SEND Information Report – 2026-2027

With trust and care we will grow and flourish

1. What kinds of Special Educational Needs are provided for at Pear Tree Community Junior School?	Pear Tree Community Junior School is a fully inclusive mainstream school which strives to create a sense of community and belonging for all our pupils. We have high expectations and ensure that all pupils are provided with a broad and balanced curriculum and good quality first teaching, enabling them all to progress personally, emotionally, socially and academically in all curriculum areas. We have systems in place for early identification of barriers to learning and participation and provide for the following areas of need as outlined in the SEN Code of Practice 2015: • Communication & Interaction Needs • Cognition & Learning Needs • Social, Emotional & Mental Health Needs • Sensory & or Physical Needs

2. How do we identify children with SEND and how do we assess their needs?	At different times in their school life, a child or young person may have a special educational need. The SEN code of Practice defines a Special Educational Need as follows: *"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:* *(a) have a significantly greater difficulty in learning than the majority of others of the same age: or* *(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."* The Class teacher monitors all children continually and assesses them half termly identifying those children not making expected progress. Pupil progress meetings are held half termly with the Head of School and class teacher where extra provision and strategies to support the child are agreed. Families are kept informed throughout the whole process and children are invited along with their parents and carers, at least termly, to discuss and review their provision and targets with the Class teacher.

3. Who is our Special Educational Needs and Disabilities Coordinator (SENDCo)?	Mrs Lorna Coope is our SENDCo. (Maternity leave for 2026-2027) Mr Alex Wilde is our SENDCo for the 2027-2028 year. You can contact the SENDCo via the school office on: 01332 760610 or email them at: admin@peartreej.derby.sch.uk

4. How do we consult parents and carers of children with SEND and involve them in their child's education?	• Parents and carers are actively encouraged to be partners in their child's education. Our 'open door' policy allows the class teacher in the first instance to be regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so similar strategies can be used. • The SENDCo is also available to discuss any concerns/worries you may have. • Parents receive a copy of their child's Learning Plan each term stating what interventions and provisions the child is receiving. • You may also contact school via telephone or email, or request home/school communication book, if you are unable to speak directly to the class teacher in school. • All information from other professionals will be discussed with you and with the person directly involved with your child or, where this is not possible, the SENDCo will share their report with you. • You will be involved with the setting and reviewing of your child's personal targets at review meetings. • Parents and carers of pupils in receipt of an Education Health Care Plan (EHC Plan) are also invited to attend a formal Annual Review. • In some cases, parents may be involved in the Early Help Assessment. In these cases, regular meetings are held to discuss the child's needs, support and progress.

5. How do we consult children and young people with SEND and involve them in their education?	All children, including those with SEND, are involved in setting and reviewing their own targets together with their class teacher and parent, as part of the continuous learning cycle. Children with EHCPs are invited to contribute to the Annual Review process through the 'My Views' documentation from an early age and to attend the meetings when they are older. Where appropriate, children are also involved in the Early Help Assessment. Their input is crucial to the success of these programmes in establishing the individual's needs and methods of support.

6. What is our approach to teaching children with SEND?	All children are part of a mainstream class and have access to high quality first teaching alongside their peers, where learning is personalised and differentiated to ensure progress. When a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the normal differentiated curriculum. This additional support, 'intervention', will be tailored to meet the child's needs and is intended to overcome their identified barrier to learning. When implementing extra support we engage in a four part cycle: Assess, Plan, Do and Review. Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. Plan – identifying the barriers for learning and planning the additional support (Intervention) that will help overcome these barriers. A baseline assessment takes place at the start of the intervention, which provides a point of reference for measuring the progress made by the child and a target outcome is set. From this a Learning Plan will be set up outlining the provision and support that the child will receive. A copy of which will be given to the child's parent/carer. Do - providing the support – extra assistance for learning – as set out in the plan. This support may be provided in class, or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs and is documented on the child's individual and whole school provision plan. The intervention may be delivered by the class or specialist teacher or by a trained teaching assistant. Its impact will be monitored closely and shared regularly with the child and with their parents and carers. Some children may also require access to specialist equipment/technology eg. writing slopes, computers or recording devices Review – measuring the impact of the support provided and considering whether changes to that support need to be made. The child, parents or carers, teacher, SENDCO and, when necessary, outside agencies contribute to this review. This stage then informs the next cycle.

