Breadsall Hill Top Primary School

'Achieving Together'

S.E.N.D POLICY

Breadsall Hill Top Primary School

SEN&D Information Report

2025 – 2026

Audience:	Staff/ Governors/ Public
Frequency of Review:	Annually
Postholder responsible for Review:	SENDCo Gemma Fisher

Recommended associated documents:

Assessment policy

Marking and Feedback policy

At Breadsall Hill Top Primary School high expectations of learning, behaviour and RESPECT for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for exceeding expectations at every opportunity.

SEN&D School Information Report

September 2025

Name and role	Picture	Responsibility
Mrs G Fisher - SENDCo		Hi, I'm Mrs Fisher and I am the Special Educational Needs/Disability Coordinator (SENDCo) at Breadsall Hill Top Primary. Underneath this table is information regarding Special Educational Needs/Disability (SEND) in our school. Have a read or alternatively feel free to come into our school and I can discuss this further.
Mrs R Hart – Pupil and Family Support Manager		Hi, I'm Mrs Hart and I am the Pupil and Family Support Manager. I support all children and families whom may require a spectrum of support. I liaise between families and other agencies to provide the best hands on support for the child. I work alongside Mrs Fisher to ensure our children access the support they require to meet their needs.
- SEND governor		I am the SEND link Governor for BHTP. I have worked for many years in SEND specialist settings and as a SENDco. I am passionate about inclusion and ensuring that all children meet their full potential. I work closely with Mrs Fisher to ensure that SEND provision at BHTP is of the highest quality.

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement:

Breadsall Hill Top Primary School is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?
SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN&D where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

SEN&DCo	Mrs G Fisher 01332 341451
SEN&D Governor	Mrs Lindsay Clark
Other key staff	Mrs R Hart, Pupil and Family Support Manager

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept op to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service

School based staff are available for advice and support in the event of school closures by email, telephone and other class based communication systems (eg class dojo).

The kinds of SEN&D provided for in our school are:

When identifying the nature of a child/young person special educational needs, the four areas of need are taken into account are:

- communication and interaction

- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school recognises that the child/young person may need support in more than one of these areas.

How are child/young person with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a child/young person has SEN&D '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'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SEN&DCo and class teacher, and dependent on the nature of the child's needs, the Pupil and Family Support manager, to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. The SEN&D support will take the form of a four part cycle:

Assess _ an analysis of the child's need will be carried out by the subject teacher and SEN&DCo Outside agencies may also be involved
Plan – if the school decides to provide the child with SEN&D support parents/carers will be notified. All staff involved with the child will be informed
Do – interventions/support will be delivered
Review – the effectiveness of the intervention/support will be reviewed regularly

We aim to work with the child and parents through this process.

During planned or unexpected school closures communication will continue via the preferred family/ child communication system (eg weekly welfare check phone calls, email, class dojo).

Our School is:

Breadsall Hill Top Primary School is an inner city school, in a socially deprived area of Chaddesden, Derby. It has approximately 420 pupils from Nursery (Foundation stage 1) through to Year 6. It is a predominantly white British school, but with an ever increasing population of many ethnic minorities and children with EAL (English as an Additional Language). It has approximately 19% of the children on the SEN&D list, with a wide variety of needs.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.
The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of children with SEN&D
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs
- Your child is fully involved in learning in class
- Strategies which may be suggested by the SEN&DCo or other professionals working with your child are in place to support your child to learn
- Specific group work intervention

This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work
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There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

In the event of school closures support and resources will be administered to families and children to ensure consistency and reduce anxieties during difficult and unpredictable times. These will be co-ordinated by the class teacher/ classroom teaching assistant and the SEN&DCo and personalised to each child. Outside agencies will also offer support and resources for specific needs (eg speech and language therapy plans).

How we measure progress?

Your child's progress is continually monitored by the class teacher, assessment co-ordinator as well as the SEN&DCo. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has a statement/EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to the class teacher at a parents'/carers' evening.
The progress of your child with a statement/EHC Plan is formally reviewed at an annual review.

