



PYE BANK CE PRIMARY SEND INFORMATION REPORT 2026-2027

At Pye Bank CE Primary School, we are proud of our inclusive ethos and provision. We welcome everybody into our community, regardless of any barriers to learning. We believe that for the vast majority of pupils learning barriers can be overcome sufficiently to allow pupils to narrow the attainment gap. When this is too big a step to overcome, we still firmly believe that pupils can, by making smaller step gains and receiving appropriate support, make good progress given their starting point and be successful.

- The Staff, Local School Board, pupils and parents/carers work together to make a happy, welcoming place where pupils and adults can achieve their full potential and develop as confident individuals.
- This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention we pay to the different groups of pupils within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.
- We are committed to narrowing the attainment gap between SEND and non-SEND pupils. All pupils are entitled to an education that enables them to make progress and achieve, both academically and within their personal development.

What types of SEND do we provide for?	We refer to the term “Special Educational Needs” if a pupil: a. Has significantly greater difficulty in learning than the majority of pupils of his or her age in one or more areas of learning. b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age. The difficulty or disability may relate to: • communication and interaction • cognition and learning • social, emotional or mental health • sensory or physical
How do we identify and assess pupils with SEND?	At Pye Bank CE Primary pupils are identified as having SEND (Special Educational Needs and/or Disabilities) through a variety of ways, usually a combination, which may include some of the following: • Liaison with previous school or pre-school setting • Child performing below ‘age expected’ levels or equivalent • Concerns raised by a parent/carer • Concerns raised by a teacher: for example, if a child is struggling to learn new concepts or make small steps of progress, or if behaviour or self-esteem is affecting performance • From monitoring progress after a concern has been noticed: despite new strategies being tried your child does not begin to make progress • Through termly Pupil On Track Meetings involving the Deputy Headteacher/SENDCO • Liaison with external agencies e.g. Speech and Language, ASCETS Team, 0-5 SEND Support Service and the Educational Psychology service. We also work alongside the Visual and Hearing Impairment Teams and those involved with physical needs such as Occupational and Physiotherapy.

	• Use of tools for standardised assessment within the curriculum and a range of specialist screening tools, plus the Birmingham Toolkit, Locke and Beech and Boxall Profiles. • Pupils with an EHC (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.
Who is our special educational needs and disability coordinator (SENDCO) and how can she be contacted?	The SENDCO's are Stephanie Stacey (DHT) and Natalie Gibson They can be contacted via the main school office on 0114 276 0472. The SENDCO's are responsible for the implementation of the SEND Policy and will support other members of staff where necessary. They will liaise with parents/carers and relevant outside agencies. They will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. The SENDCO's are also responsible for overseeing the SEND register and the progress of SEND pupils.
What is our approach to teaching pupils with SEND?	The school takes a graduated approach to teaching pupils with SEND linked to their identified need. The main principle underpinning all of our work is that wherever possible pupils with SEND are supported through scaffolding and adaptation to access the main class provision on offer. Class Teachers Teachers are the primary educators of our pupils and have responsibility for enabling all pupils to learn. To achieve this they: • plan appropriate work activities for their pupils • ensure that support is available for all pupils (inclusive 'quality first' teaching) • adapt the curriculum to take account of different learning styles, interests, abilities • ensure that all pupils can be included in tasks / activities • monitor individual progress • celebrate achievement • identify those pupils who require additional or different support in order to make progress • collaborate with the SENDCO in order to set targets on individual Support Plans and discuss these with parents/carers and pupils. Teachers are familiar with the relevant equal opportunities' legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. Support Staff Each classroom generally has one teacher and one teaching assistant. Our support staff are deployed by teachers to support pupils within the class to access the mainstream teaching and maximise the impact of the teacher's expertise in accelerating progress and removing barriers. This is organised in the following way: • through 'quality first' teaching, support the teachers in enabling all pupils to access the learning • supporting the teachers in enabling pupils with SEND to have access to an appropriate curriculum • encouraging and promoting independence in the pupils • liaising with the class teacher • helping to prepare resources and adapt materials • leading interventions to close the gap for pupils experiencing difficulty • promoting the inclusion of all pupils in all aspects of life at school Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual adapted curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- undertaking rapid intervention during or following a lesson, preteach or reteach
- use of support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home
- alternative provision for pupils within school as well as external support.

