



SEND IMPACT REPORT and Eureka's Local Offer for Pupils with SEND 2025/26



Updated July 2026

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 reviewed the SEND policy in March 2026.

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 3 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
	Laura Henderson SEND governor	I am a working mummy to two beautiful girls aged 10 and 4 who both enjoy and have shown me the benefits of sensory and Montessori play as well as helping me further understand the benefits of being out in nature and following interests. The likes of forest school and extra-curricular activities are very much enjoyed. As an individual I am passionate about supporting and advocating for SEMH needs. Through my career, I have had different roles working with children and young people. This has ranged from after school care for primary school children, assessing and supporting Foster Carers (Short Breaks and Kinship) to Safeguarding children and young people. My current role, as a Specialist Social Worker focuses on supporting children and young people, who are care experienced, with trauma and their mental health. I am also now our teams SEND Champion. I'm pleased to be supporting Eureka Primary School's SENDCo having seen the impact of SEND on children and their families, and also having seen the difference that this can make to both wellbeing and academic progress.

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.

What are the responsibilities for the leaders in school?

<u>Headteacher</u>	<u>SENDCO</u>	<u>GOVERNOR</u>
• 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.	• 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. Part of the SENDCO's role is ensuring that as parents you are: • 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, Inclusion support advisory teacher 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.	• 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 were judged to be a good school. When reporting on the provision made for SEND pupils, Ofsted said:

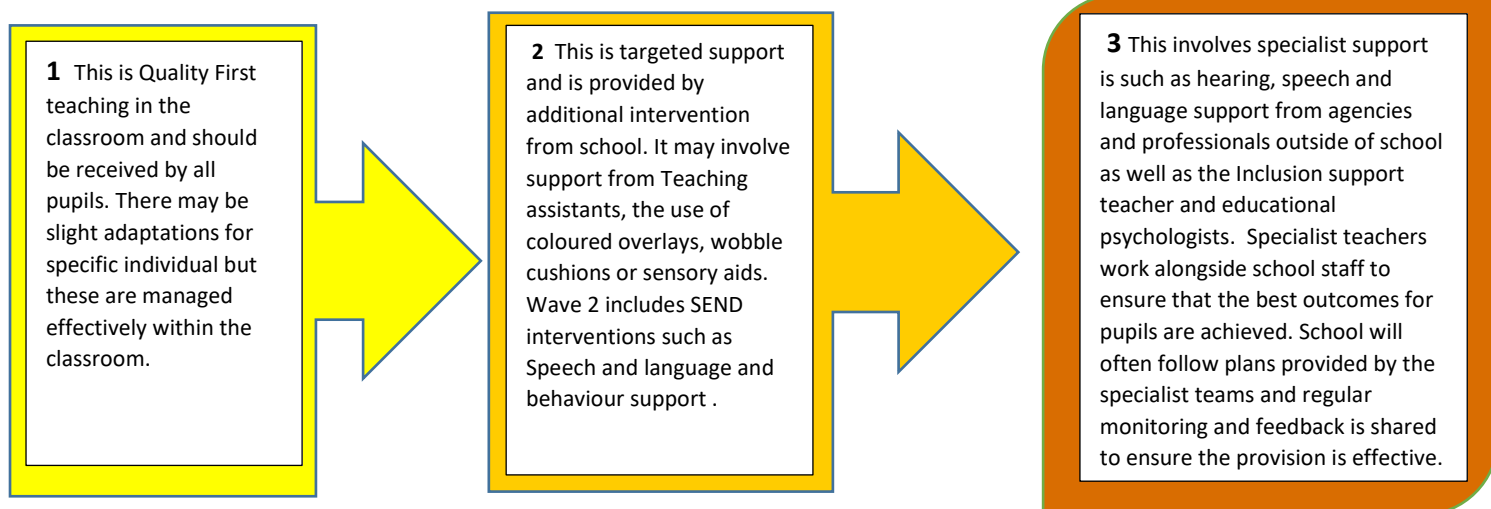
. The needs of pupils who are disadvantaged or have special educational needs and/or disabilities (SEND) are well met.

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. Concerns forms are in place to ensure concerns are documented and interventions planned accordingly.

Support for SEND pupils follows the Graduated Response.



