



Derry Hill C of E (VA) Primary School

“LET YOUR LIGHT SHINE” – MATTHEW: 5:16

SEND Information Report September 2026

Type of School	Church of England Voluntary Aided Primary School	Primary (5-11)
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Derry Hill Primary School is supported by the Local Authority to offer a supportive and inclusive education to all our children and endeavour to create an environment where all children, regardless of their specific needs, make progress at school and grow into happy and confident learners.

Derry Hill’s school motto is **‘Let Your Light Shine’** and this underpins our approach to encouraging the children to do the best they can in every aspect of their lives. We work hard to celebrate success from both within school and outside so that all children feel valued. We aim to provide a rich and varied educational experience so that all children realise their academic, spiritual and creative potential.

Our school values are reflected in everything that we do. These are:

- Friendship
- Peace
- Love
- Hope
- Trust
- Courage

Teaching and Learning:

We structure our curriculum so that the whole school follow a broad and balanced curriculum. We provide the children with a range of trips and visitors to enhance their learning and provide a variety of learning experiences. The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs both in their planning and in their classroom practice.

Fully wheelchair accessible	Mainly	Policies that are related to the SEN Information Report and available on the school website:	
Auditory / Visual enhancements	No	SEND Policy	September 2026
Other adaptations	None	Safeguarding and Child Protection Policy	September 2026
Our school building is all on one level and combines old and modern areas. There is level access to most entrances and out onto the school playground and field. However, the corridor in the older area of the school is slightly narrow in places and there are a couple of doors into classrooms that are not level. There is a disabled toilet available.		Accessibility Audit and Plan	November 2024
		Behaviour Policy	September 2026
This Information Report has been written with due regard to: The SEND Code of Practice, 2015, the Children and Families Act, 2014, the Mental Capacity Act, 2005, the Disability Discrimination Act, 1995, and the Equality Act, 2010.			

Derry Hill Primary School works within the Wiltshire Local Offer. Full details of this can be found at: <https://www.wiltshire.gov.uk/local-offer>

What are Special Educational Needs?

Who has Special Educational Needs?	Under the 2015 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND. 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 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 providers. (DfE and DoH 2015:15) • Any child who has a learning need or a disability which is sustained (i.e. lasts, or is likely to last, more than a year) and substantial (defined as ‘not trivial’) may be classified as having a Special Educational Need and placed on the SEND register. We follow a set system for identifying a child with SEN, which involves the class teacher, TA, parent and child, as well as the school SENCO. The system used for identification is set out in a table in Appendix 1. Any child who has been identified as having Special Educational Needs is recorded on the school’s SEN Register and additional monitoring and intervention processes are in place to support them. At Derry Hill C of E Primary School currently 9% of children are identified as having SEND Support, which is under the national average of 13.9%, with a further 2.5% of children having an EHCP, compared to the national average of 5.3%.
What types of Special Educational Needs are supported within the school?	Under the SEN code of Practice a child may be identified as having a Special Educational Need or Disability in one or more of the areas listed below. Currently, the primary needs within Derry Hill is Communication and Interaction (including Autism), with Cognition and Learning needs and SEMH needs being just a little less common. However, SEMH needs (Social, Emotional and Mental Health) are growing as a secondary need for many children on the SEN Register. Whilst there is only one child identified with main needs in the area of Sensory and / or Physical Difficulties, there are children who have sensory needs alongside their main identified need.

	• Communication and Interaction: this includes children who have difficulty in communicating with others; children who may not understand or use social rules of communication, and children who have speech or language difficulties. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. • Cognition and learning: this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. Learning difficulties cover a wide range of needs including Moderate and Severe Learning difficulties where children are likely to need support in all areas of the curriculum. This area also includes Specific Learning difficulties which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children with working memory difficulties also come under this heading. • Social, Emotional and Mental Health Difficulties: these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour. Other children identified within this category may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder. • Sensory and/or Physical Difficulties: this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. This includes children with vision impairment, hearing impairment or a multisensory impairment who may need specialist support or equipment to access their learning. Children with medical needs that mean that they cannot attend school regularly may also be recorded in this category.
How many children are supported in each area of need? How are they supported?	The spread of need within our school, taking into account the children's main area of need, is: • Communication and Interaction: 10 children • Cognition and Learning: 7 children • Social, Emotional and Mental Health: 5 children • Sensory and / or Physical Needs: 1 child Most children's needs are supported within the classroom through the use of a range of equipment and strategies, as well as careful planning of how the curriculum is delivered. Details of the support that is provided within the school for each of these areas of need is recorded in our school Ordinarily Available Provision document, which is available on the school website.

