

PARWICH PRIMARY
SCHOOL
SEND INFORMATION
REPORT
2025-2026



WHAT IS A SEND INFORMATION REPORT?

A SEND information report shares information about how a school helps children who need extra support.

- At Parwich, we work within the Local Authority Offer (which can be found at <http://www.derbyshiresendlocaloffer.org/>) and we follow the guidelines from the Revised Code of Practice 2014.
- We ensure that all our children are included in every aspect of learning and school life. Occasionally, some children may require additional support for a few weeks, months, or even longer to meet their needs. These children might receive focused intervention work.
- If a child's needs continue over time, they may be identified as having special educational needs (SEND). This process involves discussions with parents or carers, the child (when appropriate) and the class teacher.
- Our school's definition of SEND:
“Any child who receives support that is additional to or different from everyday practice and/or receives assistance from outside agencies.”
- This SEN Information Report outlines the provision we offer and the support available.



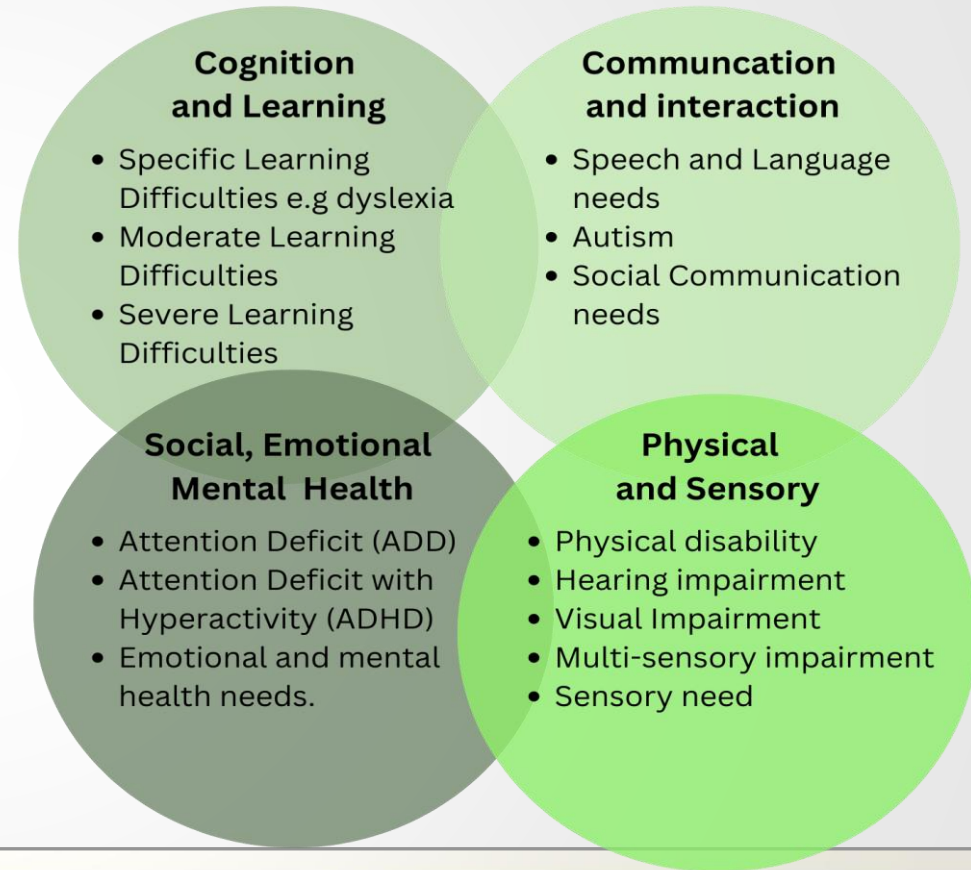
DO CHILDREN WITH SEND COME TO PARWICH SCHOOL?

We are a mainstream school, and the majority of our pupils are expected to reach the learning goals for their age. Some of our pupils do have special educational needs and/or disabilities.



WHAT KINDS OF SEND DOES PARWICH PRIMARY SCHOOL MAKE PROVISION FOR?