The SEN&DCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SEN&DCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review)through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. Please speak to the teacher and arrange a time that is suitable to you both, this recognises that this is an important conversation and needs a time that is sufficient to discuss your concerns. The meeting will be recorded, so that both school and parents/carers have details of the next steps forward for your child. The class teacher may also invite the SEN&Dco as decisions and provision can be discussed and decided at this point too.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, please contact the SEN&DCo to discuss your concerns.

In the event of unexpected school closures, it will be essential that school staff maintain communication with parents and carers, in order to complete reviews and develop a complete picture of the child's position when returning to school.

What support is there for my child's overall wellbeing?

Breadsall Hill Top Primary school has recently developed a post of 'Pupil and Family Support manager', Mrs R Hart.

All staff support emotional and social development through activities such as: one-to-one support, group activities, circle of friends, buddy systems, playground friendship stop, counselling,

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

Support and resources will be made available for parents and carers during school closures via as many available options as necessary (eg direct contact with outside agencies, sign posting to internet resources, resources from school). School will continue to liaise with other agencies about children with complex needs and support/ relay information during school closures.

How is SEN&D support allocated to children at our School?

The Code of Practice 2014 states that:

'A student has SEN&D where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.' :

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would also be classified as SEN&D support (previously School Action Plus). All children at this level of support will have a LP (Learning Plan) that will document the targets set and chronology of the support given. This is reviewed for most children every half term by the teacher, and each term with the child and family.
- Children with complex needs may require an EHCP (Education Health Care Plan) which is written in collaboration with several agencies. This is in addition to the IPP and travels with the child until the age of 25. This is formally reviewed annually with all of the agencies involved in the child's care.

During planned or unexpected school closures, every effort will be made to maintain the safe education of children with EHCPs. Risk assessments will be completed for all children with EHCPs; updated weekly in collaboration with parents/carers. Parents may decide to keep their child at home for medical reasons. If a review is planned during such closures, these may happen via other methods of communication if it is deemed necessary to review but unsafe to meet in person.

The school budget is received from Derby City Local Authority, which includes funding to support children with SEN&D.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SEN&DCo discuss information they have about SEN&D including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.
Children will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN&D budget who support in class and deliver programmes designed to meet individual and group needs
- Pupil and Family Support Manager
- Educational Psychology Service / STePS
- Educational Welfare Officer
- Learning mentors

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action
  And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SEN&DCo, The Pupil and Family Support Manager are all available to discuss issues, as appropriate to their roles in school
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these through parent/carer meetings
- We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We will share information with you about parent/carer support groups

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEN&D?

Our school has the following facilities:

- Disabled toilets (in the main blocks of the school)
- Stair lifts (where there are stairs in the buildings)
- Evac chairs

Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children including those with SEN&D. Staff who run these sessions are briefed by both the class teacher and the SEN&DCo, to make these sessions as successful as possible.

All children have an equal opportunity to go on ALL school visits (including residential visits). Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SEN&DCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared.

Starting school

- Visits to school
- Parent sessions
- Share records

From Infant classes to Junior classes

- Visits to new buildings
- Parent sessions
- Share records
- Transition meeting

Transition from Key Stage 2 to Key Stage 3:

- Head of Year and SEN&DCo will visit your child's primary school.
- Transition meeting with staff from both schools

- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- extra support for tests, assessments and examinations will be considered as and when necessary

During unexpected school closures, where transition has been planned but can not be accommodated, every effort will be made to regularly communicate with parents/ children and make plans that can be completed as soon as it is safe to do so.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

Children have to the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:

- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, defibrillator
- counselling

This year we will cover:

Training	**Staff**	**date**
SEN&D provision and monitoring in school	All teaching staff Senior leaders Teaching assistants	Ongoing
SEND expectations	All classroom staff	November 2025
Early identification and assessment using various tools	All classroom staff	Ongoing

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to Mrs Heesom, School Governor for SEN&D. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Complaints Procedure
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Inclusion Policy
- Safeguarding Policy
- Equality Policy
- Accessibility Policy

SEN&DCo	Mrs G L Fisher	GLFisher	Sept 2025
Headteacher	Mrs R McNeil	RMcNeil	Sept 2025
SEN&D Governor			Sept 2025