People Responsible for SEND Provision at Derry Hill Primary School.

Class Teachers	Within the school your child's class teacher will have the greatest knowledge of your child, their learning style and the barriers that they may experience. Therefore, the first point of contact if you have any concerns should be the class teacher. They are responsible for: • The achievement and attainment of all children in their class. They will ensure that their teaching is of high quality and differentiated according to need. • Keeping records and monitoring the progress of your child. They will identify, plan and deliver any additional help your child may need. This is called an Assess Plan Do Review Cycle (APDR). It could include things like targeted work or additional support/ small group work. They are responsible for letting the SENCO know if children need further support. • Sharing and reviewing support plans for children on the SEND Register with parents at least 3 times a year. • Using individual targets when planning your child's lessons. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that all the school's policies, including SEND, are followed in their classroom.
The SENCO: Mrs Emma Asfaw	Mrs Asfaw works in the school as the school SEN Co-ordinator (SENCO) and a class teacher and has two days allocated to SEN work each week. These days are currently Tuesday and Thursday. Mrs Asfaw has achieved the National Award in SEN Co-ordination (NASENCO). She is responsible for: • The day-to-day operation of the SEN policy and Information Report • Providing professional guidance to colleagues • Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress • Overseeing and maintaining specific resources and provision for special educational needs • 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 • Contributing to and, where necessary, leading the Continuing Professional Development (CPD) of staff

	• Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person • Working with the head teacher and governing body to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements • In conjunction with the class teacher liaising with parents/carers of children with special educational needs. If you wish to make an appointment to speak to Mrs Asfaw, please contact the school office on admin@derryhill.wilts.sch.uk to make arrange a time.
Teaching Assistants	At Derry Hill Primary School we ensure that each class has a designated Teaching Assistant every morning. They work with the teacher to ensure that every child can access the support that they need to learn. This can involve the TA working with individual children or small groups, or sometimes monitoring the larger group so that the teacher can work directly with children needing additional support. The TAs often get to know the children very well and are key providers of emotional support, as well as academic. Some Teaching Assistants are employed in the afternoons to run intervention groups or work with individual children on their individual targets. These children will include those with EHCPs and other children on School Support or who need a boost on a specific topic. The content of these sessions is co-ordinated by class teachers and the SENCO.
ELSA (Emotional Literacy Support Assistants)	We have two ELSA staff in school who work to support the emotional needs of our children. They are trained in Emotional Support and attend support sessions with the Educational Psychology team from Wiltshire in order to keep their knowledge and skills up to date. Our ELSA staff have support time allocated during the afternoon intervention timetable and carry out a range of group nurture or social skills work, and 1 to 1 emotional support sessions according to need. Children can be referred for ELSA support by parents, teachers, or other professionals. ELSA support is generally delivered in 6-week blocks, followed by a break when children can put their learning into practice.
Head Teacher: Mrs Hayley Roberts	She is responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • Ensuring that your child's needs are met. • Up-dating the Governing Body about any issues in the school relating to SEN.

	Mrs Roberts is also the school's Designated Safeguarding Lead and is responsible for all actions relating to keeping children safe.
The governing body SEND Governor: Mr David Halls	They are responsible for: • Making sure that the necessary support is made for any child who attends the school who has SEND, including any adaptations to provision that they may need. • Ensuring that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs; • Monitoring the SEND provision alongside the SENCO. • Ensuring that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources; • Having regard to the Special Educational Needs Code of Practice (2015, updated 2020) when carrying out its duties toward all children with special educational needs. • Consulting the LA and the governing body of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; • Developing and reviewing policies and other SEND documents with the SENCO. • Reporting to the full governing body on matters relating to SEND in school.

