



SEND IMPACT REPORT and Eureka's Local Offer for Pupils with SEND 2023/24



updated July 2024



The Governing Body of Eureka Primary School agreed a policy that set out the objectives, arrangements and organisation of provision for children with SEND. The Governing Body last formally reviewed and agreed the SEND Policy in March 2024.

All maintained schools, whether an academy or run by the LEA are legally obliged to report on the provision for SEND. The report (or Local Offer) sets out the expectations on meeting the needs of pupils with Special Educational Needs. Schools must ensure that all pupils, regardless of their specific needs, make the best possible progress. They are expected to be as inclusive as possible, with the needs of pupils with Special Educational Needs or disabilities being met in a mainstream setting wherever possible, if families choose this option.

The SEND policy for Eureka Primary can be found [here](#). At Eureka we have also created a leaflet for parents summarising Support for pupils with SEND, this can be found [here](#).

This report provides information on how that policy was implemented in the current year.

Who are the best people to talk to at Eureka regarding SEND?

Photo	Name and responsibility	Information
	Jennie White SENDCo Designated teacher Deputy Designated Safeguarding Lead (DSL)	I'm Jennie White and I am the Special Educational Needs and Disability Coordinator (SENDCo) at Eureka Primary School. I was appointed in September 2021 and work 2 and a half days a week. I ensure that SEND provision in school is fully inclusive and of a high quality. I support staff to ensure pupils get the provision they need in order to thrive at our school. I believe that all pupils should have the opportunity to be the best they can be and should make progress. I strongly believe that my role is helping pupils achieve their full potential. I completed my NASENDCo award in 2022-23 I can be contacted on the school phone number 01283 216451 or by email on white.j.01@eureka.derbyshire.sch.uk
	Jonty Hines SEND governor	I've been a Parent Governor since 2020. I have worked in the Music industry for 20 years. The musical instruments manufacture I work for tailored Brass instruments to starting young or old musicians . I have been involved in many Music workshops in primary schools across the UK and the US involving children of all ages and all abilities. I'm excited to be supporting the SEND officer as I've seen first-hand how small changes can make large improvements.

However, at Eureka Primary School all adults work hard to support SEND pupils achieve their best. We all collaborate and work together to ensure that any support is implemented quickly. All adults recognise the importance of consistency in approach and support each other to ensure that all our pupils feel happy, safe and comfortable and that they make progress throughout their time in school.

We believe that everyone deserves to be treated with **respect** - which is reflected in the video created by the Anti-Bullying ambassadors, which can be viewed [here](#).

What are the responsibilities for the leaders in school?

<u>Headteacher</u>	<u>SENDCO</u>	<u>GOVERNOR</u>
<ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head teacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met and will hold regular pupil progress meetings to discuss all pupils. • The head teacher is responsible for ensuring that appropriate support is available for any child who attends the school who has SEND. • The head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. 	<ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • The SENDCO is responsible for ensuring that appropriate support is available for any child who attends the school who has SEND. <p>Part of the SENDCO's role is ensuring that as parents you are:</p> <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing the progress they make • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Family Support, Behaviour Support Service etc... • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. 	<ul style="list-style-type: none"> • The Governor is responsible for ensuring that appropriate support is available for any child who attends the school who has SEND. • Governors meet with the SENDCO and Head teacher to review the support for SEND and ensure high quality provision is in place.

What does OFSTED say about SEND provision at Eureka?

In January 2023 the school were visited by Ofsted and judged to be a good school. When reporting on the provision made for SEND pupils, Ofsted said:

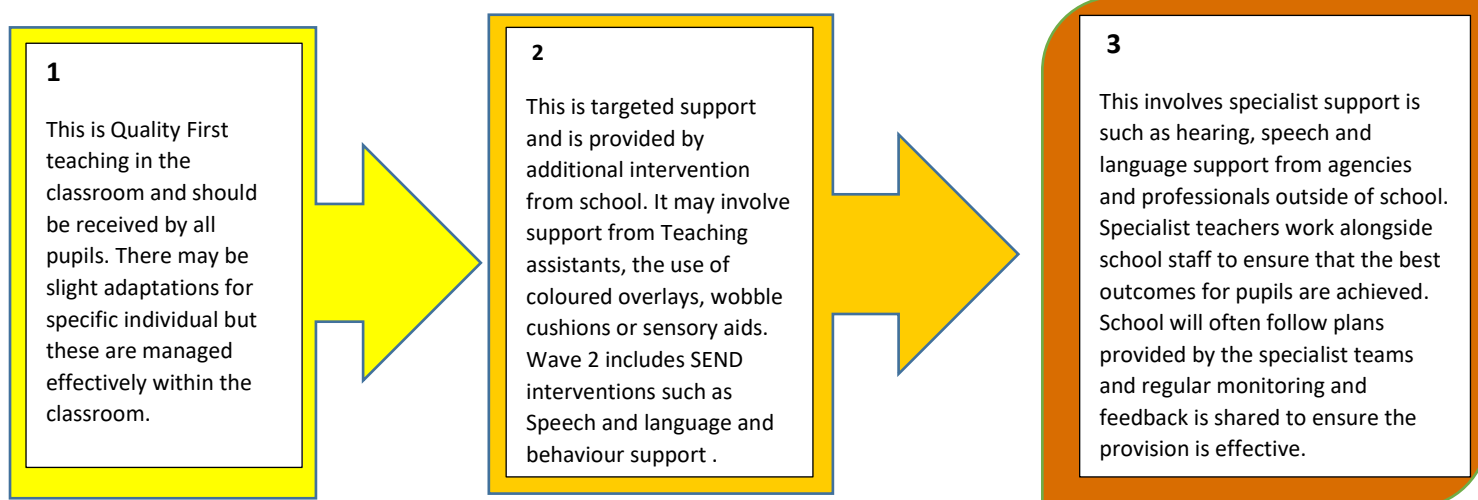
. The needs of pupils who are disadvantaged or have special educational needs and/or disabilities (SEND) are well met.

The oversight of pupils with SEND is strong. These pupils are particularly well supported by teachers and supporting adults. Leaders ensure that staff receive the right amount of information to help meet these pupils' needs. They engage with parents well in reviewing support plans and considering next steps. Leaders work well with external specialists to ensure that pupils with SEND receive the right support when needed. Pupils from disadvantaged backgrounds are similarly well supported in most subjects.

SUPPORT FOR SEND PUPILS

Teachers and TAs are continually assessing and observing children in order to identify children who may be experiencing difficulties. They are encouraged to raise their concerns with the SENDCo and then to monitor and investigate specific difficulties more closely. New concerns forms have been introduced to ensure concerns are documented and interventions planned accordingly.

Support for SEND pupils follows the Graduated Response.



Access and Inclusion

<p>In school :</p> <p>Teaching and learning</p>	<p>The SENDCO provides training to support staff understand the different types of SEND and strategies to support.</p> <p>The Class Teacher, through their careful planning of activities, includes all children. Access is sometimes supported by working with their peers or an adult; sometimes it is by the provision of different work or additional resources. Careful attention is also given to the timetabling of additional programmes so that a child does not continually miss particular activities or areas of the curriculum. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if required, to meet your child’s learning needs. The SENDCo may work with class teachers to plan and adapt lessons to meet a specific need</p> <p>All children have access to after school clubs and enrichment activities – plays, sporting events and artistic activities. Children with SEND mix freely with other children at break and lunchtimes because we have trained teachers and midday staff in how to respond to the children’s needs and have named staff for specific children to go to when issues arise. We also have a lunch club for children who need social and emotional support at lunchtime.</p>
<p>Training and personal development 2023 2024</p>	<p>WHOLE SCHOOL TRAINING</p> <ul style="list-style-type: none"> • Autism advocate training part 1 and 2 • Dyscalculia training • Supporting KS2 writing • Widgeit training • Behaviour support INSET • Nessy/dyslexia training • Dyslexia INSET • Anxiety INSET <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Autism network meetings x2 • SENDCO development • SEND communication • SSEN dyslexia training • DSL refresher training • Attention Autism • SEND network meetings <p>SPRING TERM:</p> <ul style="list-style-type: none"> • SEND Development day • SEND network meeting • Autism Advocates • Masking webinar • Autism Outreach training • Pathological avoidance • Emotion coaching • AP provision training • Behaviour training <p>SUMMER TERM:</p> <ul style="list-style-type: none"> • SEND Development day • Pins info webinar • Autism Advocates Network • Interoception training • NAHT re SEND in Derbyshire • SEND network meeting • SEND Celebration day • IDOX training (2 dates)

