



## SEND Information Report

Approved by: B.Suddhi

Date: January 2026

Last reviewed on:

January 2026

Next review due by:

January 2027

Signed by:

Headteacher

Date: January 2026

Chair of governors

Date: January 2026

## Contents

- Our school's approach to supporting pupils with SEND
- Categories of SEND Needs
- What are the different types of support available for children with SEND in our school?
- Who can I talk to about my child's needs?
- Identifying and assessing pupils with SEND
- Consulting with pupils and parents
- Involving key stakeholders
- Transition support
- Teaching approach
- Adaptations to the curriculum and learning environment
- Inclusivity in activities
- Supporting emotional and social development
- Evaluating effectiveness
- Handling complaints
- Local Offer
- Named contacts
- Additional support

## Our school's approach to supporting pupils with SEND

Pear Tree Infant and Nursery School, endeavours to provide all children with a nurturing environment that provides a safe space, which helps children feel happy and ready to learn. With the support of trained practitioners and external professionals, we aim to offer a bespoke curriculum that targets children's personal, social, emotional and academic needs. Our highly skilled staff will be supported by the school SENDCo to deliver a graduated response that facilitates and delivers quality-first teaching facilitated through high quality learning opportunities that promote effective engagement and build on existing knowledge and skills that prepare our children for their next stage of learning.

At Pear Tree Infant and Nursery School, we adopt a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is reasonable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

## Categories of SEND Needs

As an inclusive school, we provide support for pupils who may fall into at least one of four areas, though many children will have co-occurring needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

### **Communication and interaction**

Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

### **Cognition and learning**

Pupils may demonstrate moderate, severe or profound learning difficulties; specific learning difficulties such as dyslexia or dyspraxia which require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

### **Social, emotional and mental health**

Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

### **Sensory and/or physical needs**

Pupils may have profound and permanent deafness or visual impairment or reduced, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

## **What are the different types of support available for children with SEND in our school?**

### **Class teacher input, through Quality First Teaching:**

This would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That teachers use a range of methods and strategies, so that your child is fully involved in learning in class.
- That specific strategies, scaffolds and concrete resources are in place to support your child's learning.

### **Targeted support:**

This is the first stage of the SEND graduated response process and the adaptations and additions that are made are internal to the school.

Target teaching which will primarily be facilitated through:

- Quality-first teaching in the classroom.
- Additional support may be required through smaller groups which will be delivered by the class teacher or teaching assistant.

### **Specialist support offered by outside agencies, e.g. Speech and Language therapy:**

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional external to the school. This may be from:

- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Education Psychology Service.

What could happen if specialist support is required:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the different ways your child is given support.

### **Specified Individual support – EHCP**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and target teaching. Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' they will decide whether they think your child's needs, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the receiving the reports, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The Moving Forward Together (MFT) meeting will also outline how the support should be used, and what strategies must be put in place. It will also specify long and short-term goals for your child.

- The school will then submit an element 3 funding request based on the recommendations set in the EHCP and the council will decide if and how much funding will be allocated to you child.
- An additional adult may be used to support your child with whole class and group learning. Other resources may also be secured through this funding, but this is a collaborative decision involving education and health care professionals.

## Who can I talk to about my child's needs?

### **The class teacher responsible for:**

- The progress and development of every pupil in their class through Quality-First Teaching (QFT) and high-quality provision.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Ensuring smooth transition for pupils with SEND through effective liaison with teacher, parents and SENDCo.
- Ensuring they follow this SEND policy.
- Be held accountable for progress and provision of SEND pupils through pupil progress meetings and the performance management cycle.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENDCo to identify their own training needs around SEND.

### **The SENDCo and Deputy Headteacher: Mrs S. Khan responsible for:**

- Having day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support.
- Monitoring, reviewing individual plans and EHCPs on a regular basis.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services

- Liaising with potential providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensuring the school maintains an up-to-date register and records for all children with SEND.
- Arranging appropriate whole school and individual SEND training and surgery sessions.
- Ensuring efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff professional development meetings, to include outside agencies where appropriate.

**The Headteacher: Mrs B. Suddhi responsible for:**

- Ensuring that the trust SEND policy is adhered to and followed within the school.
- Being responsible for the implementation of the SEND Strategic Plan within their own school.
- Upholding the inclusive vision, values and practice of the school.
- Working with the SENDCo to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Having overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Monitoring the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensuring that resources are deployed effectively and efficiently to meet pupil need.
- Ensuring the deployment of staff so that appropriate transition arrangements are planned for SEND learners.
- Reviewing the procedures and practices in school as part of the ongoing self-evaluation process and ensuring all children receive their entitlement to a broad and balanced curriculum.
- Ensuring a SEND Information Report is written annually, is evaluated by governors and is shared on the school website.
- Developing effective relationships with parents so that they feel valued, supported and included.