Identifying, Monitoring and Supporting Children with SEN: The APDR Cycle (Assess, Plan, Do, Review).

How does the school know if my child needs extra support?	Class teachers, supported by subject leaders, and the Senior Leadership Team, make regular assessment of progress for all pupils, based on classroom observations and monitoring, as well as regular standardised assessments. If there are concerns about progress, or if any child needs extra support, this is identified early and acted upon. Parents are informed of the concern and their views are gathered so that a full picture of the child's strengths and difficulties is created. If the class teacher considers that the child may have Special Educational Needs and has the parent / carers' support, they use the school's Concerns paperwork to summarise the concerns and seek support from the SENCO (as explained in Appendix 1). The SENCO will work with the class teacher to assess and identify strategies within the school's Ordinarily Available Provision that can support the child in their learning, and these are reviewed to consider their effectiveness. If a child is not making progress after being provided with the alternative strategies and support that were planned and delivered, the SENCO will talk to parents and the class teacher to decide whether the child needs to be identified as SEN and named on the school's SEN Register. For a child to receive SEN support they will need to meet the defined criteria as set out by Wiltshire Graduated Response to SEN Support. If a child meets the defined criteria within one or more of the areas mentioned in the document and need support that is additional to or different from the school's Ordinarily Available Provision then they will be named on the school's SEND register, in consultation and agreement with parents and carers, and specific targets will be agreed to support the child's progress. At any time in the assessment process, the SENCO may contact outside agencies, with parental consent, in order to understand a child's needs more clearly (for example Wiltshire's Behaviour Support and Learning Support Teams, Educational Psychologists, Speech and Language Therapists or the Virtual School). These professionals offer advice and guidance to schools and parents within guidelines set by county and may, on occasion, provide a specific diagnosis of a child's needs. We recognise that at different stages of their development, some children may benefit from additional academic or emotional/social support for a short period of time. If your child receives additional support, this does not necessarily mean that your child has Special Educational Needs and the reasons for this support will be explained to you as parents / carers.
What should I do if I, as a parent, have concerns about my child's progress?	We will always listen to any concerns you may have and encourage you, in the first instance, to make an appointment with the class teacher as they will have the most detailed understanding of your child in school. It may be possible for the SENCO to attend this meeting if you wish. The class teacher will then pass on your

	concerns to the SENCO using the Concerns paperwork and together they will look at any further action that is needed at this time. You will be kept fully informed of any decisions that are made in relation to your concerns.
What does it mean if my child is named on the school SEN Register?	At Derry Hill School, we aim to provide support for all who need it regardless of whether or not they fit the defined criteria of the SEND register and we have a full range of 'Ordinarily Available Provision' identified to support each of the areas of need. Children will be added to the SEN Register if they need support that is additional to, or different from, this core offer of support. We work closely with parents and carers throughout the process of identifying children who need this additional support so that all parties are well informed at each stage of assessment and identification. Most children on the school's SEN Register are monitored through a non-statutory Individual Learning Plan which, in consultation with parents, child, teaching staff and SENCO, sets out achievable targets for the child to aim for in relation to their identified need. The Learning Plan also identifies the support that staff will give the children in order to help them meet these targets, and suggests ways that parents can support the targets at home. Children are reminded of their targets in class so that they can celebrate success when they progress towards them and the child's voice is key in reviewing what is working or not working for them. Most difficulties will be supported within the classroom as part of excellent differentiated classroom teaching using a variety of styles and resources. However, there may be times when a series of additional intervention sessions is provided to support a specific aspect of the child's learning. Teachers monitor the impact of these interventions on both academic progress and the child's emotional wellbeing and interventions are assessed and reviewed regularly so that further assessment or support can be put in place if necessary. Being identified on the SEND register also means that the need for extra support is clearly identified when your child moves on to secondary school and provision will be made to support them prior to their start date.
If my child is named on the SEN Register, will they remain on there throughout their schooling?	Not necessarily. Children on the SEN Register are monitored regularly, and parents will be invited to three reviews a year where their children's progress is discussed against their targets and attainment. If children no longer require support that is additional to, or different from, the general whole class teaching and are making expected progress, then their class teacher or SENCO may talk to you about taking them off the SEN Register.