Frequency and Timing of Support

Sometimes pupils with SEND need timetabled, individual or small group support. This is arranged and timetabled by the SENDCO, in collaboration with teaching staff and Senior Leaders. Teachers generally provide the intervention so that they can adapt provision according to need. When more specialist provision is required, such as Speech and Language support, the SENDCO will work closely with staff and outside agencies in order to meet pupils' needs.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing adapted planning that is used across the school and is carefully matched to the pupils' level of attainment and need. Pupils are taught within mixed ability classes and teaching will involve mixed ability groups as well as ability groupings, depending on what is being taught and which is the most appropriate. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the age peer groups. Although the needs of the pupils are considered individually, they may not necessarily be supported individually.

The school does have a number of pupils who receive one to one support and also small group provision. These pupils have complex needs and their provision is overseen by the SENDCO.

Social, Emotional and Mental Health

Bespoke pastoral and learning support are also provided as part of the work by our team of pastoral support staff, led by the Strategic Leader Deborah Maskrey. Specific interventions are offered to support pupils who have social and emotional needs. In addition, they work closely with outside agencies that can offer family support and guidance when needed. This is a key part of our provision here at Pye Bank. A number of staff within the Inclusion Team, including the SENDCO, have completed training linked to Trauma Informed Schools Practice. The school also has two designated Mental Health Leads, Stephanie Stacey and Deborah Maskrey.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines, which is available from the school office.
- Parents/carers need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent/carer and medicines handed into and collected from the school office

	• On a day-to-day basis, the administrative staff/identified First Aiders generally oversee the administration of any medicines. Another member of staff will always witness any administration. • A child may have an ongoing condition which needs support or management. Deborah Maskrey works with the SENDCO to ensure the appropriate Care Plans are in place and known by relevant staff. These are written collaboratively with parents/carers and health care professionals. • As a staff, we have regular training and updates on conditions and medication affecting individual pupils, so that all staff are able to manage medical situations • The appropriate number of staff hold first aid qualifications, which are updated regularly.
How do we adapt the curriculum and learning environment?	All learning activities within class are planned and adapted at an appropriate level, so that all pupils are able to access learning according to their specific needs. The class teacher, alongside the SENDCO will discuss a child's needs and what support will be appropriate. Pupils with SEND will have access to the appropriate resources needed in order to help them to make progress such as visuals including Communicate in Print and concrete resources in maths. Additional teaching in areas such as phonics, reading and basic maths skills are often used. The Local School Board agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all pupils receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities. On some occasions, a higher level of adaptation is required. The school has allocated a number of Teaching Assistants to support complex needs pupils on a 1:1 basis or small group and has also developed additional provision which can support pupils with SEMH needs including the Zones of Regulation. Some pupils receive targeted sessions for SEMH needs with the Learning Mentor. Our school has an Accessibility Policy and Equal Opportunities Policy. All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park. Accessible toilet facilities are available throughout and there is also an accessible shower room with a hoist. If you have specific access queries or concerns, please speak with us.
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	All pupils are included in all parts of the school curriculum in the classroom and school day as a result of the support outlined above. We aim for all pupils to also be fully included on school trips and other extra-curricular activities. We provide the necessary support to ensure that these are successful and may discuss this in advance with parents/carers. • It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. • A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. • A variety of after school clubs are provided plus a lunchtime club. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Our Lunchtime Supervisors and Teaching Assistants support the pupils during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child. • We enter competitions through the Arches Sports Partnership which are aimed at pupils with SEND.

How do we consult parents/carers of pupils with SEND and involve them in their child's education?	Who will explain my child's needs and provision with me? - The class teacher will meet with you formally on at least a termly basis in order to discuss your child's progress and the support that they are receiving - Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this Each year group has a phase leader who can also help parent/carers understand the provision. <i>Phase 1: Foundation Stage- Tania Marsden</i> <i>Phase 2: Years 1 and 2 – Emily Taylor</i> <i>Phase 3: Years 3 and 4 – Sandie Chatterton</i> <i>Phase 4: Years 5 and 6- Becky Taylor (maternity leave Autumn and Spring Term – Sarah Toyloco to cover)</i> - An appointment can be made with the SENDCO to discuss support in more detail if required. Support Plans are written and discussed. These will form part of the written record of the support provided and copies will be provided to parents/carers.
How do we consult pupils with SEND and involve them in their education?	Pye Bank CE Primary School recognises that children and young people with SEND should be actively involved in decisions about their education and support. We are committed to ensuring that pupils' views, wishes and feelings are central to the graduated approach and all SEND processes. - Pupil voice may be gathered through: - Discussions with class teachers, teaching assistants and the SENDCO. - Contributions to Support Plans and review meetings where appropriate. - One-page profiles. - Pupil questionnaires and surveys. - School council participation. - Observations of pupils in lessons, social times and intervention sessions. - Person-centred review approaches. - Communication systems adapted to meet individual needs, including visual supports, symbols, photographs, communication devices and alternative methods of communication. We will support pupils to: - Express their views about learning and school life. - Identify what helps them learn best. - Contribute to target setting and review discussions. - Develop independence and self-advocacy skills. - Understand their strengths, interests and aspirations. For pupils with Education, Health and Care Plans, every effort will be made to ensure that their views are sought and included as part of the Annual Review process. Where pupils find it difficult to communicate their views directly, staff will work closely with parents/carers and other professionals to identify and represent the pupil's wishes, feelings and preferences. The views, wishes and feelings of children and young people will be considered alongside those of parents/carers and professionals when planning, delivering and reviewing SEND provision.