In school - access arrangements for Inclusion	Eureka Primary School has no specialist SEND provision (such as an enhanced resource unit). We have toilet facilities for wheelchair users and the school also benefits from external ramps that allow access to all areas of the school. The school will make further reasonable adjustments for children with disabilities as the need arises. School does have a small nurture area where pupils can be supported and sensory resources are available to help pupils manage their emotions. Implementation of the Disability and Equality Scheme: Our building works have allowed a certain level of access adaptation (as described above) and future work to be carried out at the site will comply with government legislation.
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Raising concerns regarding a child's progress or difficulties:

Parents:

- If you have concerns about your child's progress you should speak to your child's class teacher initially. They may then speak with the SENDCO to discuss how to support the child further.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Head teacher.
- If you are still not happy you can speak to the school SEND Governor.

How is need identified in school?

WHAT SYSTEM IS IN PLACE TO IDENTIFY NEED?
<ul style="list-style-type: none"> • Staff complete concerns form and give to SENDCO (starts paper trail for concern) • SENDCO (and teacher?) meet with parents • Talk to child • Observation carried out by SENDCO. • Analysis of data for pupil

The SENDCO and Headteacher analyse assessment data and discuss children's needs with staff at a number of points during the year. Children who are not progressing as expected, both academically or socially, are provided with additional support by the Class Teacher. TA time is allocated to that class to allow this to happen more easily. Should this additional support be ineffective, the SENDCO will look for other causes, which may be SEND. Discussions with parents / carers are a vital part of building a rounded picture of the child's needs. If school has any concerns regarding your child they will arrange a meeting to discuss the concerns with you. School will listen to your comments and plan for any additional support needed. If the school feels a referral to an outside agency is required to support your child's learning, this will be discussed with you and explained. Referrals to specialist services are made where pupils fail to make progress so that the most appropriate support can be provided, but will not be carried out without your consent. At Eureka, we strongly believe in working with parents to secure the best outcomes for pupils.

Small steps assessment documents measure the progress of those pupils working below Age related expectations and ensure that progress is made, even if this progress is below the threshold needed to move across whole school assessment bands. This document tracks pupils progress throughout the year and links to IEP targets. It also is important to ensure pupils achievements are recognised and that work is pitched at the appropriate levels.

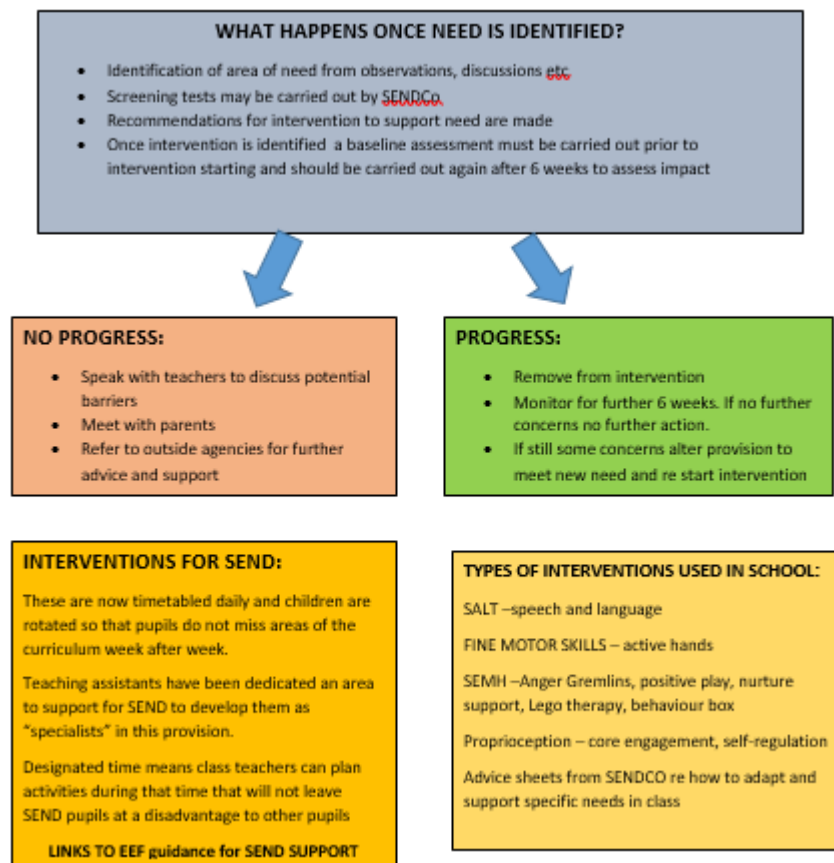
Pupils who are Looked after by the Local authority are also supported through the Designated teacher and the Virtual school. Termly meetings are held to discuss progress and the support needed for the child.