	For some children, the support required is short-term, whilst for others the need for SEN support may continue throughout their time in school.
How does the school support and teach children with SEN?	All SEN support at Derry Hill starts with excellent classroom practice. The class teacher has the highest possible expectations for your child and all pupils in their class and all teaching is based on building on what your child already knows, can do and understand. We aim to match the curriculum to your child's needs so that they can make progress, and differentiate work according to the next steps that they need to do this. Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches, visual prompts or allowing them additional time to complete tasks. Children are supported to be independent learners by having access to visual timetables and a range of resources within the classroom. Success criteria are shared with children so that they know what they are learning and can evaluate their own success. Your child's teacher will carefully check each child's progress. If they see that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress, then they may use additional resources or small group work to support this. Additional resources may include things like word banks or phoneme frames to support writing, or the use of a laptop or iPad to support recording. Specific strategies may be put in place to support your child to learn. Pre-teaching, booster or review sessions may be delivered to help children cope with new information in class or to go over concepts that may have been difficult to understand. These sessions may be taught by class teachers or TAs but the class teacher is responsible for the planning and review of the sessions and will liaise with the teaching assistant about planning, delivery and outcomes from the group. Current interventions being delivered in school include ELSA (Emotional Literacy Support), Speech and Language Development, Social Skills and Nurture Work, Reading and Phonics groups and Maths skills work using 'Number Stacks'. We also have TAs who work on an individual basis with children to support with specific pieces of work. The impact of any intervention is reviewed and monitored to support further planning and the identification of SEND. At the highest level of support, children with an EHCP will have specific provision needs identified in their plan that the school has a statutory requirement to fulfil. This could include providing access to alternative means of recording, such as the Clicker program, alternative provision such as Forest School, or access to 1

	to 1 support. This type of provision is identified within the child's EHCP and the school works with the Local Authority to agree the most effective way that they can provide what is required.
How does the school support my child emotionally?	Class teachers and the class TAs are the main providers of emotional support for your child and they will be informed of any difficulties that the children are going through that may cause them distress or anxiety. Our PSHE curriculum covers a range of topics around coping with emotions and difficult situations and the school also focuses on our School Values in Act of Worship and general class-work to provide children with the emotional understanding and strategies that will help them in life. If children require more structured support, our ELSA staff can provide this through a range of 1 to 1 or small group work. They also provide a nurture group where children have the opportunity to take some time and talk about things if they want to, whilst taking part in Art projects or games. The school SENCO can also support parents in accessing more specialist support for your child if they require this, and can make or support referrals to the Wiltshire Children and Young People's Emotional Wellbeing Service or CAMHS. If children are accessing emotional support through outside agencies and they require collaboration with the school, we will do our best to support this.
How is my child supported if they have medical needs?	In consultation with yourselves (the parents/carers) and/or health professionals a care plan will be drawn up to ensure that your child's needs are met and staff are appropriately trained. This Health Plan will be shared with all staff working within the school so that everyone is aware of how to support the child effectively at all times of the day. If reasonable adaptations to the school curriculum, site or timetable are required then these will be discussed with parents / carers and health professionals to agree the best package of support. If the school is unable to meet certain needs, then this discussion will include the local authority or other agencies who may need to be consulted in order to consider different ways of meeting the needs.
How will my child be included in activities, both inside and outside the classroom, including school trips?	It is our aim that all children are fully included in every aspect of school life, we therefore do our utmost to make provision for all pupils to access all areas of the curriculum, including trips and extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support. This may involve a specific risk assessment in certain circumstances.

