Street Lane Primary School
SEND Information Report 2026 - 2027

The SEND information report has been written in response to the revised Special Education Needs Code of Practice (2014), The Children and Families Act 2014/5 and The Equality Act 2010. It aims to publish information about the implementation of our SEND Policy at Street Lane Primary School. Our full SEND EMET Policy is available on our school website. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence. Our SEND information report reflects Derbyshire Local Offer which can be accessed through https://localoffer.derbyshire.gov.uk/#!/directory

Who is responsible for overseeing Special Educational Needs provision at Street Lane Primary School?	Mrs Chloe Curtis is the school SENDCo. Chloe has achieved the National Award for Special Educational Needs Co-ordination. Chloe works with our teaching team, pastoral assistants and our teaching assistants, to oversee the SEND provision across all year groups. Ms Cheryl Rowland is our SEND Governor. If you have any questions regarding SEND at Street Lane Primary School please contact Chloe on 01773 742717.
What educational needs do we provide for?	At Street Lane Primary School, we are committed to meeting the needs of all pupils in an inclusive way. We want each of our pupils to develop a love for learning to ensure that they succeed and are fully prepared for the next steps in their education. At Street Lane Primary School every child is an individual and their needs are catered for in the same way. All staff rigorously monitor all needs. Special Educational Needs are categorised into four broad areas according to the SEND Code of Practise (2014): • Communication and Interaction. • Cognition and Learning. • Social, emotional and mental health • Sensory and physical needs. Within these areas, there are many different descriptors of need and a wide range of provision that maybe required.

What policies and procedures are in place for identifying and assessing the needs of children with SEND?	At Street Lane Primary School, we identify children with SEND as early as possible. This may be through initial contact with parents or our colleagues in our feeder early years settings. We may be contacted by an external agency who is supporting a child. Our experienced EYFS team work closely to assess children who are new to our school to identify any SEND concerns that maybe present. We are currently working towards becoming a Prem Aware school and so ask parents to share with us information about their child's birth which may have an impact on their learning and development. **Assessments that are used:** • Termly pupil progress meetings with the class teacher and SLT; • Termly teacher assessments in Reading, Writing, SPaG and Maths; B Squared assessments which monitor the smaller steps of progress that our children are making within their own personal learning support plans. **The 'Triggers' for further intervention:** We hold a range of need specific assessments that are delivered by our SENDCO and teaching and learning assistants where appropriate as we recognise that there is a wide range of SEND amongst our children. It is crucial that we assess appropriately to ensure the correct intervention is in place. We have adopted a graduated response set out in the SEND Code of Practice (2014) where our level of intervention increases and adapts to the level of needs within the child and when the required progress is not being made. **The triggers for further intervention are one or more of the following:** • Baseline scores indicating poor early learning skills at the start and the end of EYFS.

	• Ongoing teacher and TA observation and assessment within the classroom and/or attainment in termly standardised tests showing one or more of the following: • The child is working below the age-related level for the year group. • The attainment gap between the child and their peers is getting wider • A previous rate of attainment has not been maintained • Little progress has been made despite interventions that have been mapped through our teaching intervention plans. • Low score in diagnostic testing. • Children are placed on our SEND monitoring and concern register while assessment and additional provision is implemented. A discussion will be held between the SENDCO, parents and the class teacher if it is felt that longer-term provision is required. It is at this point the child may be placed on the SEND Register. The class teacher will develop a Learning Support Plan with the SENDCO, parents and if appropriate the child themselves. Our Special Educational Needs Policy can be found on our school website.

How do we work in partnership with parents/carers of children with SEND?	Our aim is to ensure that parents and carers feel fully involved in their child's SEND provision at Street Lane Primary School. Regular discussions are held with parents when concerns need to be raised and when additional provision needs to be provided. Parents will be invited into school to discuss the needs of their children if they have a Learning Support Plan and a One Page Profile. During these meetings, targets will be reviewed and new targets are set. If the support of other professionals is required, the school will always seek permission from parents before approaching outside agencies. If a parent is concerned about their child's progress, they are encouraged to speak with the child's class teacher in the first instance. If concerns are ongoing, a meeting with the SENDCO will be held.

What arrangements do we have in place to involve children with SEND to involve them in their education?	We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. Teachers will share the child's Learning Support Plan with the child and always ask for their input when reviewing the targets and progress.
How are children with SEND assessed and reviewed to ensure they are making progress?	Every teacher closely tracks the additional provision for the children in their class through our class provision maps. The SENDCO takes overall responsibility for monitoring the success of the provision across the school. Individual provision plans are maintained by the SENDCo.  As a school, we use the graduated approach to interventions as outlined below: **Assess:** • The class teacher working with the SENDCO carry out a clear analysis of the pupils needs. Parents experience and the view of specialists may be sought at this point. **Plan:** • Where it is decided to provide a pupil with SEN support, the parents MUST be formally notified. The teacher and SENCO should agree in consultation with the parent the reasonable adjustments, interventions and support to be put in place with clear dates for review. **Do:** The class teacher should remain responsible for working with the child in a daily basis. Even if not delivering the intervention Class Teachers remain responsible for the child. Teachers and Teaching Assistants should work closely to assess the impact of intervention and how they can be linked to classroom learning. • **Review:**

	The effectiveness of support and intervention and the impact on the pupil's progress should be reviewed in line with agreed date. In light of reviewing the impact, staff and parents make changes to provision and plan new steps.