Access and Inclusion

In school : Teaching and learning	The SENDCO provides training to all staff and supports their understanding around the different types of SEND and effective strategies to support. 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 child's needs where necessary. Specific resources and strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis if required, to meet the learning needs of pupils. The SENDCo may work with class teachers to plan and adapt lessons to meet a specific need. 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.
Training and personal development 2025 2026	WHOLE SCHOOL TRAINING • GDPR training • Safeguarding Training • KCSIE training <u>AUTUMN TERM</u> • SENDCO development day • SEND network meetings • ISAT support • PINS (partnership in Neurodiversity) training • Mind of my Own training • Parent carer Voice support • Work with ST GILES SPECIAL SCHOOL on communications • Drawing Club training • DSL training <u>SPRING TERM:</u> • Adaptive teaching • PINS training -behaviour as communication • Relational planning with virtual school • Virtual school training on supporting pupils with trauma • Pins training -improving inclusion and access by developing skills for regulation • Trauma training by Staffordshire virtual school • PINS training – interoception • Pins training - EBSA <u>SUMMER TERM:</u> • PINS training Evaluation/celebration • SENDCO network meeting and development days • PINS ND and hormones • Live LINK Speech and Language training • St Giles behaviour training • Delivered staff training on sensory expectations for 2026 27 • Preparing for Ofsted training and being OFSTED ready training • Progression framework training • Strategies to support transition webinar • ISAT in to review year and develop action plan for 2026 27

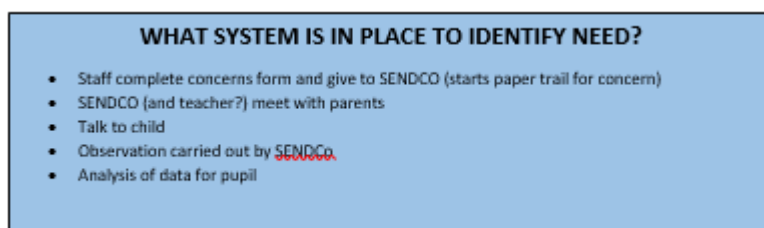
In school - access arrangements for Inclusion	Eureka Primary School has no specialist SEND provision (such as an enhanced resource unit). We have toilet facilities for wheelchair users and the school also benefits from external ramps that allow access to all areas of the school. The school will make 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 however this is not suitable for supporting pupils regulate behaviours and is mainly used to support pupils 1:1 with intensive discussion/targeted interventions. Sensory audits are carried out as needed and adjustments made where possible to suit the needs of pupils. All classrooms are Dyslexia friendly and consideration is given to the fonts and colours used in whole class teaching. 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?



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.

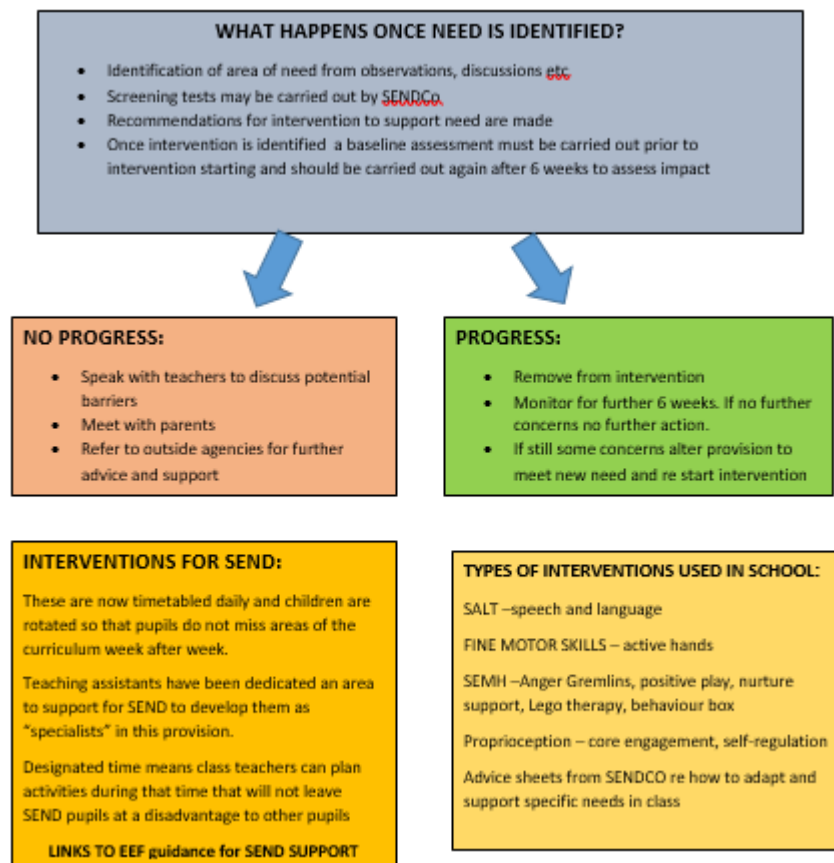
Pupils who are Looked after by the Local authority are also supported through the Designated teacher (Mrs White) and the Virtual school. Termly meetings are held to discuss progress and the support needed for the child.