What training do staff have to support my child?	All teachers are trained in providing excellent, differentiated high quality teaching which meets the needs of all our pupils. Teachers receive regular training both in school and out of school to ensure that they plan a highly differentiated curriculum to meet the needs of all learners within their class. Specific training sessions are planned, using outside professionals when appropriate and possible, to help staff meet the known and anticipated needs of the children present in the school. We have very highly trained TAs, including 5 HLTAs, many of whom have completed ASD training and have speech and language qualifications. TAs are offered opportunities to go on regular training to meet the needs of the children they are currently working with. We also have two fully trained Emotional Literacy Support Assistants (ELSAs) working in school who are available to support any child with social/ emotional needs. The SENCO, Mrs Asfaw, has achieved the National Award in SEN Co-ordination and attends regular training, including meetings with other local SENCOs. Over the past couple of years staff have received training in: Using technology to support children's literacy and Improving our Ordinarily Available Provision. The Local Authority MISA Team (Mainstream Inclusion Support) will be supporting teacher with target setting for children with SEN at the start of this academic year.
How is my child's progress monitored?	Your child's progress is reviewed formally three times a year and a judgement is made about whether s/he is on target to achieve the relevant Age-Related Expectations in Literacy and Numeracy. At the end of Key Stage 2 the school is required to report whether your child has achieved Age Related Expectations in English, Maths and Science. This is something the government requires all schools to do and the results that are published nationally. Children working below the Key Stage standards will have levels identified within the Pre-Key Stage Standards. School will also monitor progress through the Phonics check at the end of year 1 and the Times Table check in year 4. The Portage progression document has also been used in school in the past to measure and track for progress for those making small steps of progress in Early Years. Children on the SEND Register also have short-term targets linked to their agreed outcomes, which are reviewed at least 3 times a year. These targets are shared with children and parents and their progress towards these is tracked on a weekly basis using these. The progress of children with an EHC Plan is formally reviewed at an Annual Review that is then monitored by the Local Authority. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

	The school's academic assessment of children is moderated through our cluster of local schools.
How will the school support my child to join the school and support my child in transferring to the next stage of education?	If your child joins Derry Hill Primary School from a pre-school or nursery, transition arrangements are put in place where the class teacher and, when appropriate, the SENCO, will visit your child in their previous setting as well as the child visiting the school on at least 3 occasions. For children who have been identified with SEND within their pre-school setting a TAC (team around the child) meeting will take place with staff from both settings and parents. A named person from Wiltshire Council may also be involved to discuss provision and transition arrangements. If a child is transferring into the school with an Educational Healthcare Plan (statutory 'My Plan') the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met through the consultation process. This also applies for children transferring from another setting in all year groups. Where children join the school from another school setting, parents are invited in to discuss their child's needs with the Head Teacher and SENCO. The SENCO will then liaise with the previous setting to ensure all relevant documentation is sent across so as the correct provision can be put in place. Children are also invited into school for a transition taster day before they start. During the summer term, as part of transition for all children, teachers and TAs will meet to discuss the children who will be moving classes or school. Pupils who require additional support will be identified and specific information about each individual child will be shared accordingly. A transition book is made for, and with, each individual who might benefit from it, designed to meet their unique needs. These books tend to include photographs of key people and places and are talked through with the child and parents. Transition books are sent home over the holidays for parents to prepare their children for the next academic year. We have class move-up days where the children are given time to meet and do activities with new staff. Plans are made to ensure all those who may benefit from transition support are given time with a teaching assistant or the SENCO to prepare them for the change in class and answer any questions or worries. Transition work-books may also be used to prepare individuals for unusual events such as trips or sports week/sports day. When your child leaves Derry Hill Primary School, whether to move to a different primary school or on to secondary school, there will be liaison and discussion between our SENCO and the SENCO of the child's new school to put in place measures which will help make the transition as easy as possible. Children's SEN paperwork is transferred to their new school once they have been confirmed as going on roll at the new setting.