Children in our school have differences in four main areas of need.



WHAT IS THE DERBYSHIRE LOCAL OFFER?

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN).

The **Derbyshire County Council SEND Local Offer** is an online platform that provides information on all the services, support, and provisions available for children and young people with SEND, from birth to age 25, within Derbyshire. It serves as a one-stop shop where parents, carers, and young people can find detailed information about support options, resources, and services.

It provides key information on services, details on how to access support, expectations and guidance of different services and Information on Education, Health, and Care Plans.



WHO'S WHO?

FIONA TOMBLIN - HEADTEACHER

Responsibilities:

The day-to-day Leadership and Management of all aspects of the school; this includes the support for children with SEND.

She will delegate responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up-to-date about any issues in the school relating to SEND.

Alongside the Governing Body and in conjunction with the SENDCO, the Headteacher has responsibility for allocating the SEND budget.

If you would like to contact the Headteacher, please see the contacts page on our school website:

<https://www.parwich.derbyshire.sch.uk/contact-details/>



WHO'S WHO?

ANNELIESE DOBSON - SENDCO (SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR)

Responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating and sometimes delivering provision for children with SEND
- Advising teaching and support staff on SEND support
- Liaising with parents / carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents / carer 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) <https://www.gov.uk/guidance/equality-act-2010-guidance> regarding reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date

To contact the SENDCo, please see the contacts page on our school website:

<https://www.parwich.derbyshire.sch.uk/contact-details/>



WHO'S WHO?

JENNIFER BARKER – SEND GOVERNOR

Responsibilities:

The Governing Body, as part of the Leadership and Management of all aspects of the school, ensure that educational standards are constantly striving to improve and this includes the support for children with SEND.

The named SEND governor will delegate responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Alongside the Governing Body and in conjunction with the SENDCO, the Headteacher has responsibility for allocating the SEND budget.



WHO'S WHO?

ALL TEACHERS

Responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If a teacher has ongoing concerns about a child's progress, they will liaise with the SENDCO, who will offer advice and support.
- If the SENDCO and class teacher feel that SEND support is required, this will be discussed with parents / carers and the child will be placed on the school's SEND Support Register.
- The class teacher is the first point of contact for parents / carers who may have concerns / questions about their child's progress.

HOW DO STAFF DEVELOP THEIR KNOWLEDGE OF WORKING WITH CHILDREN WITH SEND?

The whole school attends training on various topics related to SEND to help foster a more inclusive environment and create a consistent approach across the board.

Understanding SEND:

Familiarising staff with different types of SEND, how they affect learning, and the importance of early identification.

Differentiation Strategies:

Practical ways to adapt teaching methods to meet the needs of all students.

Supporting Social and Emotional Development:

Addressing the emotional and social challenges faced by students with SEND.

Collaboration with Parents and Outside Agencies:

Effective communication with families and working with external professionals to support the students.

Legal Requirements and Policies:

Ensuring that staff are aware of the legal obligations and frameworks surrounding SEND support in schools.

WHAT DO THESE ABBREVIATIONS MEAN?



HOW DO WE SUPPORT PUPILS' SOCIAL, MENTAL AND EMOTIONAL HEALTH AND DEVELOPMENT?

Each class is taught PSHE once a week using PSHE Matters. This is a Derbyshire scheme of work developed for primary schools.

Aims:

- Provide a PSHE spiral curriculum that's accessible to all.
- Improve pupil's emotional literacy
- Help pupils stay safe and healthy
- Support schools to meet statutory requirements for Relationships Education / Relationships and Sex Education and Health Education (RSHE)

The learning takes place through 12 modules over a 2-year cycle.

For children with specific SEMH differences, we use Targeted Support and Specialist Support including CAMHS and Educational Psychologists.



