

Borrow Wood Primary School Information Report for children with Special Educational Needs and Disabilities (SEND)

Welcome

Borrow Wood Primary School is a mainstream school with approximately 280 pupils on roll. It provides excellent provision for pupils with SEND. Our policy and practice of providing for Special Educational Needs and Disabilities within the school is underpinned by the following principles:

- To commit to equal opportunities for all, with the aim to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- To value each child for their strengths and needs
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that all children have access to a broad, balanced, relevant and differentiated curriculum
- To develop the whole child, by promoting the highest level of cognitive, social, emotional, physical and ethical development
- To invest heavily in time spent with parents, carers and external agencies, to ensure the best provision for all pupils
- To prepare children for a fulfilled, happy and successful adulthood

An integral part of our school is our Enhanced Resource Facility (ERF), which provides enhanced provision for 16 children with complex communication and interaction differences, such as, Autism Spectrum Condition (ASC). The ERF's carefully adapted curriculum allows children to develop their strengths, confidence and relationships through a wide range of engaging activities. The two classes in the ERF are small, with additional teaching assistants to support learning and development of communication, play and social skills. There are quiet areas, individual learning spaces and a sensory room, allowing children to develop positive attitudes to school and learning.

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Welcome

Please also refer to our SEND Policy which is available on our website.

If you require access to this document or to our SEND policy in a different format, please contact the school office.

In line with Derby City Council's equal opportunities policy, this school seeks to ensure that all children receive equal opportunities, experiences and respect, regardless of their gender, ability, special educational need or ethnic origin.

Borrow Wood Primary is an inclusive school. We believe that all children have a right to a broad and balanced curriculum that allows them to reach their potential, whatever their level of need.

1. What are Special Educational Needs (SEND) or a disability?

A pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

A child who receives support which is different to and additional from everyday general practice is placed on our SEND list. This may be temporary or longer term. Children can be added or removed from the list at any time. We are required to keep a list of children and their area of need for monitoring.

2. Catering for different kinds of SEND

The Special educational Needs Code of practice (2014) outlines four broad areas of need:

Communication and Interaction

- Children with a speech, language and communication need. This includes social communication need.
- Children who may have a speech delay, stammer or stutter.
- Selective mutism.
- Children who have Autism Spectrum Condition (ASC) with difficulties in social communication.

Cognition and Learning

- Support for a wide range of learning difficulties including MLD (moderate learning difficulty) or SLD (severe learning difficulty).

Social, Mental and Emotional Health (SMEH)

- Support for children who are withdrawn, isolated, displaying challenging disruptive behaviour.
- Anxiety, depression (including physical symptoms)

Sensory and/or physical

- Supporting children's sensory needs
- Children with visual impairment / hearing impairment
- Fine / Gross motor including hypermobility and other physical disability

At Borrow Wood we recognise that children may have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area and we always look at the individual child when thinking about how best to support them.

3. How does our school know if pupils need extra help?

Identifying pupils with SEND

- Parents/Carers may inform the school prior to, during admission or at any point during their child's time with us.
- Outside agencies may contact the school prior to or during admission or whilst the child is a pupil at the school.
- A pupil's previous pre-school/school might pass on concerns.
- Class teachers may identify concerns including progress or behaviours
- Class teachers make regular assessments of the progress of all children. From this the school is able to identify children who are making less than expected progress given their age and personal circumstances.
- Results from assessments
- Observation of the pupil may indicate concerns.

We aim to identify children's needs early in their school career.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo, the class teacher and the parents to consider all the information gathered, including:

- The child's areas of strengths and difficulties
- The views of the parent/carer and child
- Any additional support or provision the child needs
- Any referrals to outside professions that could provide support

4. Our school's approach to teaching and supporting pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Most children will have their learning needs met through quality first teaching.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible.
- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

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 outside agencies.
- **Plan:** an appropriate plan will be agreed by all concerned
- **Do:** agreed support and interventions will be delivered
- **Review:** the effectiveness of the intervention/support will be reviewed regularly working in collaboration with pupils and parents/carers.