What do I do if I feel the school cannot meet my child's needs? What is an EHCP and how do I get one?	In cases where children's Special Educational Needs are more pronounced, and cannot be met within the provision available within School Support, the school will consider applying to the local authority for an Educational Health and Care Plan (referred to in Wiltshire as a statutory My Plan). An EHCP is a statutory document that sets out legal provision requirements for your child (above and beyond what is provided for all others). It may also carry some additional funding to support schools in providing this provision. This replaces what was previously known as a 'Statement of Special Educational Need', and is broader, including all aspects of a child's health and well-being, which may include Special Educational Needs. The first step towards applying for an EHCP is for the school to create a My Support Plan for your child, which builds on their Individual Learning Plan but considers their strengths and needs in different aspects of their life in a more in-depth manner. The My Support Plan sets longer term outcomes that the child is working towards and relates their shorter-term targets to these outcomes to show their progress towards them. The Support Plan is reviewed regularly and the school must show what is working / not working for the child within their current provision. The My Support Plan is logged with the Local Authority and, at the point where the school is considering using the My Support Plan to apply for an EHCP, the school will contact the Local Authority to let them know and a SEND Lead worker may be allocated for the child. They can sometimes attend a School Support Review meeting and advise whether the time is right for an EHCP application, before supporting parents through the EHCP assessment process. Details of this process can be found on the Wiltshire Local Offer webpage: https://www.wiltshire.gov.uk/local-offer/how-to-apply-for-ehcna The EHCP application will be assessed by a multi-agency panel (DAD panel) to decide if an EHCP should be granted. If it is agreed, the Education, Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long term goals and outcomes for your child.
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Accessing External Support

What specialist services and expertise are available at, or accessed by, the school?	Support Services are accessed according to the need of the child at appropriate developmental stages. A typical process would include internal assessment by the school using Wiltshire GRSS checklists, screening tools or HCRG Needs Led Observation Tables, followed up by the completion of specific referral forms for the relevant professionals, which include both school and parental views. Where appropriate, discussion of the child's needs may be included within a Solutions Surgery or at a multi-agency forum (MAF) and referral to appropriate services identified. Parents will always be consulted before any referral is made and parental consent is required prior to a referral being made. When a referral is accepted, the service will then arrange the follow up, which takes different forms dependent on the needs and professional. They may discuss the child in an online forum or to visit the child in school and observe them within the classroom and carry out specialised assessments. They will also be likely to speak with the class teacher, TA and SENCO. Some services also require a meeting with parents which will be arranged by the SENCO or by the service directly. Following a visit, a report will be sent to the school with recommendations. A copy of the report will be sent home and any recommendations actioned on the child's Individual Learning Plan. Services which the school frequently makes use of include: • Speech and Language Therapists (SALT) • Special Educational Needs Support Service (SSENS) (which has specialists for a wide range of difficulties) • Educational Psychologist (EP) • Behaviour Support Service (BSS) • Parent Support Advisors • School Nurse. The school is also sometimes contacted by external professionals for additional information when a referral has been made through the child's GP or another agency. When these requests are received, they will be completed by the member of staff who knows the child best, often the class teacher, with the support of the SENCO.
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Voice of the Parent / Carer and Voice of the Child.

How are parents or carers' views taken into account when planning my child's SEN support?	As a parent, you are key in supporting your child's development and well-being and we recognise the expert knowledge you have of your own child. We endeavour to provide support and information to parents so that we can work together as a team to help achieve the best possible outcomes (in all aspects of development) for your child. We are therefore very keen to build strong relationships with the parents of the children in our school and to liaise with you to share useful strategies or techniques which are used at home as well as those which are being used in school. Parents are encouraged to make appointments to see teaching staff and discuss any worries or concerns they may have about their child and there are two scheduled parents' evenings a year where you will gain face-to-face feedback from teachers. The SENCO will also be available at the whole school parents' evenings for drop-ins if you want to follow up on any information or concerns that you have after meeting your child's teacher. If your child is on the SEND register you will be offered 3 meetings or phone calls per academic year with your child's class teacher to discuss your child's progress and targets, using their Individual Learning Plan. If the meeting is due close to our scheduled parents' evening, you will be offered a longer appointment to cover both aspects of their progress. The third meeting will be arranged at the end of term 5 or start of term 6 where progress over the year can be reviewed and new targets set in preparation for your child's transition to the next school year. Should you require further support outside of these meetings then a meeting with the SENCO can be organised through the school office.
How is my child involved in their support?	Your child will also have informal input into the review process where they can express their views and opinions about how well they are doing. They have a short section on their Learning Plan where they can record their views and some children will also have the opportunity to produce a one-page profile with the SENCO or a key worker, in which they describe what they are good at/like, the things they find more challenging, as well as what helps and hinders them at school. This document is personalised and children are encouraged to choose pictures that reflect them, and to say when they want to review or change the Profile. If your child has a statutory My Plan (Educational Healthcare Plan) this will follow a formal annual review process which will involve all professionals involved with the child, as well as the local authority. Children are given the opportunity to take part in their annual review in the way that they feel comfortable with. For some children, they will attend the meeting and share work that they are proud of, whilst others prefer to talk through their view with an adult they know well before the meeting. Children with EHCPs also have