7. How do we evaluate the effectiveness of the provision made for children and young people with SEND?	Your child's progress is continually monitored by their class teacher and the SENDCo and their progress is reviewed formally every half term in Reading, Writing and Maths. Children not making satisfactory progress are highlighted and targeted support is put into place to address areas of concern.

	Where children have been identified as having additional needs, the class teacher will outline the extra provision designed to accelerate progress on the provision map and share with parents/carers. Progress against the set targets is continually reviewed and shared with parents and formally reviewed by the Head of School, SENCo and class teacher 3 times per year at pupil progress meetings. The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. Attainment and progress is monitored closely by the Head of School, SENDCo and other members of the senior management team through regular book and planning scrutiny, lesson observations and termly pupil progress meetings with the class teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.

8. How is the budget allocated to provide extra support? Element 3 Funding	The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The SENDCo can also apply for extra funding for those children with an Education and Health Care Plan. The SENDCo will need to provide evidence of how the notional budget is spent and how future funding will be spent to support the needs of the child effectively. The Head of School decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head of School and the SENDCo discuss all the information they have about SEND in the school, including: • the children getting extra support already, • the children needing extra support, • the children who have been identified as not making as much progress as would be expected. • the type of support to be implemented. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on Learning Plans. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

9. How do we prepare and support children when they are joining or leaving our school or moving on to a new class within school?	We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. When moving from another setting to our school, Staff work closely together so transition is usually a smooth process for all children. When a child has already been identified as needing additional support, the SENDCo will arrange a Team around the Child meeting with parents/carers and staff from the previous setting to share information about the child and to agree on the provision necessary for the child to be fully included in our setting. Your child will be able to visit our school and stay for taster sessions, if this is appropriate. If your child is moving to another school: We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: A planning meeting will take place with the new teacher in advance and all information will be passed on. Full transition from class to class occurs four weeks before the end of the summer term. This enables children to get to know their new teacher and teaching assistant and vice versa before the summer holidays begins. In Year 6: The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited, will take place with the SENDCo from the new school. Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Where necessary, a phased transition with support from Derby City Council and the new school will be put in place to support the move of school. If your child would be helped by a book/passport to support them in understand moving on at any of the above stages, then one will be made for them.

10. How do we help to prepare children for adulthood?	Our school is committed to working with all of its pupils to ensure that they develop confidence and take pride in becoming responsible citizens who will contribute positively to society. We promote these values through a curriculum which has a centre based on PHSE, a behaviour system, high expectations and through the support of our learning mentors.

11. How do we adapt the curriculum and learning environment for children and young people with SEND?	Children's needs are identified and reviewed regularly to enable us to cater for individual needs. The classrooms / school environment are regularly adapted to meet the needs of our pupils. We have specific rooms where interventions take place. All classrooms have individual workstations and time out areas that children can have access to whenever they feel they need it. This is important as we believe that children need to be able to self-regulate their own behaviour and recognise when they need time out or support. We work closely with outside agency professionals to adapt our environment and curriculum to support all of our pupils.

12. How are the teachers in school supported to work with children with SEN and what training do they have?	The SENDCo will support the teachers in planning provision for children with SEND. The SENDCo has completed training in many aspects of SEND. They attend Derby City Council SENDCo Forum meetings as well as Transform SENDCo Network meetings which keep them informed about latest developments to SEND provision. Staff have update training from the SENDCo through designated SEND staff meetings. Individual teachers and support staff attend training courses relevant to the specific needs of children in their class, run by outside agencies and by the local authority. Teachers and teaching assistants have a range of experience and specialist knowledge. The school encourages staff to collaborate and share these skills in order to enhance provision throughout the school and to ensure the best outcomes for all children.