The 12 modules are:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including the Sex Education element
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - including online and offline
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

CLUBS (WRAP AROUND CARE)

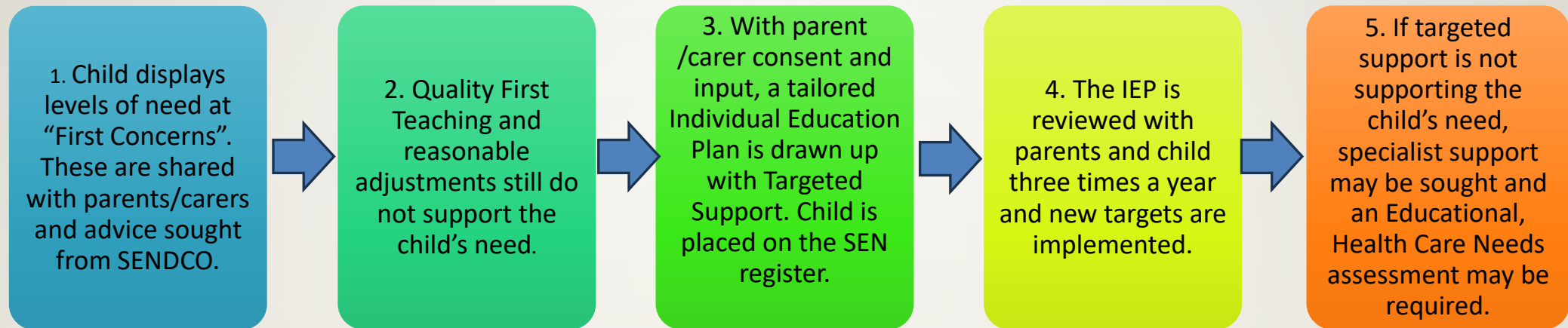
We offer a wide range of clubs to cater for varied interests/needs. Many of our children with SEND enjoy attending clubs throughout the year.

Our Clubs:

- Breakfast Club
- Sports
- Film
- Construction
- Art & Craft
- Puzzle
- Toys & Games
- Mindfulness Colouring
- SATs (Year 6)



WHAT IS THE PROCESS WHEN A CHILD IS FINDING LEARNING TRICKY?



We identify a child as having SEND if they receive any support which is additional to or different from everyday practice and/or receive support from outside agencies. We have a SEND policy in place to support these children. We also have an Intimate Care Policy for any children with specific needs which is available upon request.

Some children may remain on Step 4 for a period of time, if this continues to remain appropriate in meeting their needs. The SEN Support Register is a working document and children will move on and off the register dependent on their needs at any given time after consultation with parents / carers.

Step 5. Where children have complex needs and/or despite the school having taken relevant and purposeful action to support the child and the child does not make expected progress, the school or parents may request an Education, Healthcare, Needs Assessment. For more information see EHCP (page.7).

Targeted Support

WHAT LEVELS OF SUPPORT DO WE OFFER?

We use a whole school approach and ethos to promote inclusive practice. This is central to the Graduated Response.

