

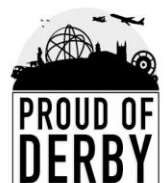


# **SEND School Information Report**

**Reviewed September 2025**



Derby City Council



# Homefields Primary School – SEND Information Report 2025

## Mission Statement

*Be Kind, Be Courageous, Be Respectful*

At Homefields Primary School, we are an inclusive community where every child is valued and diversity is celebrated. We believe that every child has the right to a high-quality education that enables them to achieve their full potential, regardless of their individual needs or differences.

This report explains how we identify, support and monitor pupils with special educational needs and disabilities (SEND), in line with the **SEND Code of Practice (2014)** and the **Equality Act (2010)**.

## 1. What is SEND?

SEND stands for **Special Educational Needs and/or Disabilities**.

A child or young person has SEND if they have a learning difficulty or disability which means they need **special educational provision** that is *different from or additional to* that normally available to pupils of the same age.

Many children may experience some difficulty with learning during their time at school. Most will overcome these barriers through targeted classroom support, while a smaller number may require additional, longer-term support.

If you are concerned about your child's progress or wellbeing, please contact:

- **Class Teacher** – first point of contact for concerns about learning or progress.
- **SENCo:** *Mrs Wainwright* [senco@Homefields.derby.sch.uk](mailto:senco@Homefields.derby.sch.uk)
- **Headteacher:** *Mrs Rollerson* [head@homefields.derby.sch.uk](mailto:head@homefields.derby.sch.uk)
- **SEND Governor:** ..
- **Learning Mentor:** *Mrs Tomlinson* – available for pastoral and emotional support.

We encourage open communication between home and school so that support can be provided quickly and effectively.

## 3. Areas of SEND

We identify and support pupils with needs in the four broad areas defined by the *SEND Code of Practice*:

1. **Communication and Interaction** – including speech, language, and social communication difficulties (e.g. Autism Spectrum Disorder).
2. **Cognition and Learning** – difficulties in learning at expected levels despite targeted support (e.g. dyslexia, dyscalculia).
3. **Social, Emotional and Mental Health (SEMH)** – including difficulties with behaviour regulation, anxiety, or emotional wellbeing.
4. **Sensory and/or Physical Needs** – including hearing or visual impairments, or physical disabilities.

Children may have needs in more than one of these areas.

## 4. Identifying and Assessing SEND

Teachers regularly assess all pupils' progress. When a pupil is making less than expected progress given their age and circumstances, despite quality-first teaching, additional assessment and discussion take place.

The class teacher and SENCo will meet to review:

- The child's strengths and difficulties
- Observations and assessment data
- Parent and pupil views
- Any relevant background information (e.g. attendance, health)

If additional support is required, parents are informed and invited to a meeting to discuss next steps. External agencies may be consulted if needed, such as an Educational Psychologist or Speech and Language Therapist.

## 5. The Graduated Approach: Assess, Plan, Do, Review

Our SEND support follows the four-part cycle recommended by the *Code of Practice*:

1. **Assess** – Teachers, SENCo, and (where relevant) external professionals assess the child's needs.
2. **Plan** – A plan of support is developed and shared with parents and the child, outlining strategies and outcomes.
3. **Do** – Support and interventions are put in place.
4. **Review** – The plan is reviewed termly to evaluate progress and make adjustments.

This process ensures that support is continuously refined and responsive to the child's development.

## 6. Target Plans and Monitoring

Each child receiving SEND Support has a **Target Plan**, reviewed three times per year.

Parents and pupils are fully involved in setting and reviewing these targets, ensuring the child's voice is central.

If a child has an **Education, Health and Care Plan (EHCP)**, progress towards outcomes is reviewed throughout the year and formally at the Annual Review meeting.

## 7. Types of Support Available

### Quality-First Teaching

All teachers are responsible for the learning and progress of every pupil in their class. Lessons are differentiated, inclusive, and adapted to meet a range of needs.

### Targeted Interventions

Additional small-group or one-to-one support may include:

- Reading and phonics interventions
- Maths catch-up or reasoning groups
- Social skills and emotional regulation programmes
- Speech and language development sessions

These may be delivered by teachers, teaching assistants, or the Learning Mentor.

## Adaptations to the Learning Environment

We may make reasonable adjustments such as:

- Preferential seating or individual workstations
- Use of ICT or assistive technology
- Enlarged or coloured resources
- Visual timetables
- Soundfield systems
- Access to sensory breaks

## 8. Working with External Agencies

Where appropriate, we work with external specialists to provide assessment, advice, and support. These may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- STePS (Specialist Teaching and Psychology Service)
- School Nursing Team
- Physiotherapy Service

Parents are always consulted and permission sought before referrals are made.