ASSESS, PLAN, DO, REVIEW CYCLE

Where a child/young person is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/young person's needs and of what supports the child/young person in making good progress and securing good outcomes.



We have access to a wide range of interventions including:

- Nessy (reading and spelling)
- Numicon
- Lego Therapy
- Six Bricks
- Speech and Language interventions
- Attention Autism
- Zones of Regulation
- Social Stories
- Sensory resources
- Sensory Circuits
- Physical Literacy
- Emotion Coaching
- Social Skills (Talk About Series)
- Active Hands
- Touch Typing
- Soft Landing/Meet and Greet
- Phonics and Sight Words
- Reading – Fluency and comprehension
- Fine motor resources
- Individual reward and positive behaviour plans

If a child has not made adequate progress and if their needs are significant and long term, we might suggest referring to the Local Authority for an Educational Health Care Assessment, which may or may not lead to an Educational Health Care Plan.

5. How we consult and involve our pupils and parents/carers

Parents/carers to play a central part in supporting their child at school. At Borrow Wood, we understand that no one knows a child better than their parent or carer and we consult with parents/carers at every step of supporting their child.

Our Silver Birch Hub provides a safe place for parents/carers to discuss any worries over a cup of coffee. The hub is designed to increase outcomes for the child and their family through positive home-school relationships, and by seeking support from outside agencies, where appropriate, that benefit the family unit.

We value and celebrate each child being able to express their views on all aspects of school life. Children with SEND are involved, when age and need appropriate, in the drafting and reviewing of their I.E.P.s (Individual Education Plans), One Page Pupil Profiles and in offering their pupil views for the Annual Reviews of Educational Health Care Plans.

6. How we involve other organisations including: Health and Social Care, Local Authority support services, independent and voluntary bodies

At Borrow Wood, we take a multi-agency approach and work in collaboration with other professionals and agencies to ensure the provision we provide is effective and innovative. We will always seek additional support and expertise with regards to a child in consultation with parents or carers. The external agencies we may seek advice from are:

- The Educational Psychologist who can advise on additional strategies to support specific children
- The STEP's Team who, as specialist teachers, can offer advice for issues related to vision and hearing impairment and Autism Spectrum Condition
- Derby City Council's SEND Department who can advise on funding and processes such as Education Health Care Plan applications
- The Speech and Language Team who can offer support and assessments for children who are struggling with their speech, use or understanding of language
- Physiotherapists and Occupational Therapists who can support children with physical difficulties and can be referred to via the family GP
- Community Paediatricians who can carry out further investigations into children who we feel may have underlying difficulties, such as neurodevelopmental disorders
- SENDIASS who will support families of children with SEND and act as advocates for them. School will signpost parents/carers in the right direction for this service.
- <https://derbysendiass.org.uk/>
- Virtual school who will offer guidance and support for children who are Looked After or have previously been looked after

Our Silver Birch Hub has a wealth of additional information and resources that are available locally to support families. Families are welcome to drop on Tuesday mornings from 8:45am – 9:00am or by appointment at any other time.

7. How can I let the school know I am concerned about my child's progress in school?

If Parents/Carers have concerns relating to their child's progress, please discuss this in the first instance with your child's class teacher. This may result in a referral to the school SENCo (Mrs Maher).

Parents may also contact the SENCo (Mrs Maher) or the Headteacher (Mrs N. Bartlett) directly via the school office (01332 662826).

8. How will the school let me know if they have any concerns about my child's learning in school?

- The class teacher is regularly available to discuss your child's progress and any concerns.
- Your child's progress is discussed at parent's evenings.
- The SENCo might contact you, or you are welcome to make an appointment with the SENCo to discuss your child's progress and/or any concerns and worries that you have. Just ask!
- All information from outside agencies is shared with you either directly from the service or through school.
- Class teachers will consult with you regarding Individual Education Plans.