Where does the support take place?

We have dedicated areas to support pupils across school. Here are some of them which are used for 1:1 groups, forest school, nurture etc.



What happens when a concern regarding a SEND need is raised?



Parents are kept informed throughout the whole process: from identification of concerns, to identifying targets, to reviewing progress. At Eureka we believe in collaboration and working together to meet the needs of all pupils. SEND pupils are also asked for views and these feed into meetings. This can either be either read on their behalf or the child can join the review meetings to share and celebrate the progress they have made.

HOW DO WE SUPPORT SEND PUPILS AT EUREKA PRIMARY?

Sensory and physical needs	Communication	Social, emotional and Mental Health	Cognition and learning	Medical
<ul style="list-style-type: none"> • Proprioception groups • Concentration aids • Ear defenders • Lunch club • Active hands interventions • Fine motor skills • Sound bar in classrooms • Touch typing intervention • Autism outreach 	<ul style="list-style-type: none"> • Speech and Language assessments • Weekly SALT interventions • Brick club/social groups 	<ul style="list-style-type: none"> • Forest school • Nurture groups • Brick club • Behaviour consultant support • Well-being Wednesday • Sports coach • Emotional literacy sessions • LA behaviour support • WISP intervention (wellbeing individual support plan) 	<ul style="list-style-type: none"> • National tutoring sessions for years 5 and 6 • Small group interventions • Practical equipment • Small steps assessments to identify specific need • Educational psychologist 	<ul style="list-style-type: none"> • Community nurses • Hearing impairment team involvement • Visual impairment involvement • Occupational health • SPOA referrals

The support offered by the Local authority will be changing from September 2024 and will no longer involve specialist teachers coming to schools to work directly with pupils identified as having high needs. All support for pupils will now be delivered by schools and school staff. Below is the Local Authorities statement on how they will work with schools in the next academic year:

Derbyshire’s Inclusion Support Services will be delivered in a different way from September 2024. The specialist teachers will be focusing their support on developing the inclusive practice in their schools through focused support, training and development. Every school will have a named Inclusion Support Advisory Teacher who will be responsible for ensuring the staff in school are able to support the inclusion of the children in their school. This support, when required, will continue to model, assist and address the needs of children and young people but will replace any of the current direct teaching sessions. Please be reassured that transition from the current support to the new support model will be planned to ensure smooth transition. Whilst the specialist teachers will be in touch to discuss the changes, please feel free to contact them in the meantime if required.”

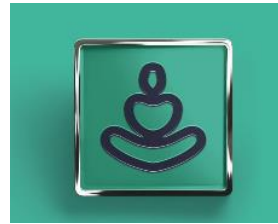
Dyslexia style difficulties

In school we recognise that many pupils have dyslexic style difficulties in reading and writing. In order to support pupils we have adapted the environment to support pupils and carry out environmental audits to look at what we can do to support learning. We have a clear process for supporting pupils causing concern. Concerns may be around, working memory, writing, reading, spelling and phonics, behaviour and self-esteem.

Once a concern has been raised, observations are carried out to identify specific areas of difficulty. As a school we then plan next steps and targeted support. This is reviewed every 6 weeks and next steps planned as needed. Parents are kept updated throughout the process. If the interventions over a sustained period of time have little impact and the pupil is still struggling, then an independent test for dyslexia may be recommended. Derbyshire County Council do not support testing for dyslexia as they recommend that it is the support in place that makes the difference to the child –at Eureka we have implemented a process to show the impact of interventions over time, which can then be used to by parents seeking an independent test for dyslexia should they wish.