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?

Wellbeing and mental Health	Physical
• Anger gremlins • Forest School • Lego • Nurture • SENDCO drop ins • Social stories • Sports coach/SEND cricket • Superflex • Transition group • Wellbeing ambassadors • WISP • Therapy dog	• Active hands/Fine motor skills • EYFS fine motor skills toolkit (NHS) • OT tasks • Proprioception • Physical Literacy • Touch typing
Cognition/Learning	Communication
• Dyslexia support pack • Hornet • Athletics • Meemo • Nessy • Phonics instruction • Priority readers/school volunteer readers • Small steps • SNIP • S.O.S spellings • Toe by toe • Word wasp	• DLD group • Lego • Neli • SALT intervention • Superflex

Medical support is also offered through school seeking advice from:

- Community nurses
- Hearing impairment team involvement
- Visual impairment involvement
- Occupational health
- SPOA referrals

The support offered by the Local authority changed from September 2024 and no longer involves specialist teachers coming to schools to work directly with pupils identified as having high needs. All support for pupils is now delivered by a designated advisory support teacher (ISAT). Below is the Local Authorities statement on how they will work with schools in the next academic year:

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 direct teaching sessions."

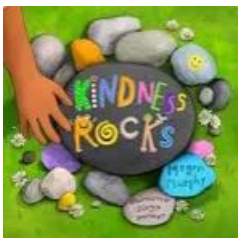
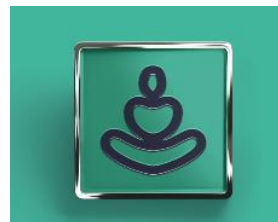
Dyslexia style difficulties

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 regularly 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 have completed the Anti-bullying Ambassadors Diana awards achieving the RESPECT, WELLBEING and ANTI-SEXUAL BULLYING AWARDS to ensure that pupils feel able to report any incidents and concerns. This has also developed strategies to support pupils who feel they are being bullied. At Eureka we have a designated member of staff who works with the well-being 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 and support pupils with their wellbeing and mental health. A child friendly leaflet on what to do if you are being bullied has been created by the anti-bullying ambassadors. Each class has a worry box and the ambassadors check these regularly to support in resolving any issues. As a school we promote RESPECT and WELLBEING and our ambassadors are also trained in peer mediation to support pupils resolve minor conflicts and fallouts.



This year as part of Anti-bullying week, the Anti-Bullying Ambassadors worked with their classes on the book “Kindness Rocks” by Megan Murphy. Each child produced and designed a rock that would spread a message of kindness to others. Each year the school embarks on a whole school piece of work for anti-bullying week that contributes 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.



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 and/or targets from outside agencies will be reviewed at least termly 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.
- A new Parent's section for SEND has been developed on the school website. This contains information on the SEND register as well as the SEND Newsletters and information on different areas of SEND and how to support at home or seek further advice.
- We have a parents library of books on various SEND topics that can be loaned to parents.

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 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 one page profile and Zones of Regulation toolkit are developed during transition to support all children in school to support staff in getting to know what works for each child in their class.

When moving 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.

This year a Parents coffee morning was held in the spring term with staff from the local secondary schools and representatives from Derbyshire parent/carers voice. This gave parents of pupils in years 5 and 6 an opportunity to voice concerns and ask questions and helped to reduce parental anxiety around transition as we recognise the move from primary to secondary is a big step for both pupils and parents.

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 hold 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 and a request for enhanced transition support from the school the child is moving to.

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, Early Help, Compass Changing Lives (supporting mental health). In September 2024, Eureka was allocated an Advisory teacher (ISAT) who works with school to develop SEND support further through conducting an audit and identifying areas to develop. The ISAT this year is Claire Goulding.

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. The school will make reasonable adjustments to the classroom and school organisation as well as ensure suitable resource allocations are made to ensure the child is not treated less favourably than other children. 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 via the Local authority school admissions department.

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

In the Summer term of 2025/26 there are 43 children on our SEND Register (29% of the school population).