How do we support children with SEND in the transition between year groups from year 6 to year 7?	At Street Lane Primary School we work in close partnership with the local secondary schools. We have built strong links with the transition teams at John Flamsteed School, Ripley Academy and Belper School and Sixth Form. In the Summer term, our year 6 teacher and SENDCO (when required) will meet with the secondary transition team to discuss any additional needs or provision that is required. Children with SEND may attend extra transition sessions and meet teaching assistants from the secondary schools prior to the standard transition days.
How do we support looked after children (LAC) with SEND?	The Headteacher Mrs Natasha Austin-Cooke is the designated person for Looked After Children. Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. Following the identification of need a Learning Support Plan or EHCP will be followed to meet the requirements of the pupil. In addition a PEP (Personal Education Plan) will also be compiled and followed to help to support the child. When a child becomes looked after his/ her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan, of which the PEP is an integral part, is made before the child becomes looked after or in the case of an emergency placement within ten working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP or Learning Support Plan. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

How do we approach the teaching of children with SEND and ensure reasonable adjustments are made?	At Street Lane Primary School our aim is for all children to '*Be the best they can be*." Our 5 core values of kindness, respect, ambition, honesty and resilience run through all of our teaching and learning. Our strength lies in our ability to provide quality first teaching strategies across the school that are personalised and differentiated for each child. Every teacher rigorously plans and considers the needs of ALL the children in their class adapting learning to consider differing abilities, aptitudes and interests of the children. **Universal Provision:** This is the "ordinarily available" support that makes the learning environment and curriculum accessible and beneficial to every child. Universal provision refers to the high-quality teaching, reasonable adjustments, and inclusive practices that are available to all pupils in an educational setting, forming the foundation for all other support and interventions. When a teacher is concerned about a child's physical or mental wellbeing, their will share their concerns with the SENDCO and if required the DSL. Concerns will be shared and discussed with parents, encouraging involvement to resolve an issue. All vulnerable learners, including those who are looked after children (LAC), with special educational needs will be included on a detailed whole school provision map, which outlines and monitors all additional intervention. All children in our school receive High Quality Teaching. **SEND Support: Targeted Provision** If a child continues to make inadequate progress despite the strategies the teacher and TA have used in class and the universal provision available, the teacher may decide to hold a discussion with the parent and SENDCO about possible next steps. It may be decided that the child will be placed on our Monitoring and Concern Register whilst further assessment and interventions take place. If progress is still inadequate, the teacher and SENDCO will look at the evidence of progress and decide on which strategies are additional to or different from those in the classroom could be implemented to support progress. A Learning Support Plan will be written and shared with children and parents. This document will detail targets, provision and interventions. The targets will be shared with the child at an age-appropriate level. Progress toward each target is monitored by the class teacher and parent at termly meetings. The SENDCo may join some of these meetings. Targeted provision will be provided in school through the implementation of appropriate interventions, group work or activities that would help the child to make progress and improve. Sometimes additional funding will be applied for from the LA to help the school to provide the appropriate provisions.

	SEND Support: Specialist Provision Specialist provision in mainstream schools provides a specialised learning environment and intensive support for pupils with specific special educational needs (SEN) that require more than the usual adapted support.

How do you apply for additional support for a child with SEND?	Additional funding can be applied for via the inclusion panel. School demonstrates through a costed provision map how the child's £6000 notional funding has been spent and details the proactive provision that further funding would support. A provision plan is written and SMART targets are set and then reviewed the following year. Within these plans we demonstrate the impact of the provision and then clearly identify the next steps. If the child's needs are still not being sufficiently met then the SENDCO can apply for additional, temporary funding from the inclusion panel to help school to successfully meet the child's individual needs. **Education Health Care Plan:** A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of a child are such that a multiagency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for and Education Health Care Plan will be taken alongside the SENDCO and parents. Information for the request will combine information from the school. Parents and any external agencies. Parents have the right to appeal if they disagree with the decision to not assess. An EHCP is a legally binding document which sets out the provision the child MUST receive to meet their needs. The local authority provides the school with additional funds to cover the costs of this provision. This money may be used for specialist intervention with a Teaching Assistant, additional equipment and/or specialist teaching resources. Each year the school must hold an annual review with the parents and outside agencies involved to assess the child's progress in line with the graduate response cycle. Some children may join our school with an EHCP in EYFS. The same procedure of making provision, target setting and reviewing are put in place as soon as the child starts our school. If required, the child would have a Care Plan or a Moving and Handling Plan drawn up by the school and specialist services.