9. Adaptations to the curriculum and accessibility

We make the following adaptations to ensure that pupils needs are met:

- Differentiating and adapting our curriculum and our teaching
- Adapting resources and flexibly deploying staffing in response to need
- Use of visuals to support understanding and self-regulation
- Following advice from outside agencies
- Using recommended aids such as laptops, visuals, hearing and visual support aids
- Our ERF has a sensory room which is used to support our children with sensory differences

We are committed to making reasonable adjustments wherever possible. We have an Accessibility Plan in place. This is available on our school website.

10. How we evaluate the effectiveness of our provision for pupils with SEND

We continuously ensure the provision has a positive impact on the outcomes of all our children. We do this in a variety of ways, including:

- Evaluation of policy and practice
- Implementing a SEND Action Plan and evaluating areas of priorities
- Book scrutinies
- Learning Walks
- Monitoring activities involving SENCo, SLT and governors
- Staff, pupil, parent questionnaires
- Consultation with the Local Authority and specialist services
- Analysis of assessment data
- Reviewing pupils' individual progress towards their goals at least termly
- Holding annual reviews for pupils with EHC plans

We make changes in response to changing needs across school, including, when new children are admitted in year.

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

As an inclusive school, extra-curricular activities are accessible for our children with SEND.

Children with SEND are encouraged and expected to attend all educational visits and take part in on-site educational events. Extra staffing is available for this if required. Risk assessments are carried out as and when needed.

We pride ourselves on the experiences that we provide for all of our pupils.

12. How we support children with their emotional and social development

- All children access the Personal, Health and Social education (PHSE) aspect of our curriculum.
- Some children will have emotional and/or social targets on their Individual Education Plans.
- We have a trained Well-Being Lead in school (Mrs Maher) and a team of staff who are trained to support mental health.
- Mrs Dawkins-Smith is an ELSA trained member of staff (an Emotional Literacy Support Assistant). She is a school-based staff member who has received special training to support children's emotional well-being.
- Miss T Fletcher is our Inclusion Support. She provides different types of support for different children, including attendance, transition, lunch time support and pastoral support.
- For children with more specific difficulties, we can refer to Local Authority and NHS services if children meet service criteria.

We have a zero-tolerance approach to bullying.

13. Assessing children's progress

We have high aspirations for our children with Special Educational Needs. It is important for everyone to understand how the children are progressing in their learning and development. To do this, teachers will use the Graduated Approach's four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This includes pupil views and parent/carers views.

It is important that the provision we tailor for each individual child has a positive impact and therefore careful monitoring of support is essential. To do this we:

- Analyse the results and progress children have attained while being taught on various interventions as part of our monitoring timetable
- Monitor the impact of interventions on classroom learning and progress by analysing half termly assessments
- Make changes to the provision of interventions according to the results they generate
- Monitor the work in children's books to determine how well they are applying what they have been taught in interventions
- Have professional conversations with colleagues about how children are doing in the classroom environment
- Value Pupil Voice by listening to the child about their learning and needs

14. Supporting pupils moving between phases and preparing for adulthood

Some children find transitions from one year to the next, or one stage of education to the next, very difficult. To support children with these transitions we:

- Provide transition booklets with a visual focus
- Organise additional transitions visits and activities
- Have increased conversations about the needs of children
- Organise handovers between staff and schools

We are always keen to listen to children and to hear and act on what they say. At Borrow Wood Primary, we understand the importance of keeping in mind preparing our children for 'life beyond Borrow Wood' and adulthood. We encourage independence and value children's hopes, aspirations and ambitions. When a pupil moves on from our school, we will transfer their SEND file and any other files on to their new setting.

15. Arrangements for supporting children who are Looked After by the Local Authority and have SEND

Pupils who are Looked After will be supported much in the same way as any other child who has SEND. However, Looked After pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any Individual Education Plans or EHC Plans agreed with the Virtual School and meet the pupils' needs.