Measures to prevent bullying of SEND pupils

At Eureka we take bullying seriously and have taken steps to ensure that all pupils feel happy, safe and comfortable. We are aware that nationally SEND pupils face higher incidents of bullying and are working on the Anti-bullying Ambassadors Diana award to ensure that pupils feel able to report any incidents and concerns and that strategies are in place to support pupils who feel they are being bullied. At Eureka we have a designated member of staff who works with the anti-bullying ambassadors from year 5 and 6 . Each ambassador has been allocated to a class where they have regular opportunities to work with the pupils to raise awareness of how to prevent bullying. A child friendly leaflet on what to do if you are being bullied has been created by the anti-bullying ambassadors along with a worry box for concerns which is kept in the main reception area. As a school we promote RESPECT and WELLBEING and have worked towards achieving awards in these areas.



This year as part of Anti-bullying week, the Anti-Bullying Ambassadors worked with their classes on the book “Buster the Bully” by Maisa Oso. Each child produced a piece of work that contributed to the whole school display in the hall.



The commitment towards anti-bullying of all pupils was recognised in the Ofsted report, January 2023, which stated:

Pupils understand what bullying is. They are clear that bullying has no place in their school. Anti-bullying ambassadors take their role seriously. Pupils are confident that staff will deal with any issues, so that they do not escalate.

From September 2024 we will be developing the peer mentoring system in school to support pupils work through minor fall outs and disagreements. The mentors will under training for 10 weeks to deliver the programme and we hope to have this in place and able to be accessed by the children in the Spring term 2025.

The Role of Parents / Carers of children with SEND

The role of Parents / Carers of children with SEND continues to play a significant role in the identification of needs and the monitoring of provision. From the moment there is a concern about a child, parents / carers are invited in to discuss it. If it is felt that the child needs further support and placing on our register, the parents / carers are invited to a meeting with the Class Teacher and / or Head Teacher and SENDCo. The parents / carers' input is encouraged and valued and, where appropriate, they are included in the support plan and parents are always given a copy of it. When they cannot make the meeting, the review occurs so the work is not delayed and an additional catch up meeting is arranged. At Eureka, we believe in working collaboratively with parents as we all want the best outcomes for pupils.

HOW DO WE SUPPORT PARENTS OF SEND PUPILS AT EUREKA?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. This can be done in person, via email (white.j.01@eureka.derbyshire.sch.uk) or by phone 01283 216451. All information from outside professionals will be discussed with you and any reports shared as soon as they are available.
- IEP's will be reviewed and shared with you so you know how well your child is doing towards their targets.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

HOW DO WE SUPPORT SEND PUPILS WITH TRANSITION?

Within school:

When moving classes in school the SENDCO and teachers ensure that information is passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher. There will be opportunities for extra visits to their new class so that they can familiarise themselves with the classroom and get to know the adults who will be working with them. A photographic passport or a one page profile may be made to support your child in helping them understand moving on.

To the Next School :

We work with the child, their family and the next school to ensure, as is reasonably practical, the successful transfer of the child to the next stage in their education. This may involve the sharing of successful practice, additional visits to ensure facilities are ready and the planning of new training for the receiving school. The SENDCO can support families in visiting specialist provisions so that the right placement can be found when pupils leave Eureka and works closely with the SENDCO at the new school to ensure the support is in place before the pupil arrives.

In year 6, the child's final IEP focuses upon the skills they will require in secondary school and resources are made and used to support this. Where the secondary school is known, relevant staff will be invited to attend the final review so that the correct provision can be written into the report and be a useful document for the Secondary school. When children move to a school outside of the locality, we make every effort to build relationships with the new school and provide all relevant information. We have also held meetings with staff, outside agencies and parents / carers prior to a child with SEND joining us from an outside early years provider to ensure their successful transition into our school.

Children who are vulnerable or require additional support regarding transition will also be supported through an intervention group in the summer term.

Working with External Support Services

The school regularly works with Health Visitors, School Nursing Service, Speech and Language Therapy, Community Paediatrician, Educational Psychology, Visual Impairment Service, Physical Impairment Service, Hearing Impairment Service, Local / Lead SEND Officers, Social Services, Pingle Family Support/Early Help, Compass Changing Lives (supporting mental health). From September 2024, Eureka will be allocated an Advisory teacher who will work with school to develop SEND support further.

School Admissions Procedure

The admissions procedures for the school are co-ordinated by the Local Authority – Derbyshire County Council. Applications for children with an EHCP are treated differently by the Local Authority because they name the school the child will attend when they write the EHCP. Children starting their primary education with an EHCP are likely to have an identified disability, such as Cerebral Palsy. The school will make reasonable adjustments to the school organisation and resource allocations to ensure the child is not treated less favourably than other children who can access the curriculum and school site. This may mean changing the class structure to ensure a child stays in the same room with fixed specialist equipment. Children with disabilities or SEND without an EHCP are treated the same as other applicants.