13. How are children and young people with SEND able to engage in activities available and young people in school who do not have SEND?	We ensure that all children have equal opportunities. Our pupils are encouraged to join in with a wide range of extra-curricular activities, which are provided before school, at lunch times or after school. Our pupils are encouraged and guided as to how to be an active citizen in and out of school. All pupils are encouraged to take part in a range of school trips, activities and residential trips. An individual Risk Assessment is compiled for those children with SEND and the team leader will hold a briefing meeting with all supporting staff members.

14. How do we support the emotional development and overall well-being of our pupils?	The emotional health and well-being of all our pupils is very important to us. We have a robust safeguarding policy in place and follow national guidelines. The designated safeguarding lead is the Assistant Teacher, Mrs Elliott. Mrs Elliott leads a safeguarding team which consists of: Nurture Lead Mrs Black and Learning Mentor and Attendance Officer Mrs Burdis. We work closely with all staff to ensure that all our children, parents and carers are offered care, guidance and support whenever necessary. Small group activities are specifically designed to support those pupils with anger, self-esteem or social skill difficulties. All class teachers follow a PSHE Programme which is central to our curriculum.

	Pear Tree Junior School has partnered with Place2Be, an organisation that offers mental health support for children and their families. Place2Be Mental Health Professionals are an integral part of our school team and deliver a range of mental health services to children and their families in school. The Mental Health Professionals are based in school and deliver counselling in a variety of context including: • 1-1 sessions with children • 1-1 play/ art therapy sessions • 'Place to Talk' session through pupil self – referral • Group therapy sessions • 1-1 sessions for parents through the parent partnership model Referrals to the service are made by teachers or children who may require the support of a Mental Health Professional. If you have any concerns regarding the mental health of your child, please contact their class teacher who can discuss the next steps and potential referrals to Place2Be. Pear Tree Community Junior School does not condone any form of bullying and has appropriate policies that are adhered to by all members of staff.

15. Who are the people providing services to children with SEND in our school?	Our School provision includes: • SENDCo coordinating provision across the school • All staff are trained to deliver quality first teaching to all pupils including those with SEND. All teaching staff differentiate to suit the individual learning needs of all pupils. • Teaching Assistants are well trained to support all groups of pupils particularly those pupils with additional learning needs. • Ongoing Continual Professional Development (CPD) opportunities. We liaise with a range of other professionals and voluntary organisations to support pupils and their families. **Local Authority Provision:** Educational Psychology Service SENDIASS SALT (Speech and Language Therapy) Hearing Impaired Team Newton's Walk/Lakeside Autism Team **Health Provision delivered in school:** Place 2Be Counselling School Nurse Occupational Therapy Physiotherapy

	CAMHs (Child and adolescent mental health service)
	Transform Trust Provision: CPD opportunities for all staff SENCo Forum meetings Associate Head support time We also work closely with families to help signpost them to additional services and support. Whenever an additional agency is considered for providing support to a child and/or their family, discussions will take place to make clear the purpose for the possible involvement. Written parental consent will always be obtained from parents/carers. Parents/carers will be kept informed of any feedback or where appropriate through the sharing of written reports.

16. What are our arrangements for handling complaints from parents of children with SEND about the provision made by the school?	We always try to do our very best to work with parents/carers and listen to any concerns you may have and therefore ask that you contact your child's teacher first. If you feel that the matter is unresolved you can also seek to talk to Mrs Collins, the Head of School, Mrs Elliott and Mr Wilde, the Assistant Head Teachers or Mrs Coope our SENDCo. However, if a parent/carer continues to be unhappy with the provision for their child, they can refer to the Complaints Policy which can be found on the school website or which can be obtained from the school office.

Parents, carers and young people can find further information on Special Educational Needs and Disabilities in the DfE guides found below:

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-youngpeople