virtual Head Teacher, who is in charge of the Children In Care Education Service Team. Each school also has a Designated Teacher for Children in Care. At Etwall Primary School our designated teacher is Ms Sarah Giles. These professionals would work together to plan support needed for Children in Care. Additional funding would also be discussed as appropriate to support Children in Care.

Who can I contact if my child has special educational needs?

The named SENCo at Etwall Primary School is Sarah Giles and the SEN Governor is Aileen Evans.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN including those who have Education Health and Care plans;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing SEN support;
- liaising with parents of SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date;

If you feel your child may have a special educational need that has not been identified, you should talk to your child's class teacher, the SENCo (Sarah Giles) or head teacher (Mrs Bentley) straightaway. Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's class teachers, the more successful any help for your child can be.

Etwall Primary School has a clear complaints policy which is available via the school website or the school office. In the first instance, concerns raised can be discussed informally with the head teacher or class teacher, who will seek to resolve the complaint made. If unresolved through informal discussion, the complainant may submit their concerns formally in writing to the Complaints Co-ordinator, Mrs Bentley, who will give acknowledgement of the complaint received within 3 days. A written response will be submitted within 15 working days, unless a timescale has been negotiated. All details of the complaint's procedure are available on the school website. See Appendix 2 for complaints procedure flowchart.

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, Advice and Support Service for SEND, formerly Parent Partnership.

https://www.derbyshireiass.co.uk/home.aspx

What specialist services and expertise are available at or accessed by Etwall Primary School?

In caring for and educating your child, we recognise the need to work in partnership with you and a range of other services that can support your child's learning journey. Sarah Giles (SENCo) and all staff who support your child at Etwall have close working partnerships with the following teams and specialists:

- Derbyshire Information, Advice and Support Service for SEND
- Derbyshire Inclusion Support Advisory Service
- Derbyshire Educational Psychologist Service
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Therapists (SALT)
- NHS Physical Impairment Team – including physiotherapists
- NHS Occupational Therapy Services
- The Consultant Community Paediatrician
- The Local Authority
- Social Care Team
- The school nurse
- The Specialist Community Learning Disability Nurse

Information about support available within Derbyshire and specialist services and expertise that are available and accessed by the school, can be found on the Derbyshire Local Offer website:

http://www.derbyshiresendlocaloffer.org/

Alongside these services, we have developed robust training and staff development opportunities to further enable staff to support children with SEND. Should your child present

an EHC plan outlining needs which we, as a team, are not familiar, Sarah Giles would draw on support from any of the above in order to prepare ourselves and the school to provide the best curriculum, environment and opportunity we can to support them in achieving the best they can.

The school improvement plan identified that staff would be supported to ensure increasingly effective responses to pupils with SEND through receiving targeted INSET/CPD. During the academic years 2019/2020/2021,2022 this included:

- The Derbyshire County Council Attachment Aware Schools programme. CPD has been completed around Attachment and Education; The Physical Environment; Understanding Trauma and Behaviour; Emotion Coaching, Autism Training through Autism Outreach Services and from the Autism Advocate Programme.

This programme has transformed schools in their understanding and practice around attachment and trauma. An action research project has been completed in school as part of this work.

The programme was conceived and devised by Lizzie Watt, Assistant Headteacher and Dr Paul Kelly, Specialist Senior Educational Psychologist within the Virtual School in Derbyshire. It is now entering its fifth year and has involved 77 schools in the action research project.

The attachment aware schools programme was designed to:

- improve the teaching and learning conditions for children in care and all vulnerable learners in schools and settings
- help to reduce the need for exclusions in school
- develop a supportive network of Derbyshire schools that have innovative and excellent practice around vulnerable learners
- produce a portfolio of good practice examples and other resources to share across the whole of Derbyshire's school community and beyond
- raise awareness of the issues and needs around attachment and trauma
- consolidate good working relations between the newly formed Virtual School and all Derbyshire schools
- bring about a new community of schools working with action research as their driver for school development

- The launch of Anti-Stigma Champions/Ambassadors in school where the stigma around mental health is challenged and the profile of mental health is raised in school.

We are proud to be able to say that we received our 'Attachment Aware and Relationships School' status in June 2021. We are committed to developing a whole school approach to being attachment and trauma aware and continue our AAS school developmental journey.