## 9. Monitoring Progress and Evaluating Impact

Pupil progress is reviewed:

- **Half-termly** through teacher assessments and leadership tracking
- **Termly** via SEND Target Plan reviews
- **Annually** for pupils with EHCPs

The SENCo and senior leadership team monitor the effectiveness of interventions through the *graduated approach*, using evidence of progress and feedback from pupils, parents, and staff.

*In 2024–25, 86% of pupils receiving SEND support made expected or better progress from their starting points.*

## 10. Supporting Wellbeing and Personal Development

We place great importance on children's emotional health and wellbeing. Support may include:

- PSHE curriculum teaching
- Circle time and buddy systems
- Learning Mentor sessions for confidence and friendship skills
- Referrals to wellbeing services or counselling if required

We also work closely with external agencies such as CAMHS, Social Care, and the Health Service when additional support is needed.

## 11. Accessibility and Inclusion

Homefields Primary School is a single-storey, fully accessible building with:

- Step-free access to all areas
- Two accessible toilets (one with ceiling hoist)
- A sensory room available for all pupils
- Adapted resources and specialist equipment where required

All children are encouraged to participate in extracurricular clubs and school trips. Risk assessments and individual planning ensure equal access for all.

## 12. Supporting Pupils with Medical Conditions

We follow the statutory guidance *Supporting Pupils at School with Medical Conditions (2014)*. Where needed, care plans are created in partnership with parents and health professionals. Staff receive relevant medical training and updates on conditions affecting pupils in their care.

## 13. Transition Arrangements

We recognise that transitions can be challenging for pupils with SEND. We aim to make these as smooth as possible:

### When moving to another school:

- We share all relevant records promptly with the receiving school.
- The SENCo liaises with the new setting to ensure continuity of support.

### When moving classes:

- Information is shared between teachers.
- Children meet their new teacher and visit their new classroom.

### When starting or leaving school:

- Transition meetings and visits are arranged.
- Enhanced transition programmes are provided where appropriate.
- For Year 6 pupils, additional visits and meetings are held with secondary staff and parents.

## 14. Staff Training and Expertise

Staff receive regular professional development in areas including:

- Autism Spectrum Disorder (ASD)
- ADHD
- Dyslexia and literacy difficulties
- Speech and language support
- Diabetes and other medical needs
- Sensory processing
- Positive behaviour support

Training ensures staff remain confident and skilled in meeting diverse needs.

## 15. Working in Partnership with Parents and Carers

We work closely with parents to ensure a shared understanding of their child's needs.

Support includes:

- Termly review meetings
- Parent consultation evenings
- Parent support groups each term
- Information about local and national SEND support networks
- Access to **Derby SENDIASS** for independent advice

## 16. Allocation of SEND Support and Resources

Decisions about SEND funding and provision are made collaboratively between the Headteacher, SENCo, and Governors, based on pupil need.

Resources, interventions, and staffing are reviewed regularly to ensure best use of the SEND budget.

Pupils are removed from the SEND register when they no longer require provision that is different from or additional to that normally available.

## 17. Evaluating Effectiveness of SEND Provision

SEND provision is reviewed annually by:

- The SENCo
- The Headteacher
- The SEND Governor
- The Senior Leadership Team

Findings inform the school's improvement planning. Governors receive regular updates on SEND outcomes and pupil progress.

## 18. Complaints Procedure

If you have concerns, please contact your child's class teacher or the SENCo in the first instance. If the matter remains unresolved, please follow our school's **Complaints Policy**, available on our website. Complaints relating to SEND should be addressed to the Headteacher, or to the Chair of Governors if the complaint concerns the Headteacher.

## 19. Linked Policies and Documents

Available on the school website:

- SEND Policy
- Accessibility Plan
- Equality and Diversity Policy
- Inclusion Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Dealing with Complaints Policy

For more information about local services, visit the **Derby City Local Offer**:

 [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

### Contact Details

**SENCo:** Mrs Wainwright  
senco@Homefields.derby.sch.uk  
01332 691351

**Headteacher:** Mrs. Rollerson  
**SEND Governor:**

### Review of this Report

This SEND Information Report is reviewed annually

Reviewed by: Katie Wainwright October 2025

Due to be reviews October 2026