WHAT DOES THE NATURE OF NEED CURRENTLY LOOK LIKE AT EUREKA?

In the summer term 2023/24 there were 45 children on our SEND Register (30% of the school population).

Summer 2023/24

EHCP	Inclusion Funding	K+ (receive support from outside of school)	K receive support provided by school
8	3	22	12
Children with EHCP's (Education Health Care Plans) have a formal multi-agency review annually and termly review meetings between staff and parents / carers in which they are encouraged to express their views. WAVE 2 and/or 3	The Local authority ceased GRIP funding from 2022. Pupils with historical GRIP funding have in some cases maintained funding till the end of their current key stage. New inclusion funding has replaced GRIP – this funding is allocated on a shorter term (up to 12 weeks) WAVE 2 and/or 3	These children may access SSSSEN (Support Service for Special Educational Needs), visual impairment service (VI), Hearing Impairment Service (HI) and the sensory and physical impairment service (PI), nurture through sports coach and forest school, Autism outreach, behaviour support WAVE 3	Quality First teaching, TA interventions, small group work, 1:1 support, emotional nurture support, Brick club, tutoring WAVE 2

WHAT IS AN IEP?

An IEP is an Individualised education plan and outlines specific targets for a child and the provision needed to achieve these targets. IEPs are written in October and March and are reviewed in July and September each year. Copies of IEPs are shared and discussed with parents.

WHO HAS AN IEP AT EUREKA?

Where possible IEP targets are streamlined with outside agency targets to ensure the focus and priorities for pupils are clear and ensure pupils are not overwhelmed with strategies and targets to improve. Not all pupils on the SEND register will have an IEP as their needs are met with quality first teaching as described in Wave 1.

Pupils receiving wave 2 or 3 support such as those with an EHCP and also pupils with additional funding will have Individual Education Plans which are reviewed termly, with staff and parents / carers. These pupils are described as K+ Children on the SEND register to show they have additional outside support. An IEP is required for any pupil getting WAVE 2 support to help close the gaps in their learning as this is additional to the provision provided to the rest of the class. However an IEP is not needed if the WAVE 3 support provides its own targets or if the provision in school is assessed to be meeting the needs of the pupil by the specialist outside agency.

Vulnerable children, with outside agency involvement, have regular 'Team around the Family' meetings and are monitored through school safeguarding systems.

Further breakdown: 2023/ 2024

33 pupils/148 whole school (22%) pupils with additional plan to support need in place (IEP/additional targets)

12 pupils/148 whole school (8%) pupils on SEND Register but currently needs met with QFT

TOTAL SEND REGISTER : 45 pupils/ 148 whole school (30%) including monitoring pupils on SEND register

PUPILS without IEP/plan /additional targets in place (12 pupils) – currently met by QFT			
Cognition and Learning	Medical	Social, emotional and mental health	Communication and interaction
1	4	1	7
1/12 = 8% of SEN without plans 2% of SEN whole school	4/12= 33% of SEN without plans 9% of SEN whole school	1/12% =8% of SEN without plans 2% of SEN whole school	7/12=58% of SEN without plans 16% of SEN whole school

ALL PUPILS INCLUDING those without a plan (44 pupils)			
Cognition and Learning	Medical	Social, emotional and mental health	Communication and interaction
15	7	3	21
34% of SEN 10% of whole school	16% of SEN 5% of whole school	7% of SEN 2% of whole school	45% of SEN 14% of whole school

CODE E= EHCP in place CODE K= special needs identified (amalgamates previous school action and school action plus) (Eureka have added k+ for pupils who have been seen or work with outside agencies) Code N= no special educational need

NB –pupils at Eureka on list marked K/K+ on monitoring list – they have a diagnosis/need and need monitoring but needs are currently well managed with QFT so no plan/IEP in place

Year group Breakdown: 2023 2024 Overview (including monitoring list)