How do we ensure children with SEND can access the same curriculum and additional learning opportunities as children without SEND?	At Street Lane Primary School we ensure that reasonable adjustments are made so that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are given the opportunity to take part in any clubs that run outside of school hours. Our children have a number of opportunities to attend residential trips during their time in our school. On these occasions, adjustments are planned for in advance to the trip taking place. Additional staff may be used. Parents will always be consulted in planning for adjustments to school trips. In class, our high quality teaching and universal provision enables an adapted curriculum that accommodates the needs of SEND children in the classroom.
What training do staff receive to support children with SEND?	Within our school, there is an ongoing programme of INSET training for all staff. The SENDCO provides an annual SEND refresher training session at the start of the year. Where specialist training is required to meet the needs of an individual, the SENDCO will ensure the relevant staff are fully trained. The SENDCO regularly attends courses on SEND issues run by the Local Authority. Additionally, the SENDCO attends network meetings led by the EMET Director of SEND. The SENDCO works closely with the Head teacher to discuss and update on developments in SEND. The SENDCO has completed the National Award for SEND Coordination. The SENDCO holds regular meetings with the support staff to discuss pupil progress and any needs that are arising with pupils in the school. Training for staff is timetabled throughout the year to support them with high quality teaching.

	We have completed Autism Advocates training and the school SENDCo is due to begin the PINS (Partnerships for inclusion of neurodiversity in schools) in October 2025.

How do we evaluate the effectiveness of the provision made for children with SEND?	Evidence of the effectiveness of our SEND Policy on progress in learning or improvements in behaviour for children with SEND will be shown by: • Ongoing observations from class teachers and Teaching Assistants in a classroom setting; • Adapted short term planning by the class teacher to meet the children's needs; • Book scrutiny to monitor progress towards the national curriculum objectives; • Learning Support Plan review meetings; • Termly assessments in Reading, SPaG and Maths; • Age appropriate discussions with the child and regular updates of pupil's One Page Profiles; • Discussions with parents about their child's progress; • Discussions with external agencies who support a child; • Successful funding requests/ EHCP requests. The success of the policy will result in the needs of all children with SEND being met by: • Having the systems in place to identify children with SEND as early as possible; • Making use of good practice in planning for teaching and assessing children with SEND; • Regularly reviewing of a child's progress against targets set; • Providing additional intervention if progress is not adequate

How do we support the social, emotional and mental health development of our children with SEND?	At Street Lane Primary School all staff are responsible for the well-being of all our children including those with SEND. There may be times when some children require further social, emotional and mental health support (SEMH). Mrs Natasha Austin-Cooke is our Mental Health lead in school. We have a detailed graduated response to SEMH needs which the SENCO follows when supporting children with their SEMH needs. The school uses 'The Zones of Regulation' which is a curriculum designed to support the self-regulation skills of our pupils. This curriculum is designed to meet the emotional needs of all of our children but is also used to specifically target areas of need for children with SEMH needs. All staff have been trained on the Zones of Regulation and there is an area dedicated to it in every classroom and learning space across school. In addition to this all staff have been trained in Emotion Coaching. Many of our children have sensory processing needs, whether they are identified as having a SEND or not. Children with SEMH often have sensory processing needs and we have made improvements to our sensory support across school. This includes the use of tools for self-regulation in each classroom, the development of personalised sensory circuits and the development of sensory areas in all classrooms. The pod also has dedicated sensory space. These improvements are available as part of our universal provision, but they are also used specifically to target children individual's needs. Our pastoral and teaching assistants work to ensure the additional social, emotional and mental health needs can be supported in school. They will: • Work 1-1 with children; • Provide pastoral support;

	We will seek advice from outside agencies as required.
How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?	We work closely with a variety of external agencies when supporting the needs of children with SEND. It maybe that the school seeks additional information from consultation or assessments completed by outside agencies. • Educational Psychology; • CAMHS; • School Health including the children's therapy team; • Paediatricians; • Speech and Language Therapists; • Occupational Health; We work closely with the trust Director of SEND and our local authority Inclusion Support Advisory Teacher.

How accessible is the school for children with varying needs?	At Street Lane Primary School we ensure that we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our Equal Opportunities policy and accessibility plan ensures the requirements are outlined and fulfilled. We make sure that: • All pupils are able to access and be a part of Street Lane Primary school regardless of disability. • We ensure all information is readily available to all children where necessary. • The school building is a ground floor building allowing for access to all areas. Reasonable adjustments are made through the use of staffing or resources are put in place to ensure the specific needs of a child are met.
What do we do to ensure disabled children are treated as equals?	Our school is an inclusive school that welcomes all who walk through our doors. All members of our school community are treated equally regardless of gender, race or disability. We encourage children to have the confidence to use their initiative and courage to show care and understanding to others and to be responsible. Bullying is not tolerated and incidents of discrimination or bullying are dealt with in accordance with the Antibullying policy.

Who to contact for further information or to report a concern.	We are always seeking to improve of the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of SEND Information Report. If you would like to comment please email our SENDCO, Chloe on c.curtis@streetlaneprimary.org We hope that complaints about our SEND provision will be rare, however, if there should be a concern, please contact the following: • Your child's class teacher • The SENDCO • The Headteacher • For complaints, please contact the Headteacher and follow our complaints procedure.