Attachment Aware Schools
Derbyshire

Training for the academic year 2021-2022 focussed on 'Creating a Dyslexia Friendly School.' Understanding key indicators of dyslexic tendencies; becoming familiar with the dyslexia friendly file and becoming familiar with effective strategies for learners exhibiting dyslexic tendencies.

Training for the academic year 2022-2023 focussed on 'Meeting the needs of Neurodiverse Learners.' Knowing what autism is; understand how people with autism experience the world and know why strategies need to be put in place. In February 2023, Sarah Giles completed the Intermediate Certificate in the Role of the Senior Mental Health Lead

through the National College.

During the 2023–2024 academic year, Sarah Giles began Autism Education Trust training to become an Autism Advocate, supporting inclusive practice and promoting acceptance and understanding of autism across the school. Training was delivered in school as part of this commitment. Staff training that year also focused on adaptive strategies and practical approaches to include pupils with cognition and learning needs as part of the school's reasonable adjustments. Autism Outreach Services also delivered Sensory Integration Training.

During the 2024–2025 academic year, the school worked closely with Derbyshire's Inclusion Support Advisory Teacher to foster inclusive education which actively promotes the nurture, participation and achievement of all children and young people. This approach proactively responds to each individual's characteristics, strengths, needs, choices and aspirations. The advisory teacher works closely with staff and provides tailored training to support those working with children with complex needs.

We also benefited from the support of Ali Neal, an occupational therapist who worked closely with the school and individual pupils on sensory plans and handwriting difficulties. She also delivered whole-school training on dyspraxia.

Derbyshire's Inclusion Support Advisory Teacher delivered whole-school training on Demand Anxiety. The school's SENCo also completed the second part of the Neurodiverse Advocate training and delivered whole-school training on Good Autism Practice in School.

During this academic year 2025-2026, the school has been involved with the PINS Project (Partnership for Inclusion of Neurodiversity in Schools). The PINS project is a national programme that supports schools to develop whole-school inclusive practice for neurodivergent pupils through specialist input, staff training and strong partnerships with parents and multi-agency professionals.

PINS has strengthened our partnership with parent carers and external professionals, ensuring that pupil voice and family perspectives inform our provision. This contributes to a more inclusive environment where all pupils are supported to engage, achieve and thrive within mainstream education.

Further training in previous years has been:

- Development of staff understanding of the role of ELSA and how this will work within our school
- Introduction of Robin Banerjee Sociogram Tool to prioritise further children for ELSA intervention
- An introduction to different attachment behaviours and attachment styles in preparation for the school's application for the DCC Virtual Schools Attachment Aware School's Programme
- Teaching for Neurodiversity (Engaging learners with SEND) Training
- Developing a Communication Friendly School – developing staff understanding, awareness and identification of the main areas that are affected in individuals with SLCN, as well as the barriers that these conditions can present and understanding ways to overcome barriers by looking at ways to communicate, organisation of the

classroom, individual aids and building independence.

- Continued work on embedding previous CPD on Autism Spectrum Disorder, Sensory Processing difficulties into practice and using the National Autism Standards to ensure all 43 standards for the four groups (The Individual Pupil, Building Relationships, Curriculum and Learning and Enabling Environments) are judged as enhanced (work is well established across the whole setting and being shared with others).
- Sarah Giles has worked alongside an independent Occupational Therapist to deliver training and improve knowledge and understanding of sensory difficulties and how these can impact on pupil's behaviour
- Using Talking Mats to obtain the child's voice
- Use of ABC sheets to pinpoint triggers
- Development of an Autism Voice Group to ascertain pupil's voice on the improvement of the classrooms, school buildings, break times and staff and parent questionnaires for views on what makes an effective school for pupils with ASD so adaptions can be made.
- Training around Diabetes. The school received "The Good Diabetes Care in School Award".

Every two years the school takes part in the "National Autism Awareness Week" to raise awareness of autism with pupils in school.

Sarah Giles takes part in twice-yearly SENCo Update Meetings.The school's SENCo achieved the National Award for Special Educational Needs Coordination (NASENCo) in March 2015. Additional expertise within the school includes a teaching assistant trained in delivering speech and language therapy programmes and an Emotional Literacy Support Assistant (ELSA).