	Individual Learning Plans so that their larger EHCP outcomes are broken down into manageable targets for them and they know what their focus is for each term.
What measures are put in place to prevent bullying or child on child abuse?	At Derry Hill we promote the Christian ethos of caring for others and children are encouraged to respect each other and to understand that all children have different strengths and needs. Our mission statement is 'Let your light shine' and children are reminded that looking out for others and treating each other kindly is one way of doing this. We aim for each individual child to feel valued and respected and every opportunity is taken to promote individuals' self-esteem and confidence. The emotional well-being of all children is central to the provision of education for all. Bullying and child on child abuse is <u>not</u> tolerated at Derry Hill School and any concerns should be brought to the attention of the class teacher immediately, who will also inform the Head Teacher. For further information please refer to our Anti-Bullying policy and Child on Child Abuse policy which can be found on the school's website.
What do I do if I have complaints about my child's SEN provision?	If you have a complaint concerning provision for your child you should discuss this with the class teacher in the first instance, or contact the School Office to request a meeting with the SENCO. If this proves unsuccessful, the matter should be referred to the Head Teacher. Should the matter still be unresolved you should contact the 'responsible person' on the governing body, Mrs Carol Foley. If the complaint remains unresolved, the Clerk to the Governors should be contacted instead. The school's complaints procedures can be found on the school website.

Evaluation of SEN Provision

How is the effectiveness of provision made for children with SEN evaluated?	Analysis of all teachers' planning is carried out by Subject Leaders and Senior Leadership Team, including SENCO, ensuring that a differentiated approach is taken and that the learning objectives in ILPs are identified and reflected in planning. Data from SEN children is monitored and tracked by SLT and Inclusion Team so that any trends or concerns can be identified and followed up. Parents/carers and children are involved in setting these individual targets by discussing, receiving and having their views recorded (particularly relevant if used with Individual Learning Plans for their child) and targets are closely monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound (SMART) steps to success. Where these targets are not met, additional assessments may be carried out to consider alternative strategies or interventions that could support the child further. Where external agencies or professionals are involved with the child, their comments and recommendations are uploaded to the Insight system and are considered in all planning. The School Development Plan and SEF includes priorities relating to the provision for SEN and the SENCO is a member of the School Leadership Team, ensuring that the consideration of children with SEN remains at the centre of any whole school developments. Success criteria will be: • Curriculum planning reflects Individual Learning Plan targets and any previously identified need. Targets are focused on in children's classroom learning and progress is embedded into their work. • A high percentage of those children identified as having SEN reach the success criteria for their expected targets as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support • All Individual Learning Plans include written/recorded comments from parents/carers and children and, where necessary, outside agency involvement. The SEND Governor carries out learning walks and supervision visits with the SENCO to evaluate what is in place within the school and reports back to the governing body.
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Where can I find further information or get further support?

- Wiltshire Local Offer <https://www.wiltshire.gov.uk/local-offer>
- The School's Disability Access Plan
- Your child's G.P. / Paediatrician
- The Parent Carer Council https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Report reviewed: 16 September 2025

Reviewed by: Mrs Emma Asfaw (SENCO)

Date of next review: September 2026