



SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Approved by:	LEICA CARTER	Date: 07/07/2025
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This document should be read in conjunction with the SEND Policy which can be found on our website: templenormantonacademy.org – SEND

Temple Normanton Academy's Vision for pupils with SEND

At Temple Normanton Primary Academy, we believe every child deserves the opportunity to reach their full potential. We are committed to providing a nurturing, inclusive environment where pupils with special educational needs and disabilities (SEND) are valued, supported, and empowered to succeed.

- **Inclusion:** We ensure all children, regardless of their needs, are welcomed, respected, and fully included in every aspect of school life.
- **Achievement:** We provide tailored support so every pupil can achieve academic success, personal growth, and confidence.
- **Collaboration:** We work closely with families, specialists, and external agencies to create the best possible outcomes for our pupils.
- **High Expectations:** We set high aspirations for all, challenging and supporting pupils with SEND to make excellent progress.
- **Wellbeing:** We prioritise the emotional and social wellbeing of every child, promoting resilience, self-esteem, and happiness.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need, but recognises that children's needs can be described using four broad areas. These are:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

Temple Normanton Academy is a mainstream setting, not an enhanced or specialist resource. At Temple Normanton Academy we undertake to make reasonable adjustments to accommodate learners who display these needs.

How do we identify pupils with SEND?

At Temple Normanton Primary Academy, we use a graduated approach to identify pupils with special educational needs and disabilities (SEND).

Class teachers closely monitor the progress of all pupils through regular assessments and observations. If a pupil is making less than expected progress, we discuss concerns with parents and carers and gather further information from staff and external agencies where appropriate.

We use a combination of assessment data, teacher observations, and advice from specialists to identify specific areas of need, such as communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs.

We also encourage parents and carers to share any concerns about their child's development, so we can work together to ensure the right support is in place as early as possible.

The SEN Code of Practice defines SEN as: -

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a pupil is identified as having SEN, the academy will make provision that is 'additional to or different from' a differentiated curriculum intended to overcome the barrier to their learning. There are four broad areas of need which are;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory

Our Team

We are very fortunate to have a committed team, featuring a wealth of experience of working with pupils with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer <https://www.localoffer.derbyshire.gov.uk/home.aspx> which is a list of services offered by a local authority.

Contacts

Temple Normanton SENDCO: Leica Carter lcarter@normanton.derbyshire.sch.uk

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SEND Governor: Lauren Tann 01246 850389
ACET CEO: Rebecca Scutt BSc (Hons) PGCE

How do we support pupils with SEND during transition?

At Temple Normanton Primary Academy, we know that moving between key stages or on to secondary school can be a significant step for pupils with SEND. To ensure a smooth transition, we plan carefully and work closely with pupils, parents, and receiving or feeder schools. This includes arranging extra visits to the new setting, sharing detailed information about each child's needs, and organising meetings with key staff such as SENDCOs and class teachers. We create individual transition plans where needed, which may include additional support, visual resources, or social stories. We also encourage families to share any concerns, so we can address them together and help each child feel confident and prepared for their next stage in education.

How do we ensure high quality provision for pupils with SEND?

At Temple Normanton Primary Academy, we are committed to providing high quality, inclusive education for all pupils, including those with SEND. Class teachers are responsible for the progress of every child in their class and adapt their teaching to meet individual needs. If the teacher identifies that a pupil is facing difficulties and barriers, they will begin to explore if the pupil has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting pupils' needs through targeted interventions which increase or decrease according to the pupils' difficulties and strengths at the time, and which should be individualised to allow pupils to meet their potential. We use a range of evidence-based strategies, targeted interventions, and specialist resources to support learning and development.

If the school decides, in collaboration with parents/carers, that a pupil requires further additional support or interventions to make progress, the SENDCO will liaise with relevant staff to ensure that this happens. However, the class teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Our staff regularly receive training on SEND best practice, and we work closely with external professionals—such as educational psychologists and speech and language therapists—to tailor provision where necessary. The impact of support is regularly reviewed through ongoing assessment, pupil progress meetings, and feedback from pupils and parents. This approach ensures that provision is effective, flexible, and matched to each pupil's needs, helping every child to achieve their full potential.

How do we evaluate the effectiveness of the provision for SEND pupils?

At Temple Normanton Primary Academy, we regularly evaluate the effectiveness of our SEND provision to ensure all pupils make progress and achieve their potential. We do this through a combination of ongoing assessment, formal assessment points, termly pupil progress meetings, and reviews of individual support plans with teachers, parents, and pupils. We use both quantitative data (such as academic progress and attainment) and qualitative feedback (including pupil and parent voice) to measure the impact of interventions. The SENCO will review the academic progress of pupils with SEN at every assessment point and will identify appropriate support where required.

If concerns with progress arise, we will follow the 'graduated approach' to meeting the child's SEND needs ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review. Where necessary, we adapt or change strategies in response to this evidence. We also seek advice from external specialists to support our evaluations. The SENDCO reports regularly to the governing board on the impact of SEND provision, ensuring accountability and continuous improvement.

How do we ensure pupils with SEND are able to access the curriculum and the learning environment?