Our Emotional Literacy Support Assistant (ELSA), who is also the school's Family Support Worker, works closely with both pupils and their families to provide emotional support, strengthen relationships and promote consistency between home and school. The school also works in partnership with external services, including Umbrella Derby & Derbyshire, to provide coordinated, multi-agency support. This collaborative approach ensures that families receive consistent guidance and that pupils' social, emotional and mental health needs are effectively supported both at home and in school.

During the academic year 2025/26 the school instigated a number of opportunities to increase partnership with parents of pupils with SEND. These included:

- Parent coffee mornings
- Parent training with parent/carer voice and Umbrella
- Parents Evenings
- IEP meetings
- Multi-agency meetings (TAF meetings)
- ELSA and FSW meetings
- Meetings arranged with the SENCo
- Parent questionnaires

The school is committed to working in partnership with external agencies and, in the next academic year, will work closely with Compass Changing Lives to support pupils and their families. This collaboration will provide targeted advice, guidance and interventions to promote positive mental health, strengthen family support and ensure a joined-up approach to meeting pupils' social, emotional and wellbeing needs.

During the academic year 2025/26 the school instigated links with other schools to improve opportunities for pupils with SEND. These included:

- Working in partnership with the local secondary school and pre-school to improve transition arrangements;
- The school's ELSA worked closely with the Assistant SENCo from the local secondary school to plan an enhanced transition package for children who have special educational needs and also anxiety around transferring to KS3;
- Y6/7 GAP Group at the local secondary school;
- Enhanced, bespoke transition arrangements for children with an EHCP and a special school placement;
- ELSA meetings with ELSAs from schools locally and with the support of the Educational Psychology Services;
- SENCo update meetings termly
- Cluster SENCo meetings half termly

How accessible is the school for my child?

Etwall Primary School has easy access to all classrooms as it is mainly built at ground floor level. Where there are steps or stairs within school from one area to another, there is an alternative route through a different door. The whole school building is accessible by wheelchair but from different points. The designated point of entry for our school has a disabled ramp and allows wheelchair access. There is a ramped pathway around the perimeter of the school building. All areas of the school can be accessed. However, the school hall and KS2 corridor cannot be accessed via the main entrance, but can be accessed through other entrances. All our classroom entrances are wide enough for a wheelchair. This means that there is the capacity for wheelchair bound pupils to complete their learning journey at Etwall with reasonable adjustments being made, such as certain classrooms being used for the majority of their time here or small ramps being added to overcome floor height differences. There is also a disabled toilet with changing facilities just off the school hall. The school car park has a disabled parking bay near to the entrance of the school.

Any specific equipment needed can be loaned by external specialist services or purchased directly by the school.

In September 2021, a new classroom and library was built and in September 2024 the major building project (phase 2) to create a large EYFS area incorporating two classrooms was completed .The visual environment in school has been improved in recent years – door frames and skirting boards are painted grey to aid visually impaired children and adults and rails are fitted on all stairwells.

All classrooms are fitted with blinds to prevent glare on IWB screens and coloured exercise books and overlays are available to allow clarity of reading materials. We offer children handouts in increased font size, preferred font and on preferred coloured paper if required.

Further details can be found on the Accessibility Plan which is available by request from the

school office.

How will the school prepare and support my child to join the school or transfer to a new school or setting?

Support is provided for children with SEND on transition. This is usually co-ordinated by the SENCo. This could be a child joining the school, transferring to a new school or to the next stage in education. All services and professionals involved work with the child, family and school to ensure a planned transition is in place. They gain a good understanding of the child's individual needs, including their learning difficulties or disabilities, to ensure continuity and the best outcomes for the child and develop a transition plan. For a young person with an EHC plan, the local authority should ensure that the transition and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision.

Prospective parents are invited to the school from October prior to applying for a place at the school, receive a tour of the school and have the opportunity to speak to key staff at the school including the SENCo. Parents are encouraged to speak to the school about any concerns they have regarding their child and the school environment. School newsletters are sent to all potential reception children for the year prior to starting and the children visit for a range of induction activities. New parents are encouraged to attend a summer term meeting to further discuss their child's needs and help the school to plan for SEND children in advance of them starting school. Pre-school and Nursery visits are carried out to gain a full picture of a child in this environment.

For a vulnerable child leaving Etwall Primary School to attend the local secondary school a longer planned transition will be arranged. This is done in consultation with parents. The child will be given the opportunity to attend the year 6/7 nurture group at the local secondary school. During this time, the child will get to know staff they will come into contact with and they will have tours around the school so that it is not unfamiliar to them. The secondary school SENCo, Sarah Giles and your class teacher will discuss progress made so far and ideas for future targets. You and your child will be invited to share these meetings and add to the individual programme being tailored to best suit your child's needs.