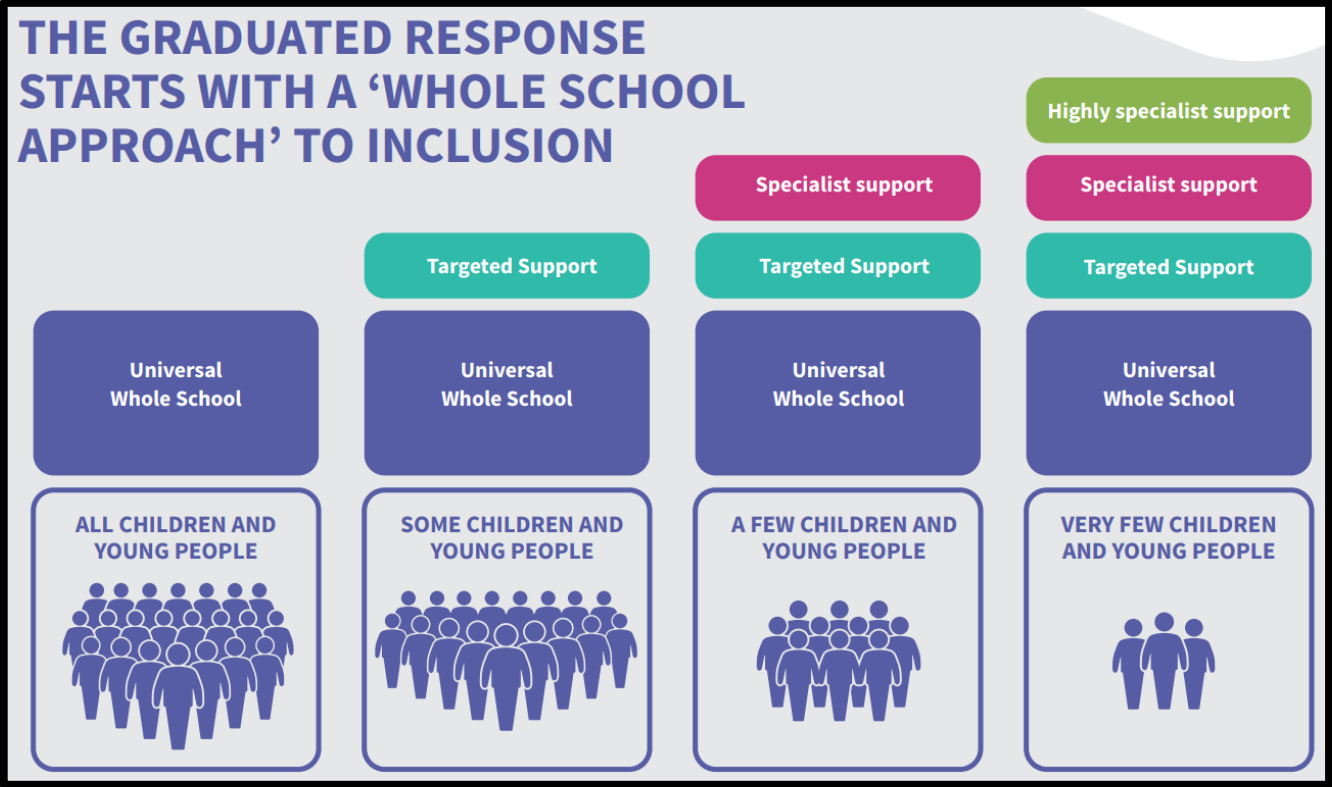
We offer:

Universal Whole School support - to include Reasonable Adjustments and Quality First Teaching to meet the needs of all children.

Targeted Support - provided by trained staff within school.

Specialist Support - support may be sought from outside agencies.

Support is offered dependent on need.



Taken from Derbyshire County Council.

Examples of Support at Parwich School

(based on need)

Early Help
Inclusion Panel
Single Point of Access
Educational Psychologist
Speech and Language
Autism Outreach
Building Sound Minds
CAMHS Engagement Intervention

Specialist Support

Cognition and Learning

Colourful Semantics
Phonics Interventions
Maths for Life
Scribes
Words First
Physical Literacy

Communication and Interaction

Receptive Language Interventions
Expressive Language Interventions
Phase 1 Phonics Interventions

Sensory and/or disability

Sensory Audit
Quiet Areas
Sensory Activities
Social Stories

SEMH

Earlier/Later Starts
Blob Trees
Autism , Identity and Me
Social Stories
Nurture Group
Positive Play
Emotion Check-Ins

Targeted Support

Wobble Cushions Fidget Accessories Weighted Snakes Ear Defenders Dough Disco
Fine Motor Activities Gross Motor Activities Calming Music Circle Time PSHE
Physical Breaks Word Banks Manipulatives Play Leaders Colour Monsters Visual Timetables
Now and Next Boards Meet and Greet Busy Bee Books

Universal Support

WHAT ARE REASONABLE ADJUSTMENTS?

Reasonable adjustments can include having a safe place/quiet room where the child can go, carefully choosing where a child sits in the classroom, extra help or specialist equipment.

I go to a quiet place, if I feel overwhelmed.

I use a wobble cushion.

I wear ear defenders, when it's noisy.

I work in small groups.



I wear soft clothing.

I arrive at school at quieter times.