At Temple Normanton Primary Academy, we are committed to making sure all pupils, including those with SEND, have full access to a broad and balanced curriculum and an inclusive learning environment. We adapt teaching and learning approaches to suit individual needs, using strategies such as differentiated tasks, visual aids, and practical resources. Our classrooms are organised to be accessible, with specialist equipment and quiet areas available where needed. We regularly review our physical environment and make reasonable adjustments in line with the Equality Act 2010. Staff receive training on supporting pupils with a range of needs, ensuring effective use of assistive technology and alternative communication methods. We work closely with parents, pupils, and external professionals to identify and address any barriers to learning, so every child can participate fully in school life.

How will the school support my child's mental health, and emotional and social development?

At Temple Normanton Primary Academy, we prioritise the mental health and emotional and social development of all our pupils, including those with SEND. We provide a nurturing environment with clear routines and supportive relationships. Our staff are trained to recognise and respond to wellbeing needs, and we offer a range of targeted interventions, such as social skills groups and emotional literacy support. We use regular wellbeing check-ins and monitoring tools to identify pupils who may need extra help. Where necessary, we work with external agencies, such as CAMHS, to provide specialist support. We also encourage open communication with parents, so that concerns can be shared early and

support can be put in place quickly. Our aim is to help every child feel safe, valued, and confident to express themselves and build positive relationships.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are supported within assemblies, RHSE, Mental Health Awareness days and throughout the curriculum about the importance of positive mental health and how to work with other pupils.
- We have a Whole School Mental Health pathway which helps pupils, parents and staff to support young people. We also provide Early Help and work with external agencies as needed to get the right help for young our pupils.
- Pupils with SEND are encouraged to be part of the wider school life including taking up roles such as school council representatives or Eco-club, or taking up extra-curricular activities through after school clubs to promote teamwork/building friendships.
- Pupil voice is collected annually as part of a supported questionnaire.
- We have a 'zero tolerance' approach to bullying.

How do we maintain consultation with parents/carers?

At Temple Normanton Primary Academy, we value strong partnerships with parents and carers to ensure the best outcomes for all pupils, especially those with SEND. We maintain regular consultation through a variety of channels, including termly reviews, parent consultation evenings, and ongoing informal discussions. We hold parent consultation evenings twice yearly and provide a written report of progress and attainments across all curriculum areas. Additionally, for pupils with SEND need the SENDCO will contact parents at least three times a year, to discuss progress against Grid for Learning targets.

Parents are encouraged to share their views and concerns at any time, and we keep them informed about their child's progress, support plans, and any changes to provision. Where needed, we arrange meetings with external professionals and ensure parents are fully involved in planning and reviewing support. This collaborative approach helps us work together to meet each child's needs effectively.

How are pupils involved in the process?

At Temple Normanton Primary Academy, we believe it is vital for pupils with SEND to have a voice in decisions about their education. We involve pupils in setting and reviewing their own targets, encouraging them to share their views about what helps them learn and any challenges they face. Staff use age-appropriate tools, such as pupil voice questionnaires, one-to-one discussions, and visual prompts, to help pupils express their opinions and preferences. Where possible, pupils are invited to attend review meetings or contribute their thoughts in advance. We also support them to reflect on their progress and celebrate their

achievements. This approach ensures that support is tailored to individual needs and that pupils feel empowered and included in their learning journey.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

At Temple Normanton Primary Academy, we recognise the importance of working in partnership with a range of outside agencies and support services to ensure our pupils with SEND and their families receive the best possible support. Whenever necessary we will work with external support services to meet the needs of our pupils, collaborating closely with these agencies by sharing information, attending multi-agency meetings, and implementing recommended strategies in school. Parents are kept fully informed and involved throughout the process, and their views are considered when planning support. By drawing on the knowledge and experience of external experts, we are able to develop more effective, personalised provision and help families access wider support networks in the community.

These external agencies include (but are not limited to):

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- Inclusion Support Advisory Service (ISAS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Social services and other local authority (LA)-provided support services
- Derbyshire Information, Advice and Support Services (DIASS)
- Voluntary sector organisations

What support is in place for looked-after and previously looked-after children with SEN?

At Temple Normanton Primary Academy, we recognise that looked-after and previously looked-after children with special educational needs (SEN) may face additional challenges and require tailored support. The Principal, Leica Carter is our SENDCO, Designated Safeguarding Lead and Designated Teacher for looked after children. She oversees the wellbeing and progress of looked after children. We ensure every looked-after child has a personal education plan (PEP) that is regularly reviewed and includes specific targets and strategies to address their individual needs. For previously looked-after children, we work with families to access pupil premium plus funding and provide targeted interventions. We also maintain close communication with virtual school heads, social workers, and other professionals to ensure a joined-up approach. Emotional and social support is prioritised

alongside academic provision, helping each child to feel safe, valued, and able to succeed in school.

Where can I go for further information?

If you require further detailed information on the school's policy for pupils with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, you can contact the SENDCo via the e-mail address listed previously.

What should I do if I have a complaint?

At Temple Normanton Primary Academy, we are committed to working closely with parents and carers to resolve any concerns about the support your child receives. If you have a complaint, we encourage you to speak first with your child's class teacher or the SENCO, who will listen to your concerns and try to resolve the issue quickly and informally. If you still feel your concern has not been addressed, you can raise the matter with the Principal. Should you remain dissatisfied, you may follow the school's formal complaints procedure, which is available on our website : [Temple Normanton Primary Academy – Trust Policies](#)

We value your feedback and are committed to ensuring all concerns are dealt with fairly, thoroughly, and promptly