For vulnerable pupils leaving Etwall Primary School to attend another primary school wherever possible every effort will be made to ensure a well-planned transition package, time and distance dependent.

How can I get involved in the school?

Parents are always welcome at Etwall Primary School. We see your child's journey through our school as a three-way partnership between you, your child and us all interdependent and all working together. We value the contribution that parents make and the critical role they play in their child's education. We take account of the wishes, feelings and knowledge of parents at all stages. The parent meetings outlined earlier are information evenings and meetings which will tell you about your child's routines and progress through school. These meetings and the plans drawn up from them will include things for you to rehearse at home and will involve you in helping your child to achieve the best they can.

We welcome any parent who would like to help in any way in school however big or small, frequent or occasional. We have a healthy parent and Teachers Association (PTA) and all parents are automatically members. You just need to help at an event or function (see the school website for further information).

For further information please contact the school office on 01283 732301 and ask to speak

to Mrs Sarah Bentley (Head Teacher) or Mrs Sarah Giles SENCo.

You may also wish to look at the Derbyshire local offer for SEND. The Derbyshire Local Offer provides clear, comprehensive and accessible information about special educational, health and social care provision for children with SEND and how to access it. This includes relevant regional and national specialist provision, such as provision for children with low incidence and more complex SEN.

Information on the Derbyshire local offer can be found at:

http://www.derbyshiresendlocaloffer.org/

All reference to policies in this document are available via the school office or are on the school website:

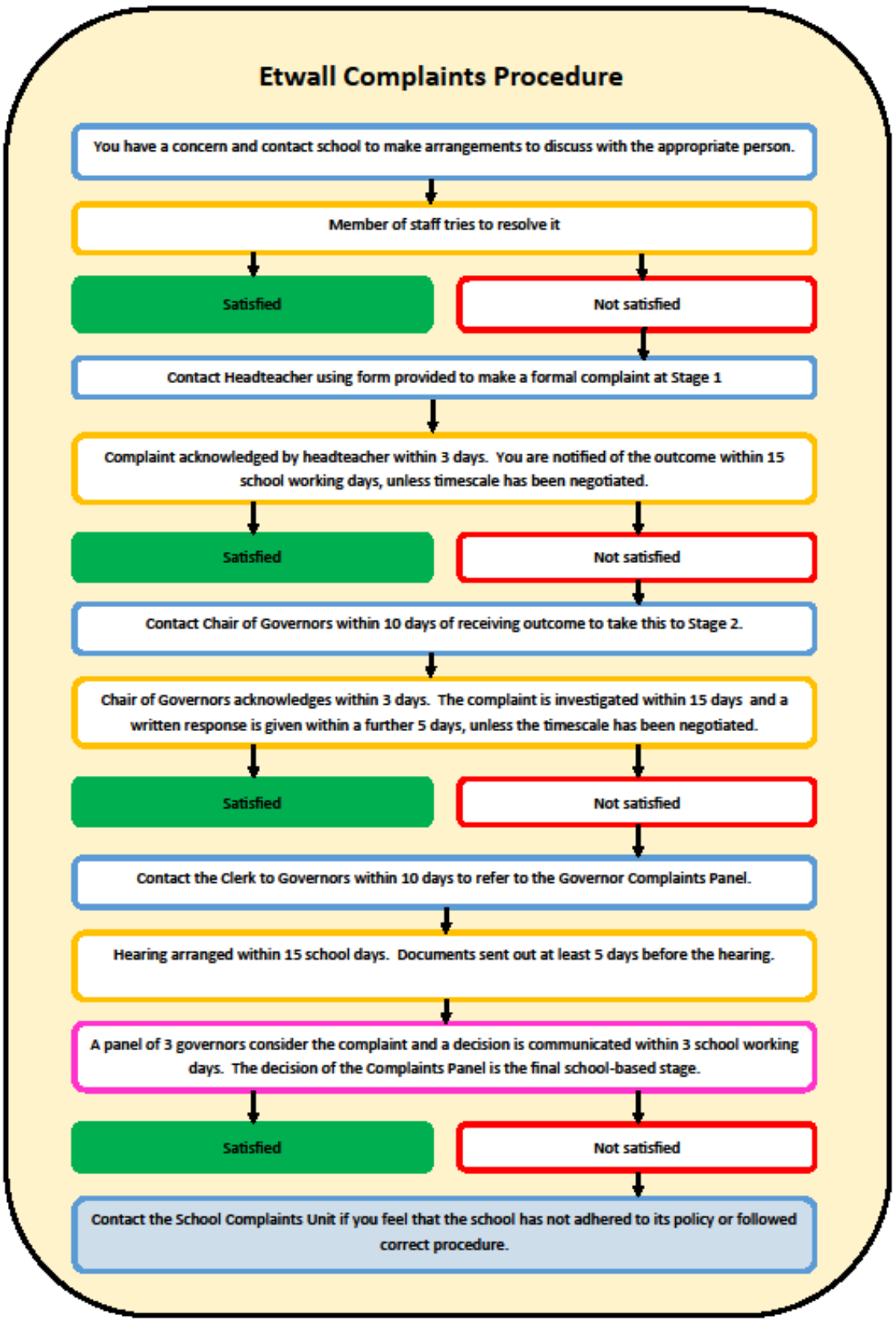
https://www.etwall.derbyshire.sch.uk/web/home/8160