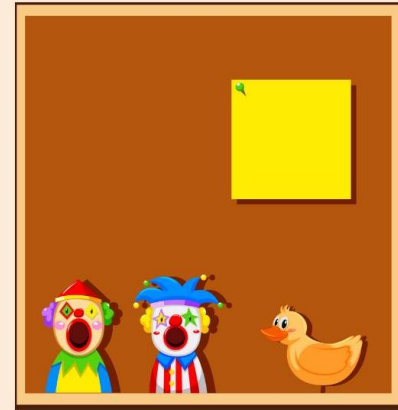
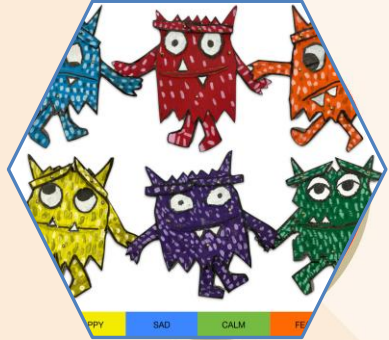
I use fidget aids to help me concentrate.

I use a laptop to record my work.

Universal Support

Quality First Teaching includes differentiated learning and strategies that are implemented by teachers, to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND). Quality First Teaching and a Graduated Response are embedded in the SEND Code of Practice. These include:

- Fun and active learning
- Movement breaks
- Word banks
- Visual images
- Calming music
- Wobble cushions
- Emotional check-ins
- School trips
- Visual timetables
- Hands-on learning
- Outdoor learning



WHAT IS QUALITY FIRST TEACHING?

Universal Support

WHAT IS TARGETED SUPPORT?

Targeted support is extra support that we can offer, when appropriate, within school by a trained member of staff.

- Colourful Semantics
- Phonics interventions
- Maths for Life
- Scribes
- Words First
- Physical Literacy
- Small group work

Cognition and Learning



- Receptive language interventions
- Expressive language interventions
- Phase 1 phonics interventions.

Communication and Interaction



- Earlier/later starts
- Blob Trees
- Autism, Identity and Me
- Social Stories
- Nurture Group
- Positive Play
- Emotion check-ins
- Flexi-schooling

Social, Emotional, Mental Health



- Sensory audit
- Quiet areas
- Weighted snakes
- Sensory activities
- Physical breaks