How do we assess and review pupils' progress towards their outcomes?	As a school we track and analyse the pupils' progress in learning against national expectations and age-related expectations on a half-termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track pupil progress from entry at Year R, through to Year 6, using a variety of different methods. Pupils are tracked to ensure they are 'On Track' to meet the age related expected. Gaps within learning are identified and taught. Pupils with identified SEND may be assessed and tracked using the Birmingham Toolkit or Locke and Beech assessments dependent on their age and stage. This is all documented within their individual Support Plans. To monitor progress the school: • Hold Pupil on Track Meetings each half term between each class teacher and members of the Senior Leadership Team. In these meetings, a discussion takes place concerning pupils who are not making expected progress and possible actions are discussed. • Has a range of assessments often carried out by specialists, where specific needs are identified, which can be used to explore a child's strengths and difficulties in more depth, including various standardised assessments, such as Single Word Reading/Spelling. • Hold Teacher/Parent and Carer/SENDCO meetings each term to discuss the progress of individual pupils in and to review Support Plans. • Holds weekly Inclusion Team meetings to track the progress of all pupils and identify those who are vulnerable and/or at risk. • The Headteacher and SENDCO reports regularly to the Local School Board to inform them about the progress of pupils with SEND and how resources are being used. Information provided will never name individual pupils in order to maintain confidentiality at all times.
How do we support pupils moving between different phases of education?	Transition between year groups and key stages is rigorous at the end of each year, with time set aside for teachers to pass on assessment information and progress data. • We encourage all new pupils to visit the school prior to starting. • We carry out home visits for Foundation Stage and for some families transferring into school, where a specific need may lead to this. • We can create 'social stories' with/for the pupils if transition is likely to prove challenging. • For pupils starting in Foundation, a series of visits for pupils are planned throughout the second half of the Summer Term as well as the opportunity for parents/carers to meet individually with the class teacher, in order to help pupils, families and staff get to know each other. • We liaise closely with the staff when receiving and transferring pupils to and from different schools or early years setting, ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If a child has complex needs, then an Extended Support Plan or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. • Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. • At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. • Our feeder secondary schools work very closely with us and we meet regularly. Some also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
How do we support pupils with SEND to improve their emotional and social development?	The school places the personal and social development of all pupils at the heart of our work and our curriculum has a strong PSHE approach which impacts on all pupils. However, we recognise that some pupils have particular needs in terms of Social, Emotional and Mental Health and ensures sufficient provision is in place. The school has a strong Inclusion Team which includes the following people: 1. <i>Deborah Maskrey: Strategic Leader for Pastoral Support and Safeguarding</i> 2. <i>Zabeda Hussain: Pastoral Manager, with responsibility for attendance and parental engagement.</i> 3. <i>Amy Dawson and Fariha Malik: Learning Mentors</i>