Name of SENCO	Email address	Phone number
Mrs Shazia Khan	<a href="mailto:s.khan@peartreei.derby.sch.uk">s.khan@peartreei.derby.sch.uk</a>	01332 767244

## Identifying and assessing pupils with SEND

Referring to the SEND Code of Practice: 0-25, 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. Class teachers make regular assessments of progress for all children. From this, the school can identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of pupils, for example those who are in Care and/or eligible for the Pupil Premium. When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo, the class teacher and parents, and will consider all the information gathered, including:

- The child's areas of strengths and difficulties
- Parent/carer concerns
- Additional support your child may receive
- Referrals to outside professionals, to support your child's learning

Where a pupil is identified as having Special Educational Needs and/or Disabilities (SEND), the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four-part cycle, known as the graduated approach:

**Assess:** An analysis of need will be carried out by all concerned, including external professionals.

**Plan:** A targeted plan devised by the school SENDCo in collaboration with the class teacher, pupil and parent, will be agreed by all stakeholders.

**Do:** Agreed support and interventions will be delivered.

**Review:** The effectiveness of the intervention/ targeted support will be reviewed on a half termly cycle.

## Consulting with pupils and parents

We aim to work with the child and parents/ carers throughout the graduated process. At Pear Tree Infant School, we adopt a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is reasonable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

## Involving key stakeholders and external agencies

We aim to involve all key stakeholders by starting the referral process early, following consent from parents and carers. The referral(s) made will depend on your child's needs. For example, following a speech screen assessment a child may require a referral to the Speech and Language Service for an initial assessment. Similarly, when difficulties in learning continue and little progress is made following two cycles of the graduated response, a SPoA (Single Point of Access) referral is made to the community paediatrician.

Following assessment of your child, recommendations are provided by medical expert and next steps will be identified and implemented based on the advice received. In the case of a speech therapy plan, school will liaise with the speech therapist throughout the delivery of the plan, ensuring that progress is reviewed, and next steps are identified to continue the progression cycle.

## Who are the people providing services to pupils with SEND in the school

### School provision:

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants working with either individual children or small groups.
- Mentors offering support for children with emotional and social development.

### Local Authority Provision:

- Educational Psychology Service
- Specialist Teachers (STEPS)
- SALT (Speech and Language Therapy)
- Education Welfare Officer
- Behaviour Support Service

## Social Care Health Provision:

- School Nurse
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians (Community CYP Health) Voluntary Provision:
- SENDIASS <http://www.derby.gov.uk/education-andlearning/schools-and-colleges/SENDdiass/>
- Umbrella <http://umbrella.uk.net/>
- Fun8bility <http://stjamescentrederby.co.uk/fun-abili8y>
- Disability Direct <http://disabilitydirect.com/derby/>
- Derby City Parent and Carer Forum: <http://www.derbycityparentcarerforum.org.uk/>
- Contact a Family <http://www.sendirect.org.uk/providers/contact-afamily/my-services/contact-afamily-derby-east-midlands/>

## Progressing towards outcomes

Pupils with SEND will have a MEP (Multi-Educational Plan) as an essential part of the graduated approach. It will identify personalised pupil targets; what teachers will do to help them achieve their targets and what parents can do to support progression towards targets at home. The MEP will be reviewed once each term and where appropriate half-termly, throughout the academic year. Parent and pupil contributions will play a pivotal part of the target setting and review process and their feedback will form part of the new targets. Pupils will receive a targeted teaching approach that ensures that teaching and learning remain personalised and purposeful.

## Transition support

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENDCo will visit schools when appropriate (this may be with EYFS lead if joining reception)

- Your child will be able to visit our school for an induction and have a phased transition if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. MEPs will be shared with the new teacher.

In Year 2:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's new junior/ primary school. If appropriate, a transition review meeting will take place with the SENDCo from the new school.
- If appropriate, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- In some cases, your child will visit their new school for extra transition, and staff from the new school will visit your child in this school.

## Teaching approach

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt 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, daily if needed, to meet your child's learning needs.

## Support for parents of children with SEND

The class teacher is 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 that similar strategies can be used.

- The SENDCo is available to discuss your child's progress or any concerns or worries that you may have.
- All information from external professionals will be discussed directly with you.
- Individual plans will be reviewed with your involvement every term and where appropriate, every half term.

## Adaptations to the curriculum and learning environment

Class teachers plan lessons according to the bespoke needs of all groups of children in their class and will ensure that your child's needs are met.