Sensory and/or disability



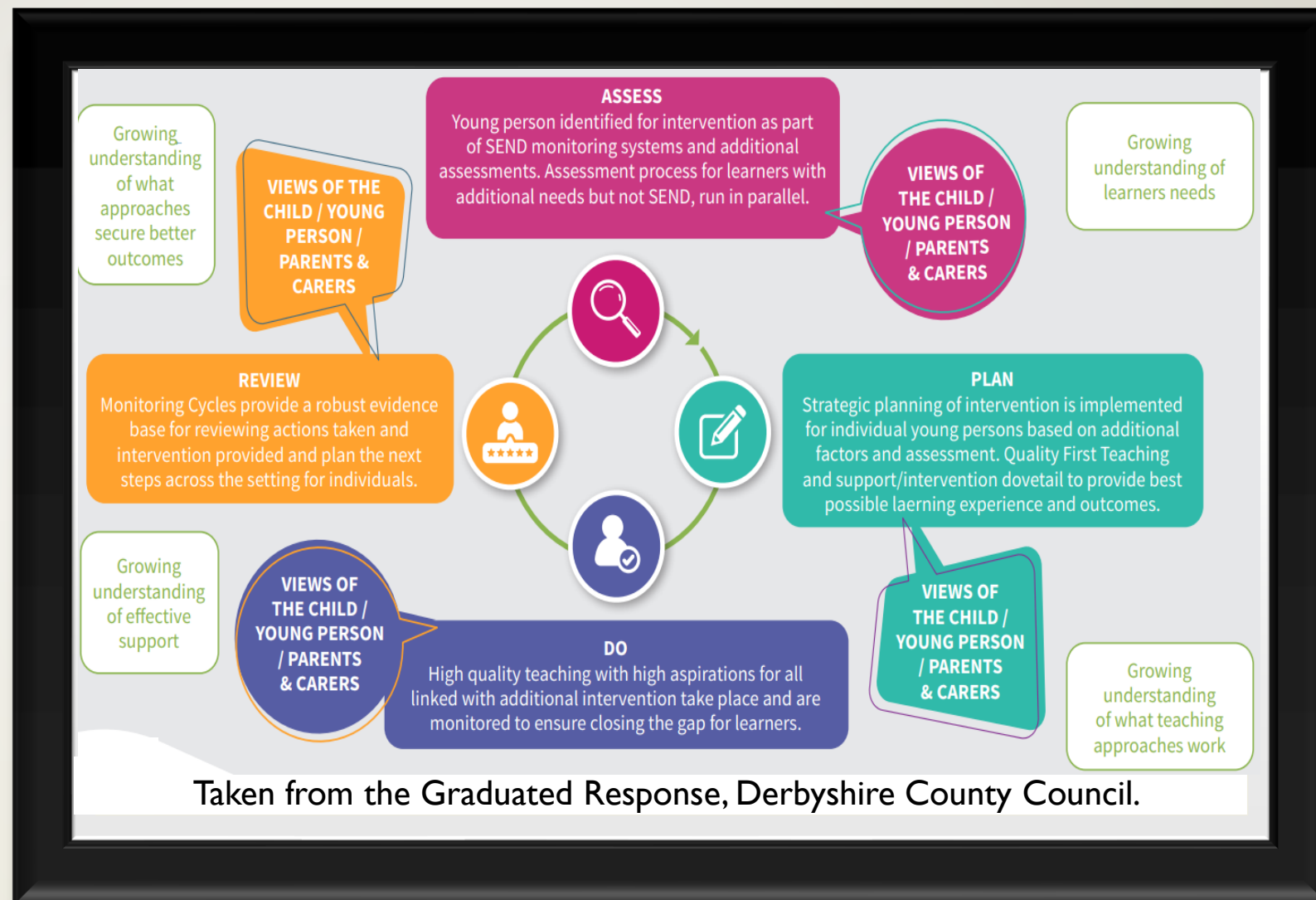
Targeted Support

INDIVIDUAL EDUCATION PLAN (IEP) PROCESS

If a child's needs cannot be met through QFT and Reasonable Adjustments alone, and with consultation and agreement from parents/carers, an Individual Education Plan (IEP) is created.

An IEP is a personalised document developed for children and young people with special educational needs (SEND) or disabilities.

IEPs are written and reviewed three times a year to support pupil progress and respond to developing needs.



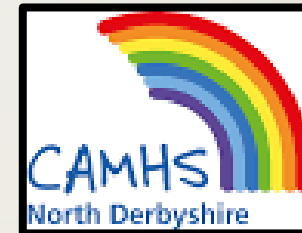
Targeted Support

WHAT IS SPECIALIST SUPPORT?

Specialist support is sought from outside Agencies. Examples are shown below::



- CAMHS
- Neuro hubs
- Early Help
- Inclusion Panel
- Single Point of Access
- Engagement Intervention
- Educational Psychologist
- Speech and Language Therapist
- Autism Outreach
- Compass
- Inclusion Specialist and Targeted Teachers
- Occupational Health



Specialist Support

THE EHCP PROCESS

If Targeted Support is not supporting the child's need, Specialist Support may be sought and an Educational, Health Care Needs assessment may be required.

Step One - Request an EHC Needs Assessment (6 Weeks)

A team of professionals from different backgrounds will look at what support has already been given. They will also look at how funding is being used. A decision will be made at this point whether an EHC assessment needs to happen. If the team decides that an EHC needs assessment is not necessary, you will be given reasons why. The team will also give you information about how to get any extra help that you may need.

Step Two - Co-ordinated Assessment (6 weeks)

If the local authority agrees to do an EHC needs assessment, a SEND officer will talk to you about the process. The SEND officer will work with the family and any professionals to create the first draft of the EHC plan. There will be a meeting to discuss the EHC plan, unless you decide you don't need one. During the meeting, the SEND officer will ask you for your comments about the draft plan to include the child's, young person's and family's views. They will also ask professionals for comments.