Our SEN Information will be reviewed and updated annually.

Appendix 1

Etwall Primary School SEND Flow Chart
A potential SEND is identified by parent, teacher or outside agency.
No SEN concern
Stage One
Initial Concern - Monitoring
A concern is raised by the child's parent, class teacher, Head Teacher or SENDCo regarding the attainment and/or progress of an individual pupil in the four areas of need:
Cognition and Learning
Speech, Language and Communication Need
Sensory and Physical
Social, Emotional, Mental Health
The child is placed on the SEND Register.
The teacher adapts work and/or re-organises classroom support.
Progress is monitored closely by the class teacher and an IEP or PBSP is written in partnership with parents and pupils and signed by all.
Refer to SEND Support Guidance At EPS UPDATED Document UPDATED
Initial Concern - Monitoring
A concern is raised by the child's parent, class teacher, Head Teacher or SENDCo regarding the attainment and/or progress of an individual pupil in the four areas of need:
Cognition and Learning
Speech, Language and Communication Need
Sensory and Physical
Social, Emotional, Mental Health
The child's needs are met and will be monitored. Continue to employ Quality First Teaching. The child may continue to need intervention to support their progress. The class teacher is responsible for passing information onto SENCo and continue monitoring progress.
Needs of the learner change
No further concern
If child is on track and there is no further concern they are removed from register after a period of time and the attainment is reviewed through existing pupil progress reviews within school involving class teacher and SLT.
Stage Two
Concerns remain.
The teacher continues cycles of assess, plan, do, review and progress is monitored
Review of targets and plan next cycle
Additional and different support in place
Provision Map with targeted intervention
Needs of the learner change
Review identifies external advice needed
Parents informed of further concerns and agree to the referral. Support is requested from outside agencies for advice and assessment. Parents are informed of outcome Continue to assess progress and collect evidence.
Stage Three
SIF/ EHCP
If concern continues and additional and different support exceeds the funding delegated to the school budget for SEN an application for SIF or an EHCP will be completed. Parents will be involved in the process.

Appendix 2


Etwall Complaints Procedure
You have a concern and contact school to make arrangements to discuss with the appropriate person.
Member of staff tries to resolve it
Satisfied
Not satisfied
Contact Headteacher using form provided to make a formal complaint at Stage 1
Complaint acknowledged by headteacher within 3 days. You are notified of the outcome within 15 school working days, unless timescale has been negotiated.
Satisfied
Not satisfied
Contact Chair of Governors within 10 days of receiving outcome to take this to Stage 2.
Chair of Governors acknowledges within 3 days. The complaint is investigated within 15 days and a written response is given within a further 5 days, unless the timescale has been negotiated.
Satisfied
Not satisfied
Contact the Clerk to Governors within 10 days to refer to the Governor Complaints Panel.
Hearing arranged within 15 school days. Documents sent out at least 5 days before the hearing.
A panel of 3 governors consider the complaint and a decision is communicated within 3 school working days. The decision of the Complaints Panel is the final school-based stage.
Satisfied
Not satisfied
Contact the School Complaints Unit if you feel that the school has not adhered to its policy or followed correct procedure.