Breadsall Hill Top Primary School

'Achieving Together'

Breadsall Hill Top Primary School

SEND Information Report

2026 – 2027

Achieving Together

A clear, parent-friendly guide to how we identify and support children with special educational needs and disabilities at Breadsall Hill Top.

Belonging Every child is a valued member of our school community.	**Understanding** We look at strengths, needs and the barriers a child may experience.
Partnership Children, families, staff and professionals work together.	**Progress** We celebrate progress from each child's individual starting point.

SENDCo: Miss Mair Plimmer-Craig

SENDCo and Assistant Headteacher
Telephone: 01332 341451
ClassDojo: contact through your child's class

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Welcome to SEND at Breadsall Hill Top

At Breadsall Hill Top, we believe every child should feel that they belong, be included in school life and have the opportunity to achieve their potential.

Children learn, communicate and experience the world in different ways. Some may need additional or different support for a short time; others may have longer-term or more complex needs. We aim to identify barriers early, understand each child's strengths and work with families to put appropriate support in place.

Meet the Inclusion Team

Miss Plimmer-Craig – Assistant Head, Inclusion Lead and SENDCo



Whole-school responsibilities: SEND • Behaviour • EAL • Designated Teacher for Looked After Children

Hi, I'm Miss Plimmer-Craig, the Special Educational Needs and Disabilities Coordinator (SENDCo) at Breadsall Hill Top and a member of the senior leadership team. I work closely with children, families, staff and other professionals to make sure children's individual strengths and needs are understood and appropriate support is in place. If you are worried about your child, their class teacher is usually the best first person to speak to. I am also very happy to meet with parents and carers to discuss SEND provision and possible next steps.



Mrs 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 who may require additional support. I liaise between families and other agencies to provide the best hands-on support for the child. I work alongside Miss Plimmer-Craig to ensure our children access the support they require to meet their needs.

Mrs Clark – 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 Miss Plimmer-Craig to ensure that SEND provision at BHTP is of the highest quality.

What is SEND?

A child has special educational needs if they have a learning difficulty or disability which means they require special educational provision that is **additional to** or **different from** that generally made for children of the same age.

Having SEND does not mean a child cannot succeed. Needs can overlap and can change over time. A diagnosis is not required for a child to receive support, and provision is based on assessed need rather than a label.

Communication & interaction Differences or difficulties with understanding or using language, communicating with others, attention, interaction or social communication. This may include autistic children and children with speech, language and communication needs.	**Cognition & learning** A different pace or pattern of learning, including general learning difficulties or specific difficulties such as dyslexia.
Social, emotional & mental health Additional support with emotional wellbeing, regulation, relationships, anxiety or successful participation in school life. Behaviour may communicate an unmet need.	**Sensory and/or physical** Physical disability, hearing or visual impairment, or sensory processing differences requiring adaptations or additional provision.
Important to know Slow progress alone does not necessarily mean that a child has SEND. Equally, a child does not have to be working below age-related expectations to have SEND. We build a picture of the whole child.	

How do we identify and support SEND?

Identification is not based on one test, assessment or observation. Information may come from:

- observations and assessment by teachers and support staff

- the child's views and experiences
- concerns or information shared by parents and carers
- progress, attendance, participation and work over time
- information from previous settings, health or other professionals
- appropriate screening or assessment tools
- patterns across communication, learning, sensory, emotional, social or physical development

If you are worried about your child

1 Talk Speak to your child's class teacher. They know how your child accesses learning day to day.	**2 Understand** We listen, gather information and consider strengths, needs, experiences and support already in place.
3 Involve If concerns continue, the teacher and SENDCo work with you to decide what should happen next.	**4 Review** Where special educational provision is required, it is planned, delivered and reviewed with the child and family.
Working together Parents and carers know their children extremely well. Your knowledge is an important part of understanding what your child needs.	

Our graduated approach

Support is developed through a continuous four-part cycle. Each review helps us understand the child more clearly and refine what happens next.

ASSESS Build a rounded picture of strengths, needs and barriers using observations, assessment,	**PLAN** Agree meaningful outcomes, provision and adjustments; who will provide them; how

work, progress information and the views of the child and family.	often; how impact will be recognised; and when the plan will be reviewed.
DO Put the agreed support into practice. The class teacher remains responsible for learning and progress, including when other adults or specialists contribute.	**REVIEW** Consider what changed, what helped, what did not, and the views of the child and family. Adapt the provision and begin the cycle again.

SEND Support and Education, Health and Care Plans

When a child requires special educational provision, this will be recorded and reviewed through the school's SEND systems. Parents and children will be involved in agreeing priorities and reviewing progress.

Most children with SEND have their needs met within mainstream school. For a small number of children with more complex needs, an Education, Health and Care (EHC) needs assessment may be considered. An assessment does not automatically lead to an EHC plan. Children with an EHC plan have a statutory Annual Review alongside ongoing monitoring during the year.

What support might my child receive?

SEND provision begins with high-quality, inclusive teaching. Support should not automatically mean removing a child from class or placing an adult beside them throughout the day. Provision is personalised and may include:

Classroom adaptations Clear routines; visual support; smaller steps; modelling and scaffolding; adapted resources; processing time; repetition; pre/post teaching; alternative recording; accessible technology; considered seating.	**Regulation & access** Reduced sensory demands; movement or regulation opportunities; communication support; reasonable adjustments to the environment, curriculum or school day.
Targeted provision Time-limited individual or small-group support for communication, interaction, phonics, reading, writing, maths, emotional literacy, nurture, relationships, motor development or sensory regulation.	**Specialist advice** Advice, assessment or programmes from relevant professionals where needed, with referrals discussed with families where appropriate.