Step Three – Planning (2 weeks)

The SEND officer will speak to a panel of education, health and social care professionals. The panel will speak about the type of resources and support that the child will need. The panel will organise the types of support and list them in the assessment. They will include the identified resources in the proposed EHC plan.

Step Four - Proposed EHC Plan Sent Out (3 weeks)

The SEND officer will send a copy of the proposed EHC plan to you, or parents and carers. They will ask for any more comments and will ask if you agree with the proposed plan.

Step Five - EHC Plan Finalised (5 weeks)

When you tell the SEND officer you agree with the plan, they will include a school or education setting in it. The SEND officer will then finalise the plan. The plan then becomes a legally-binding document. The plan will include details of the child's special educational needs. It will also detail what the school or setting should do to meet those needs. You can appeal the chosen school or setting up to 2 months after the date of issue.

Taken from Derbyshire County Council
<https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/ehc-plan/ehc-plan.aspx>

Specialist Support

HOW DO WE SUPPORT TRANSITION WHEN YOUR CHILD STARTS SCHOOL?

- Before children start in Reception, we will visit you and your child at home. This will give us the opportunity to meet your child in an environment that is familiar and comfortable for them. It will also help to build relationships and ease any concern you may have. It gives you the opportunity to ask any questions and tell us anything that will help your child when starting school.
- We will also visit your child at their nursery setting and speak to the nursery staff to gain an understanding of their likes/dislikes and how they learn best. It will be another opportunity for your child to meet us before starting school.
- Finally, in the Summer Term, children will be invited into school for transition days.
- Some children may benefit from extra transition support, and we can provide this based on individual need.



HOW DO WE SUPPORT CHILDREN MOVING TO SECONDARY SCHOOL?

- We are very aware that moving to secondary schools can be worrying for children and parents. All children will have the opportunity to visit their school during organised Transition Days during the Summer Term. The frequency and dates depend on the secondary school.
- We encourage and signpost you to secondary school Open Days.
- Some children may benefit from additional transition support, and this will be offered based on individual need.
- All children's details will be transferred to the secondary school to support transition for each child.



ADDITIONAL INFORMATION ABOUT OUR SUPPORT

NURTURE GROUP

An approach to learning where we focus on emotional needs and development as well as the academic learning of all pupils. Nurturing approaches are based on an understanding of how children learn and develop and what they need to help them thrive.

Nurture Group Rules

Share your toys

Make new friends

Say please and thank you

Take turns

Laugh and giggle

Tidy up after yourself

Play fun games

Be nice to each other

Have fun!

LEGO THERAPY

An approach that aims to develop social communication skills, such as sharing, turn-taking, following rules, using names and problem-solving.



POSITIVE PLAY

Helps to support children to develop extra skills to improve socially, emotionally and independently. The structure and focus helps to boost confidence, self-esteem and individual well-being.



HOW WILL MY CHILD BE INVOLVED IN THEIR OWN LEARNING?

- Whenever possible, we involve the children in making decisions about their own learning.
- We seek children's opinions prior to GRIP and EHC reviews and for most referrals. Their views are included in the planning and target-setting process, where appropriate.
- Teachers regularly listen to and respond to children's opinions, using both informal and more structured approaches, as needed.



HOW WILL I BE INVOLVED IN MY CHILD'S WORK AND PROGRESS?

We love sharing your child's progress with you. We communicate regularly with parents / carers, and have an 'Open Door' Policy:

- Parent's evening twice a year.
- Annual reports.
- If your child has an Individual Education Plan, we will meet, review and set new targets, three times a year.
- If your child has a GRIP or EHCP, we will review this annually.
- Everyday at 'Meet and Greet (drop off), there is a member of staff to discuss or arrange a meeting with the appropriate person.
- We have an open-door policy; if at any time you would like to speak to a member of staff, please call or email and we will arrange a convenient time for a meeting.



HOW WILL I MAKE SURE THE SEND SUPPORT IS HELPING MY CHILD MAKE PROGRESS?

