



Special Educational Needs and Disability (SEND) INFORMATION REPORT

Reviewed: January 2026

Next review: January 2027

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities **(SEND)**

Government legislation requires us to publish a report called the SEND Information Report (clause 65 of the Children and Families Act 2004) which details information about the implementation of the school's policy for pupils with SEND.

- My name is Mrs Tabberer and I am the Special Educational Needs Coordinator (SENCO) here at Stenson Fields Primary Community School.
- As SENCO I co-ordinate all the specific provision that is put in place to support children with SEND.
- I am responsible for writing and implementing the Special Educational Needs and Disability policy.
- I liaise with class teachers. Together we monitor pupils' progress and arrange further and different provision if progress is slower than expected.
- I also liaise with a range of external agencies who can give us more specialised advice and support.
- If needed, I will make referrals for children depending on their needs.

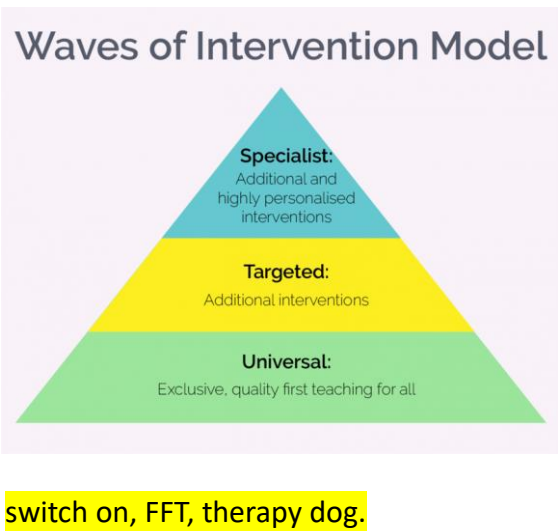
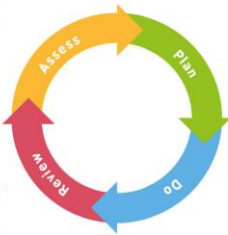


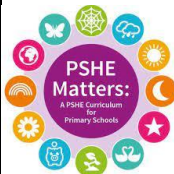
- The SEN governor is Kate Dharan
- If you have any concerns about any SEND matter, please contact me on:

01332 772452

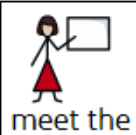
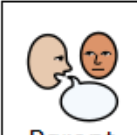
SENCO@stensonfields.derbyshire.sch.uk

What types of SEND do we provide for?	Within the SEND Code of practice there are 4 areas of SEND: • Cognition and Learning • Social, Emotional and Mental Health • Physical and Sensory • Communication and Interaction As a school we support a range of SEN needs within all four categories, often children having more than one of the main needs. We look and provide support for children on a individual basis to help meet their needs.
How does the school identify students with SEND?	We pride ourselves on following our CARES values and knowing each individual child to adapt teaching strategies to suit different needs. Every teacher is a teacher of SEND We use the following to help us with this: • EYFS transitions with nursery • Monitoring through assessments, data and observations • Liaising with parents • Seeking advice from outside agencies • Teacher monitoring within class and discussions • Pupil progress meetings (Class teacher and Headteacher) • First discuss this with your class teacher (This may be recorded) • Class teacher will look into your concerns • If necessary, they will monitor and adapt their teaching • If the class teacher feels there are concerns after implementing adaptations, they will discuss with the SENCO • We will use our schools plan, do review process to put further strategies in place and review them • Yes – child goes on SEND register • No – Child is on monitoring list or needs can be met through quality first teaching
What should I do if I think my child has SEND?	
If my child is identified as SEND, how will I know that the school is supporting my child?	You will be fully involved in creating your child's support plan. You will be encouraged to share your hopes and aspirations for your child and together strategies will be identified to assist your child's progress. This will include what you can do at home to support your child's learning. Your support and help is vital and so it is important that you clarify anything you do not understand or are not sure about during discussions and meetings. Your child will also be involved in this process as much as they are able.
How will the curriculum be matched to	At times, teaching and learning within a cohort may need to be adjusted to address the unique needs of that year group. These adjustments will be implemented through quality-first teaching, without necessarily requiring students to be added to the SEN register.

meet my child's needs?	Waves of Intervention Model  All children have access to the universal offer. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Some of examples of these are visual timetables, ear defenders, sensory breaks, fidgets, visuals, assistive technology and task boards. Some of examples of targeted support are: speech and language interventions, attention autism, social stories, phonics interventions, switch on, FFT, therapy dog. Some of examples of specialist support are Nurture, children following bespoke curriculums, communication programmes. All staff use quality First Teaching Strategies. Please have a look at the document below for the kind of things that could be in place: Graduated Response May 2022 All teachers are teachers of SEND and staff follow guidance in The SEND Code of practice 2014 SEND code of practice: 0 to 25 years - GOV.UK Equality Act-
How will I know how my child is doing and how much support my child is receiving?	Assess, Plan, Do, Review Cycle  Assess Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development. Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent. Review Discuss with others involved about how effective the support has been and the impact on the child in line with the review date. Check back against observations and planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again. Plan Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place. Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre. Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review. Do Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo. Continue with observations to see how the child responds to the support. At Stenson Fields Primary School, we follow a plan, do, review approach and if your child is on the SEND register, we will invite you to review your child's progress 2-3 times a year in additional to parents evening and written reports. EHCP Annual Reviews are held in school once a year. Children on the SEND register have a provision plan which identifies the targeted support a child receives to meet their needs. This is regularly reviewed to ensure children make the best progress.
How will you help me to support my child's learning?	Support plans which are updated 3 times a year and you are invited in for a discussion where we share ideas of how you can support these targets at home