Year group	EHCP	INCLUSION FUNDING	K+/K with plan	K+/K without plan	TOTAL SEND	% of yr group	% of whole school
R	2	0	1	3	6	5/20 = 25%	5/148 =3%
1	1	1	3	2	7	7/18=38%	8/148=5%
2	1		2	3	6	6/20=30%	6/148=4%
3			7	1	8	8/22=36%	8/148=5%
4			4	1	5	5/24=21%	5/148=3%
5	2	1	4		7	7/23=30%	7/148=5%
6	2	1	1	2	6	6/20=30%	6/148=4%
WHOLE SCHOOL TOTAL					45		

SEN BY TYPE PER CLASS GROUP – including monitoring list

Year group	EHCP	Inclusion fund	K+/K with plan	K+/K no plan	TOTAL SEND	BREAKDOWN
ADVENTURERS	3	0	3	4	10	6 comm and interaction 1 medical 3 cognition and learning
THINKERS	1	1	3	4	9	5 comm and interaction 1 SEMH 1 medical 2 cognition and learning
EXPLORERS	0	0	11	1	12	4 cognition and learning 3 medical 4 comm and interaction 1 semh
INVESTIGATORS	0	0	4	1	5	4 cognition and learning 1 comm and interaction
ENQUIRERS	4	2	1	2	9	1 medical 3 comm and interaction 4 cognition and learning 1 semh
WHOLE SCHOOL TOTAL					45	

Data 2023-24 Attainment codes: red = below , yellow = lower end of expected band, green expected, purple above

(Years 1 -6) whole school SEND data – WHOLE YEAR 2023 24

2023/24	% of SEND pupils in READING			% of SEND pupils in WRITING			% of SEND pupils in MATHS		
	BELOW	WTS	AT or above	BELOW	WTS	AT or above	BELOW	WTS	AT or above
AUT	18/42 = 43%	17/42 = 40%	7/42 = 17% (1/42 = 2% GD)	26/42=65%	9/42 = 21%	7/42 = 17% (1/42 = 2% GD)	12/42=29%	19/42 = 45%	11/42 = 26% (1/42 = 2% GD)
SPR	14/44 = 32%	17/44 = 39%	13/44 =30% 2/44 GD = 5%	22/44= 50%	16/44 = 36%	6/44 = 14% 1/44 GD =2%	9/44 = 20%	21/44 = 48%	14/44 = 32%
SUM – awaiting sats results	12/38 = 32%	15/38 = 39%	11/38 = 29% 4/38 GD = 11%	14/44 = 32%	22/44 = 50%	8/44 = 18% 1/44 GD = 2%	7/38 = 18%	24/38 = 63%	8/38 = 21%

Pupil Voice

Annually a pupil voice questionnaire and survey is carried out to gain feedback from students about how they feel about the school and in particular any changes regarding SEND support. The main points from the feedback in 2023/2024 are as follows:

- 72% of SEND pupils enjoy coming to school most/all of the time
- 100% of SEND pupils feel the teachers are friendly and helpful
- 45% of SEND pupils felt that behaviour was always/mostly good compared to 77% of non send pupils
- 90% of all pupils felt they get the support they needed
- 100% of the pupils identified as having dyslexic traits felt they understood about their difficulties
- 90% of all pupils felt the school were helping everyone understand about different needs and ways to support
- 100% of all pupils felt they had an adult they could talk to if they were worried and that teachers treat them fairly

Development areas from the pupil voice:

- Only 36% of SEND pupils felt they would ask if they didn't understand something compared to 55% of non send pupils –this could be an area to look into and explore whether strategies could be put in place when children feel they need help but struggle to verbalise this.
- 63% of SEND pupils compared to 99% of Non send pupils felt they were always getting better or improving their work most of the time. Again celebrating success with SEND pupils and the small steps they make could be explored to make this more explicit to the SEND pupils

Complaints regarding SEND Provision

The school has a formal complaints procedure and parents / carers who wish to complain about SEND provision are informed how to go about this. There have been no complaints made about our SEND provision. If a complaint needed to be made parents should contact the head teacher or the governor for SEND and speak with them about the nature of the complaint.

FURTHER ADVICE AND SUPPORT

If you live in Derbyshire you can contact <https://www.derbyshireiass.co.uk>

Or call the Advice Line Monday to Friday 9.30 - 3.00pm

You can leave a message outside these times and they will call you back as soon as possible. Phone 01629 533668

Information on services available within Derbyshire can be found at the Derbyshire Local offer website
www.localoffer.derbyshire.gov.uk