EHCP	Inclusion Funding	K (receive support from school)	Monitoring	Medical
10	3	16	9	5
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.	Inclusion funding is allocated to pupils following an application and review at a local authority panel. Funding can be allocated for a period of up to 1 year and can be used to provide support (not resources) to a pupil	These children may access, visual impairment services (VI), Hearing Impairment Services (HI) and the sensory and physical impairment services (PI), nurture through sports coach and forest school, targeted and specialist support	Quality First teaching, TA interventions, small group work, 1:1 support, emotional nurture support, Brick club, tutoring	These pupils have a medical need and are on the SEND register to ensure this is well managed but these pupils currently only require access to Quality First Teaching to meet their needs
WAVE 1, 2 and/or 3	WAVE 1, 2 and/or 3	WAVE 1, 2 and 3	WAVE 1 and 2	WAVE 1

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 July and are reviewed throughout the year. Copies of IEPs are shared and discussed with parents at parents evenings and a copy of the plan provided to take home.

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. Some children have targets on their EHCP or ISAT plan which are reviewed in the same way and shared with parents. 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 (medical and monitoring).

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 and will link to the targets provided by SEND specialists. 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 a school 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.

For more information on how the SEND register is organised and further information on who requires an IEP see the SEND parent section on the website, this can be found by clicking [here](#).

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

BREAKDOWN OF REGISTER BY AREA OF NEED

ALL PUPILS INCLUDING those without a plan (43 pupils)			
Cognition and Learning	Physical/Medical	Social, emotional and mental health	Communication and interaction
14	5	5	18
14/43 = 33%	5/43 = 12%	5/43 = 12%	18/43 = 42%
PUPILS WITH AN IEP/PLAN IN PLACE including EHCP and INCLUSION FUND (29 pupils)			
Cognition and Learning	Physical/medical	Social, emotional and mental health	Communication and interaction
13	0	3	13
13/29 = 45%	0/29 = 0%	3/29 = 10%	13/29 = 45%
PUPILS without IEP/plan /additional targets in place including medical (14 pupils) – currently met by QFT			
Cognition and learning	Physical/medical	Social, emotional and mental health	Communication and interaction
1	5	2	6
1/14 = 7%	5/14 = 36%	2/14 = 14%	6/14 = 43%

Year group Breakdown: 2025 2026 Overview (including monitoring list)

SEN BY YEAR GROUP – including monitoring lists

Year group	EHCP	INCLUSION FUNDING	K+/K with plan	K+/K without plan	TOTAL SEND	% of yr group	% of whole school
R		3			3/19	16%	2%
1	2	0	0	2	4/21	19%	3%
2	3	0	3	1	7/20	35%	5%
3	1	0	5	2	8/19	42%	6%
4	2	0	0	3	5/20	25%	3%
5	0	0	5	4	9/22	41%	6%
6	1	1	2	2	7/24	29%	5%
WHOLE SCHOOL TOTAL					43		

SEN BY TYPE PER CLASS GROUP – including monitoring list

Year group	EHCP	Inclusion fund	K+/K with plan	K+/K no plan	TOTAL SEND
ADVENTURERS	2	3	1	0	6/30 = 20%
THINKERS	3	0	3	1	7/30 = 23%
EXPLORERS	3	0	5	4	12/27 = 44%
INVESTIGATORS	0	0	3	4	7/28 = 25%
ENQUIRERS	1	1	4	4	10/30 = 33%
WHOLE SCHOOL TOTAL					43/145 = 30%

Data 2025-26 Attainment codes: red = below , yellow = lower end of expected band, green expected, purple above

2025/26	% 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	7/42 = 17%	22/42=52%	11/42 = 26% 2/42 = 5% GD	19/42 = 45%	16/42 = 38%	6/42 = 14% 1/42 = 2%	3/42 = 7%	21/42 = 50%	18/42 = 43%
SPR	11/43 = 26%	21/43= 49%	10/43 = 23% 1/43 = 2% GD	15/43 = 35%	20/42 = 47%	8/43 = 19%	3/43 = 7%	24/43 = 56%	15/43 = 35% 1/43 = 2%
SUM	10/43 = 23%	18/43 = 42%	12/43 = 28% 3/43 = 7% GD	14/43 = 33%	19/43 = 44%	9/43 = 21% 1/43 = 2%	2/43 = 5%	25/43 = 58%	15/43 = 35% 1/43=2% GD

SUMMER TERM BREAKDOWN

36% of the children awarded a special achievement award at the end of the year were SEND children.

READING: In the summer term there has been an increase in SEND pupils working at greater depth and overall 35% of SEND pupils are working at or above expected levels. The majority of SEND pupils are working within the working towards level with 42% of pupils working at this level -although 7 pupils 39% of this group are less than 4 marks from the 100 expected level and it would be beneficial to have this group as a focus next year.