- We have established assessment and tracking processes in our school that measure and assess each child regardless of need.
- These inform teachers of the next steps for each child and over time with the assessment help us to track progress for each child.
- Interventions are monitored and reviewed with each child having targets specific for their need.
- We use National Curriculum Objectives, Pre-Key Stage Standards, Boxall, Formative Footprints and Celebratory Checkpoints, depending on the need of each child.



WHAT ADDITIONAL SUPPORT AND ADVICE IS THERE FOR PARENTS/CARERS?

The service is impartial, confidential, and works at arm's length from the local authority. Advice is free and accessible to all parents of children with SEND. We also offer support for children and young people with SEND.

We can provide the following support:

- Advice regarding the law around SEND
- Health and social care in relation to special educational needs provision
- Personal budgets
- Education Health Care Plans (EHCP)
- Information on the Local Offer (services and provision available for those with SEND)
- Transition Post 16 - preparing for adulthood
- Resolving any disagreements




The Children and Families Act 2014 and the SEND code of practice are intended to strengthen the participation of parents, children and young people.

NEUROHUBS

SUPPORT FOR NEURODIVERSE CHILDREN AND THEIR PARENTS AND CARERS

- Neurohubs are an exciting development aimed at providing parents, carers, and young individuals with prompt access to advice, information, and support.
- The hubs aim to simplify the process of accessing services that cater to the specific needs of children and young individuals, ensuring that parents and carers can access relevant support quickly and easily.



NEUROHUBS ARE WELCOMING LOCAL SPACES FOR NEURODIVERGENT CHILDREN AND YOUNG PEOPLE AGED 0 TO 25 AND THEIR PARENTS AND CARERS

Do you or your child struggle with:

- Being out and about
- Communication and interaction
- Education, work or play
- Sleeping
- Eating
- Toileting
- Crisis and behaviour
- Sensory processing

We may be able to help by providing:

- A listening ear
- Connections to services, peers and activities

NEUROHUB
NEURODIVERGENCE THRIVES HERE

St. James Centre
Serving the Whole Community

Hub Opening Hours:
Calls, booked appointments and drop-ins
Monday - Thursday 10am-13:30pm
Friday 10am-13:00pm

Contact
Mob: 07561 856 320
Please try the mobile number first
Tel: 01332 604 080

Email: neurohub@stjamescentre.org

www.stjamescentrederby.co.uk
St James' Centre, Malcolm Street, Derby, DE23 8LU

NEUROHUB
NEURODIVERGENCE THRIVES HERE

DERBYSHIRE
AUTISM SERVICES

Hub Opening Hours
Calls and booked appointments:
Monday to Friday 3.30pm to 6.30pm
Saturday 10am - 1pm

Contact:
Mob: 07510 928 349
Please try the mobile number first
Tel: 01773 741 221

Email: neurohub@derbyshireautismservices.org

www.derbyshireautismservices.org
Unit 3a Unicorn Business Park
Wellington Street, Ripley, DE5 3EH

NEUROHUB
NEURODIVERGENCE THRIVES HERE

zink
for life & work

Hub Opening Hours
Calls and booked appointments:
Tuesdays 12 noon - 7pm
Wednesday to Friday 10am - 4pm

Contact:
Mob: 07498 892 525
Please try the mobile number first
Tel: 01298 214 926

email: neurohub@zink.org.uk

www.zink.org.uk
Zink HQ, Clough Street, Buxton, SK17 6LJ

NEUROHUB
NEURODIVERGENCE THRIVES HERE

Fairplay

MONKEY PARK
BRINGING OUR COMMUNITY TOGETHER

Hub Opening Hours
Calls and booked appointments:
Tuesdays 12.30pm to 3pm
Wednesday to Friday 10am - 4pm

Drop ins: Wednesday 10am - 3pm,
Friday 10am - 1pm

Mob 07874 941 890
Please try the mobile number first
Tel (01246) 235 815
Messages can be left at Fairplay (01246) 203 963

Email: neurohub@fair-play.co.uk

Monkey Park Community Hub
128a Chester St, Chesterfield S40 1DN
www.monkeyparks.org.uk
www.fair-play.co.uk

NEUROHUB CONTACT DETAILS