16. How do you apply for a school placement?

We believe that our admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 SEND Code of Practice. Places within our school are admitted through the Local Authority. We will consult with the Local Authority, parents and the child's current setting to ensure that provision is appropriate and can meet the needs of the individual child.

17. Equalities Act

We pay due respect to all the Protected Characteristics highlighted in the Equalities Act 2015. This applies to children waiting to be admitted to Borrow Wood, as well as those currently here and those who have recently left us. The Protected Characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Age
- Marriage/Civil Partnership
- Sexual Orientation

18. Who are our key staff and what expertise do they have?

Mrs Natalie Bartlett (Headteacher)	Overall responsibility DSL – Safeguarding pupils with SEND Designated Teacher for LAC
Mrs Sue Maher (Deputy Headteacher) and SENCo	Deputy responsibility DSL – Safeguarding pupils Mental Health Lead SENCo (Mainstream School)
Miss Kirstie Large (Odyssey Trust ERF Lead)	Overall responsibility for the ERF
Mrs Sorcha Sheehan (Deputy ERF Lead. SENCo ERF)	Deputy ERF Lead SENCo (ERF)
Mr Gerry Carr	SEND Governor
Miss Tracey Fletcher	Inclusion Support Attendance Support Early Help Pastoral Support Attachment and Trauma Lead
Miss Teri Ellis	Medical Lead Attachment and Trauma Lead
Mrs Michelle Dawkins- Smith	ELSA Emotional Literacy Support Assistant

What training have staff had about SEND?

Our SENCo is currently undertaking the NPQ for SENCos.

All staff receive an ongoing Professional Development programme throughout each school year, which addresses areas of SEND within the school. During the last academic year, 2024 – 2025, training included:

- Team Teach – Positive Behaviour Training
- Graduated Response
- SMART Targets for I.E.P.s
- Executive Functioning Skills
- Speech and Language Training
- Sensory Processing Needs
- Sensory Circuits
- Lego Therapy

- Six Bricks
- Emotion Coaching
- Attention Autism
- Adjustments and Adaptations in the classroom
- Making Sense of Autism
- ELSA – Emotional Literacy Support Assistant
- Visual Impairment Awareness

19. Complaints about SEND provision

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our pupils. However, if you have any concerns, we hope that they can be resolved by accessing the support and advice of the SENCo and other staff through the Silver Birch Hub. Our aim is to work with parents/carers to resolve any issues through active and positive communication.

Should you still be dissatisfied or unable to come to a resolution, you should then raise concerns with the Head Teacher, who will listen to your concerns and seek to find a way forward in the best interests of your child. If you are still dissatisfied with the outcome, you should contact Mr Ian Dewes, CEO of Odyssey Collaborative Trust. Please refer to [Odyssey Collaborative Trust Complaints Policy](#).

Please refer to our [BWPS SEND Policy](#).

20. The Local Offer

The Local Offer brings together in one place information about health, education and social care available for children and young people from birth to 25 years old who have a Special Educational Need or Disability (SEND).

It also includes different organisations, networks, support groups and charities that offer advice, activities, support and information. This information can be found under the Derby City [Local Offer Services Directory](#).

If you want to find further information about the Derby City Local Offer, [click here](#).

As we are close to the Derbyshire border, you may find it useful to find information on the Derbyshire Local Offer. [Click here](#) to access this information.

21. Named contacts

Headteacher Miss Z Fletcher 01332 662826
n.bartlett@borrowwood.odysseyct.org.uk
 SENCO Mrs S Maher 01332 662826
senco@borrowwood.odysseyct.org.uk

22. Glossary

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
LAC	Looked After Child
PLAC	Previously Looked After Child
PEP	Personal Education Plan
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SEMH	Social, Emotional and Mental Health Needs
TA	Teaching Assistant

Policies related to SEND can be found on the Special Education Needs page on the school website. To access this information, [click here](#).

SEND information report updated December 2025 by Sue Maher, SENCo.