	4. <i>Lisa Wild: Pastoral Assistant</i> 5. <i>Stephanie Stacey: SENDCO and Deputy Headteacher</i> 6. <i>Natalie Gibson: SENDCO</i> The team support pupils through one-to-one interventions, group support and the running of specific programmes. They also offer significant support to families to support the emotional wellbeing and behaviour of their pupils. The school has a range of behaviour interventions to avoid suspensions or to minimise suspensions through reintegration support. Zabeda Hussain supports attendance of all pupils and works in close partnership to support parents/carers who may struggle with attendance as a result of SEND challenges. They work in close partnership with the SENDCO. All members of the team can be contacted via the school office. The school works closely with the Mental Health in School Team under the Children's NHS Trust. Emily Rawley works in school one day per week and offers therapeutic support to pupils on a 1:1 basis or small group. She works alongside the SENDCO and Safeguarding Lead to develop mental health support within the school and community, including the creation on Mental Health Champions with pupils.
What expertise and training do our staff have to support pupils with SEND?	We support all staff in developing their expertise in working with SEND. This includes all teachers and teaching assistants through in house training linked to deployment of additional adults as well as more specialist whole staff training led by the ASCETS or Fusion SEND Hub. Individuals are trained in Speech and Language interventions (LEAP, VIP and NIP) and programmes such as Attention Autism, Gestalt Language and Theraplay. Our SEND Teaching Assistants have made visits to specialist provision/specialist schools.
How will we secure specialist expertise?	When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when: • a child continues not to make adequate progress • continues working at levels substantially below that of pupils of a similar age even when teaching approaches have been targeted on an identified area of weakness • continues to have difficulty in developing Literacy and Numeracy skills • has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management support plan • has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service • has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning • a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school. For these pupils, the difference between their attainment and that of the other pupils is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents/carers. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The external specialist may: • act in an advisory capacity to refine targets set by the school • extend the expertise of the teaching staff • provide additional assessment • be involved in supporting the child directly

	• suggest that a statutory assessment is advisable • consult with all parties involved with the child Outside agencies include: • Speech and Language Therapy • Educational Psychology Services • Early Years Inclusion Team • Inclusion and Attendance • Autism and Social Communication Education and Training Service • Hearing / Visual Support • Ryegate– which provides support across the medical fields eg physiotherapy, occupational therapy, communication clinics, ADHD Support etc. CAMHS – Child and Adult Mental Health Support • School Nursing Service • Diabetic Nursing Service • Special Schools • Family Intervention Service (FIS) Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. We meet regularly with agencies. For example, the Educational Psychologist visits school half termly and meets with individual teachers to discuss concerns, progress and strategies for supporting identified pupils. They may observe in classrooms and also meet with parents/carers. The Speech and Language therapist works one to one with pupils but also meets parents/carers to support with strategies to use at home and meets with staff to give advice and support for strategies to use within the classroom. Staff from the ASCETS term visit half termly including Rowan Outreach for identified pupils.
How do we evaluate the effectiveness of our SEND provision?	The school ensures the provision is regularly reviewed through moderation with the Trust, Family of Schools, School Improvement visits, data analysis and also commissions external reviews of our work.
Extended Support Plans and EHCPs	When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place (including an Extended Support Plan) statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents/carers and outside agencies, will submit reports for consideration at the locality panel. The panel process is split into Stage 1 and 2 and there may be a decision as to whether to proceed towards an EHC. If this is agreed, the Local Authority will need to have: • information about the child's progress over time • documentation in relation to the special educational need(s) • details of action taken by the school to meet the child's special educational needs particulars of any special resources or arrangements put in place. This information includes where relevant: • individual Learner Profiles for the child • records of regular reviews against outcomes

	• health reports, including medical history where relevant • national assessment levels and reports or records of progress compiled by the teachers • educational and other assessments, for example from an advisory teacher or an Educational Psychologist • reports from other professionals involved with the child (Social Care, Educational Welfare services, Health and Education services). The views of the parent/carers and child are sought. Parents/carers may also make a Request for Statutory Assessment. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Central Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parent/carer views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.
Who can young people and parents/carers contact if they have concerns? How do we handle complaints from parents of pupils with SEND about provision made at the school?	Pupils are always encouraged to talk to staff within school and through discussions, their actions and questionnaires we feel sure that all of our pupils know who to talk to. If a parent/carer has a concern, we encourage them to talk to us – this can be done by contacting the class teacher about concerns initially. If a parent feels that they would like to speak to a senior member of staff, we encourage them to ask to arrange an appointment with the SENDCO, the Pastoral Leader or Phase Leader. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report. If a parent/carer is not happy at this point they meet with the Head teacher and then there is a clear complaints procedure, which is available in the office or on the website. All of the above is done in a timely way so concerns are resolved quickly.
Where can the LA's local offer be found? How have we contributed to it?	https://www.sheffielddirectory.org.uk/localoffer/ Pupils and Young People with SEND may need support from a wide range of services and professionals within Education, Health and Social Care. Sheffield's Local Offer will make it easier for families to find out what they need to know and help you find the nearest and most suitable services for families.