- Teachers will use quality-first teaching to offer a personalised learning experience and encourage inclusion of pupils with SEND needs.
- Teachers will differentiate planning across the curriculum to personalise learning so that it is in line with the stage of learning for your child, in each subject.
- Teachers will target teach children, during lesson time, to support children in meeting their targets as specified on their MEP (Multi-Educational Plan).
- Resources and practical strategies will be used to scaffold learning and support your child individually and in groups.
- Support staff, under the direction of the class teacher, will support in the delivery of speech and language programmes and will deliver talk-time games to support in the development of speech, language and communication.
- All classrooms will include a quiet space where children can down-regulate using the 'All About Me' box.
- The Early Years Foundation Stage will provide a range of exciting spaces for children to play and learn including the sensory room, outdoor quad, reading den and Blossom Tree Class.
- Continuous provision will be inviting, engaging and accessible to all children encouraging the growth of curious minds and nurturing a love for lifelong learning.

## Inclusivity in learning

Quality first teaching is embedded within the SEND code of practice and primarily focuses on the inclusion of all pupils in high quality, everyday teaching. It is a graduated approach that goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every pupil can access every lesson in a way they are able to achieve and progress.

At Pear Tree Infant and Nursery School we will ensure that:

- Lessons are differentiated, highly focused with clear learning outcomes.
- We have high expectations of learner engagement.
- Opportunities are in place for learners to succeed as well as being challenged.
- Opportunities for verbal interactions for all learners.
- There is an emphasis on learning through dialogue, supporting our pupils with SEND through visual resources.
- Adults use positive affirmations from our school praise wall to engage and motivate learners.
- There are key words visible with picture associations and referred to within lessons.
- A range of resources and strategies are evident in planning and delivery. For example, the use of visual aids, concrete resources, hands-on and experiential opportunities, use of symbols, pictures and colour.
- Clear, structured lessons enable classwork to be varied including independent, paired and group work to support with developing independence as well as group work skills.
- Knowledge and understanding are not assumed. Clarity regarding tasks and learning objectives need to be shared with the learner. Examples and explicit models support learner ability to access learning tasks.
- We simplify language and optimise pupils' talking time
- We make links to prior learning.
- We engage children in regular revision and repetition.
- We break up learning tasks: build in movement from one task to another where possible, change pace, change activity and have brain breaks.
- We use memory aids: for example, visual stimuli, songs and rhymes.

## Supporting emotional and social development

We recognise that some children have emotional and social needs that need to be developed and nurtured.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer: -

- Time to talk for Children: developing self-esteem
- Time to talk for Children: developing social skills
- Time to talk for Children: developing friendship skills
- Play based on the principles of 'Theraplay'
- Emotional Literacy Support (ELSA)
- Sensory Circuits
- Pastoral work with the Headteacher and SENCo
- Access to the school's sensory room

If your child still needs extra support, with your consent the SENDCo will access further support through external agencies.

## Evaluating progress in school

Your child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally with the Headteacher and SENDCo at every assessment point in phonics, reading, writing and maths and the broader curriculum.
- Multi-Educational plans will be reviewed at the at the end of each term and where appropriate, each half term (assess, plan, do, review).
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults, including external agencies, involved with the child's education.

## Additional support

The school budget includes money for supporting children with SEND.

- The Headteacher deploys resources for Special Educational Needs and Disabilities based on analysis of need.
- The Headteacher and the SENDCo discuss all the information they have about pupils with SEND in the school, including children receiving extra support, the children requiring extra support and the children who have been identified as not making adequate progress. An informed decision is then made, and future resourcing and training needs are identified.
- The school identifies the needs of SEND pupils on a provision map, which is reviewed regularly to ensure the effective use of resources.

## Handling complaints

Pear Tree Infant and Nursery School has a complaints policy which can be found on our website. As a school, we encourage you to discuss any concerns with the Headteacher (Mrs B. Suddhi). Linked documents on the school's website include:

- Complaints Policy
- Trust SEND Policy
- Anti-Bullying Policy
- Complaints Procedure (as part of Complaints Policy)
- Equality and Diversity Policy
- Supporting pupils at school with medical conditions
- Safeguarding Policy

## Local Offer

[Derby's SEND Local Offer - Derby City Council](#)

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

## Named Contacts

Name of individual	Email address	Phone number
Mrs B Suddhi – Designated Safeguarding Lead, Head Teacher	<a href="mailto:head@peartreei.derby.sch.uk">head@peartreei.derby.sch.uk</a>	01332 767244
Mrs S Khan – SENCO, Deputy Head Teacher, Deputy Safeguarding Lead	<a href="mailto:s.khan@peartreei.derby.sch.uk">s.khan@peartreei.derby.sch.uk</a>	01332 767244