WRITING: In the Summer term there has been a further decrease in the number of pupils working in the below category for writing – falling by 12% since the Autumn term. At the end of the summer term there are 21% of SEND pupils working at expected levels and 2% working at greater depth. A further 44% are working within the year group (so less than a year below end of year expectations) but have not quite made expected levels at the end of the year. Of the 15 pupils who have a small steps document, 100% have made progress. 47% of SEND pupils with a small steps document made expected progress or better – some making significant progress and a further 53% making progress although just short of the overall expectation. Only 1 pupil did not make good levels of progress in writing and this has been due to attendance and EBSA. and now working with their age group or just 1 year below. ICT is now being used more widely to support pupils record their ideas - this will be developed further through the use of a scanning pen, which school won and has been assigned to a year 4 pupil.

MATHS: In the summer term there are 35% of pupils working at expected levels in Maths. There is 1 pupil with SEND working at greater depth in maths. 58% of pupils are working towards the expected standard and only 5% of pupils working below -all of which have an EHCP or inclusion funding to support significant needs. There are 4 pupils who are working at almost expected levels and should be a focus for intervention next year.

SMALL STEPS DOCUMENTS

There are 15 pupils working on small steps documents this year (up from 12 in the Autumn term). This means the pupils are working significantly below their age-related expectations. Small steps documents allow us to ensure pupils make progress. These are monitored termly.

For the past two years all SEND pupils with a small STEPS DOCUMENT made progress. In 2024/25 20% of SEND pupils made at least expected progress in reading and in 2025/2026 this increased to 80% of pupils with a small steps document, In 2024/25 67% made expected progress in writing -this fell to 50% in 2025/26 although the remaining 50% made progress but just short of the expected progress for the year. In 2024/2025 11% making over 60 small steps in the year (double that expected) and this rose to 21% making double the amount of expected progress in 2026/2026. 80% of pupils with a small steps document made expected progress in maths in 2024/2025. This fell to 50% in 2025/2026 with the remaining 50% making progress but just below expected levels for the year. In 2025/2026 only 4 pupils have small steps documents for maths.

Pupil Voice

Pupil voice questionnaires are carried out every 2 years and this year an action plan to support the findings has been produced to ensure that steps are taken to act on the results. The main points from the feedback in 2025/2026 were as follows but a full breakdown of the results can be found on the school website. An action plan was created to follow up on the information from the pupil voice and pupil voice carried out again in the summer term. This showed a largely positive increased in pupil wellbeing over the year. This report can be found in the SEND parents section on the website.

- 72% of the whole school enjoy coming to school most of the time/always. Within this the breakdown for SEND v NON send is as follows: 94% of non-send pupils enjoy coming most of the time v's 63% of SEND pupils.
- 100% of all pupils feel the teachers are friendly and helpful
- 81% of SEND pupils felt that behaviour was always/mostly good compared , which is an increase from 45% in the survey carried out in 2023/24
- 98% of the whole school felt that adults listened to their views and opinions most of the time/always with 96% of SEND feeling listened to most of the time/always compared to 100% of non-SEND pupils
- 93% of the whole school felt they learnt about different disabilities, cultures and interests in assemblies most of the time/always. This was higher in SEND pupils who felt this happened 94% of the time compared to 88% of non-SEND.
- 94% of the whole school felt they were encouraged to treat others fairly most of the time/always. 94% of non-SEND felt this was the case compared to 76% of SEND. In the breakdown for SEND pupils it was those that had an IEP where fewer children felt they were encouraged to always treat others fairly at 56% compared to 86% of pupils with an EHCP and 83% of pupils with an ISAT plan. In KS1 64% of SEND pupils felt they were encouraged to always treat others fairly compared to 81% of SEND pupils in KS2
- 81% of SEND pupils in KS2 and 91% of KS1 felt there was an adult to help them compared to 100% non-SEND in both key stages.

PARENT VOICE

This year Parent voice has been carried out through the school's involvement in the PINS project and the Parent carer voice team came in to survey parents views about SEND in school and within the Local authority. The main findings are outlined below:

• The support children get in school is good
• We like after school clubs, my kids enjoy coming. I don't think I would change anything.
• Mrs White is lovely and is always happy to help and have a chat
• Great parent and teacher relationships
• The support we receive from school is excellent
• Communication with the SENDCO and the headteacher is great. Any issues are discussed and quickly resolved

Where there were concerns these mainly linked to the Local authority and the main concerns are around long waiting lists for CAMHS, limited interventions available for Primary children with anxiety, a lack of direct communication with caseworkers and LA officials, having to go private for a dyslexia diagnosis and lack of trauma support for children.

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 or by scanning the QR code below