	We will hold annual reviews on a yearly basis for children with EHCP and discuss best ways to help your child. If you need more support in helping your child, please speak to the class teacher.
What support will there be to support my child's overall well-being?	 We have a family support worker (Mrs Duerden) in school who supports children and families.  OPAL play – The OPAL Primary Programme rationale is that “... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.”  Friendship ambassadors – Children help support other children on the playground. They also deliver assemblies to the school on Anti-bullying and mental health week.  Our PSHE matters scheme helps to provide support for children's well being and mental health through lessons in school. A number of whole school mental health days a year which promote mental health and wellbeing  We have a mental health team in school who plan specific days to help support children and adults mental health and well-being.  Year 6 have staff buddies who they can talk to if they need support with transitioning to secondary school.  Nurture We have a nurture group called busy bees that runs for children who need emotional support.  i-vengers school I Vengers - We have Ivengers in school who support online safety  Therapy dog – We have a therapy dog who comes in every week to help children with confidence, anxiety and reading

	 Soft Landing Soft landings and soft exit groups in the morning/end of the day to bridge the gap for children who struggle to transition from home to school and school to home.														
What specialist services or expertise are available at or accessed by the school?	ISAS support: Andi Wynne Targeted and Specialist referrals Educational Psychologist: Hayley Stower Early help Offer Speech and Language Therapy Physical Impairment teachers Physiotherapy and Occupational Therapy Visual Impairment Hearing Impairment Educational Psychologist CAMHS School Nurse Referrals Compass Referrals Henry Intervention														
What training have staff supporting pupils with SEND had?	The SENCO is an Autism Advocate and attends regular training sessions which are delivered back to school staff. <table><tr><td> The importance of using visual Resources </td><td> Making sense of Autism </td><td> Colourful Semantics </td><td> Nurture </td><td> Positive Play </td><td> abc Formative footprints </td><td> Drawing & Talking Therapy </td></tr><tr><td> Lego Therapy </td><td> Emotion Coaching </td><td> Supporting Children in PE </td><td> Attention Autism </td><td> Social Stories </td><td> Dyslexia </td><td> Switch on </td></tr></table>	 The importance of using visual Resources	 Making sense of Autism	 Colourful Semantics	 Nurture	 Positive Play	abc Formative footprints	 Drawing & Talking Therapy	 Lego Therapy	 Emotion Coaching	 Supporting Children in PE	 Attention Autism	 Social Stories	 Dyslexia	 Switch on
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How will my child be included in activities outside of the classroom?	<table><tr><td> sports day </td><td> Residential Trips </td><td> Day trips </td><td> Outdoor play </td><td> Assemblies </td><td> Performances and workshops </td><td> Roles and responsibilities </td></tr></table>	 sports day	 Residential Trips	 Day trips	 Outdoor play	 Assemblies	 Performances and workshops	 Roles and responsibilities							
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How accessible is the school environment?	The school has no SEND specialisms or special units. The school has access and facilities for the disabled. These include: • single storey buildings, no steps; • disabled parking facilities next to school entrance; • double doors; • toilet facilities for disabled; • carpeted classroom areas to aid hearing-impaired children; • 'sound fields system' installed into some classrooms														

	Accessibility plan can be found on the school's website.
How will the school support my child in starting school and moving on?	We recognise how important transition is for all children including those with SEND needs. Some children may need extra transition or individual transition, and this is thoroughly planned to ensure this is successful. We will also listen to parent's views and obtain children's views where necessary. These are some of the things that we do to support children transition: Starting Nursery and Reception  Staggered start  parent meetings  child views  Transition booklets  meet the teacher sessions  stay and play sessions  Parent talk Transition to a new class We start transition in the Summer term and identify children who will need enhanced transition such as additional visits, visual booklet and social stories. Transition to Secondary We work closely with secondary schools to ensure transition is as smooth as possible as this may look different for different children. Preparation for adulthood Our curriculum embraces life skills from nursery to year 6 to prepare children from nursery to adulthood. Our PSHE and RSE curriculum teaches specific aspects. We have British Values and protected characteristics planned into the PSHE curriculum. Our provision led curriculum in the afternoon supports our children to have the skills to become more independent in the 4 areas of SEND.
How are the school's resources allocated and matched to pupil's SEND?	The teaching assistants run a number of interventions to meet the needs of the SEND children. Some of these interventions are: Some interventions are delivered: • 1:1 • Small group • Whole class Resources such as our sensory room, sensory equipment, nurture provision, specific specialised equipment to support a range of needs. This year we have changed the way we deliver SEND provision across school. We have carefully created a provision led curriculum for the afternoons to provide children with high quality interventions which meet the needs of our children at Stenson. This is reviewed termly.
Who can parents contact	Please contact your child's class teacher or the SENCO (Mrs Tabberer) if you have any concerns or need further information with regards to supporting your child's education.

for further information?

The Derbyshire Local offer and Derby City local offer details the support services and agencies available to support your child in the local authority you live in:

More information can be found on; <http://www.derbyshiresendlocaloffer.org/>
<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Further support can be found:



Derbyshire information Advice and Support Service for SEND

www.derbyshireiass.co.uk



Derby city Advice and Support

[Derby SEND | Information & Advice Support Service \(SENDIASS\)](#)



Umbrella

[Umbrella – Empowering Disabled Children, Young Adults And Their Families](#)

Derbyshire Parent/Carer voice

[Derbyshire Parent Carer Voice](#)

The SEND Code of Practice 2014.

In 2014, a new SEND code of practice was published. This describes the principles that should be observed by all professionals working with children and young people who have SEND. You can view the code of practice here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The government have also published a guide for parents or carers which can be viewed here:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