How do we know whether support is working?

We consider information appropriate to the child: curriculum progress, individual outcomes, communication, engagement, independence, regulation, interaction, attendance, participation, observations and child/family views.

Progress can look different

A significant achievement may be communicating a need independently, tolerating a transition, engaging with an adult, participating alongside peers or

developing independence. We consider progress from the child's individual starting point.

Children and families at the centre

We want children and families to be active partners in decisions. Depending on need, involvement may include conversations with the class teacher, SEND reviews, meetings with the SENDCo, ClassDojo communication, contributions to individual plans, EHC plan Annual Reviews, professional meetings and transition planning.

Pupil Voice

We seek each child's views in a meaningful and accessible way. This may be through conversation, photographs, visuals, choices, observation, communication systems or trusted adults who know the child well.

Medical needs
A medical condition does not automatically mean SEND. We work with families and health professionals, use Individual Healthcare Plans where required and ensure staff have appropriate information or training.

Trips, clubs & events

We consider reasonable adjustments for visits, residentials, clubs, performances, sport, playtimes and whole-school events. Individual planning and risk assessment may be used where required.

Attendance & participation

We look beyond presence in the building and consider whether a child can safely, meaningfully and successfully participate in school life.

Emotional wellbeing and social development

We support children's emotional wellbeing, relationships and participation in school life through a range of approaches. This may include trusted adults, predictable routines, regulation strategies, nurture, emotional literacy, friendship support, reasonable adjustments, family support and specialist involvement.

We recognise that behaviour can sometimes communicate an unmet need, and we aim to understand the reasons behind behaviour rather than viewing behaviour in isolation.

We take bullying seriously and use our whole-school behaviour and anti-bullying procedures alongside individual support and reasonable adjustments to help children with SEND feel safe, included and listened to.

Where there are ongoing concerns about a child's emotional wellbeing, we work with families and, where appropriate, seek advice from relevant professionals or services.

Access Arrangements and Assessments

Where appropriate, reasonable adjustments and access arrangements are considered for statutory assessments, including Key Stage 2 tests. Arrangements are based on the individual child's needs and normal way of working and are made in line with current statutory guidance.

Access arrangements are intended to remove barriers so that children can demonstrate what they know and can do; they do not give a child an unfair advantage.

A coordinated approach

Other professionals

Depending on need and service criteria, children may benefit from advice or assessment from Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, specialist teaching services, school nursing, health or mental-health services, Early Help, family support or social care. We discuss referrals and professional involvement with parents and carers where appropriate. We may also signpost or work alongside relevant voluntary and community organisations where these can support a child or family.

Transition

Starting school Liaison with families, previous settings and professionals; additional visits, photographs, information or meetings where helpful.	**Changing class** Handover of strengths, needs, successful strategies and provision; extra opportunities to know new adults, routines and environments.
Moving to secondary Liaison and transfer of relevant information; enhanced transition where needed;	**Joining us mid-year** Prompt information-sharing and a personalised welcome so adjustments and provision can begin as quickly as possible.

statutory phase-transfer arrangements for children with EHC plans.	

Staff expertise and resources

SEND is everyone's responsibility. Staff training is planned in response to the needs of children in school and wider school improvement priorities.

Staff have access to ongoing SEND training and professional development. Recent and current training includes areas such as:

- autism and neurodiversity
- speech, language and communication
- supporting regulation and behaviour
- safeguarding and medical needs
- inclusive classroom practice and reasonable adjustments
- specific training relating to individual children's needs

Where a child has a highly specific or complex need, we seek additional advice, training or support from relevant specialist professionals. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, specialist teaching services and health professionals.

The SENDCo supports staff through advice, coaching, modelling, provision review and ongoing professional development.

Children who are looked after by the Local Authority

Where a child who is looked after by the Local Authority has SEND, Miss Plimmer-Craig acts as both the school's Designated Teacher for Looked After Children and SENDCo. This supports a joined-up approach to the child's special educational provision, Personal Education Plan (PEP) and wider needs. We work closely with the child, carers, Virtual School, social care and other professionals to ensure that provision and outcomes are appropriately planned and reviewed.

Accessibility, contacts and next steps

Accessibility and admissions

We make reasonable adjustments and aim to prevent disabled pupils from being treated less favourably. We consider accessibility in teaching, the curriculum, information, activities, trips and the wider life of school. Disabled pupils are considered through the school's usual admission arrangements, with individual

planning alongside families and professionals. Our Accessibility Plan explains how we increase participation, improve the physical environment and improve access to information.

Useful Support

Derby SEND Local Offer	Derby SENDIASS
Information about education, health, social care, activities and services for children and young people aged 0–25 with SEND. www.derby.gov.uk/sendlocaloffer	Free, impartial and confidential SEND information, advice and support for children, young people and parents/carers. Search "Derby SENDIASS" for current contact details.

If something is not working

Please speak to your child's class teacher first. If further discussion is needed, contact Miss Plimmer-Craig through the school office or ClassDojo. If a concern cannot be resolved through discussion, families can use the school's Complaints Policy and may seek independent advice from Derby SENDIASS.

Related documents

SEND Policy • Accessibility Plan • Equality Policy • Admissions Policy • Behaviour Policy • Safeguarding and Child Protection Policy • Anti-Bullying Policy • Supporting Pupils with Medical Conditions Policy • Complaints Policy

Keeping this report up to date

This report is reviewed at least annually. Important changes during the year will be updated online.

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