Pinxton Village Academies

SEND Information Report

September 2026

To be reviewed: September 2027

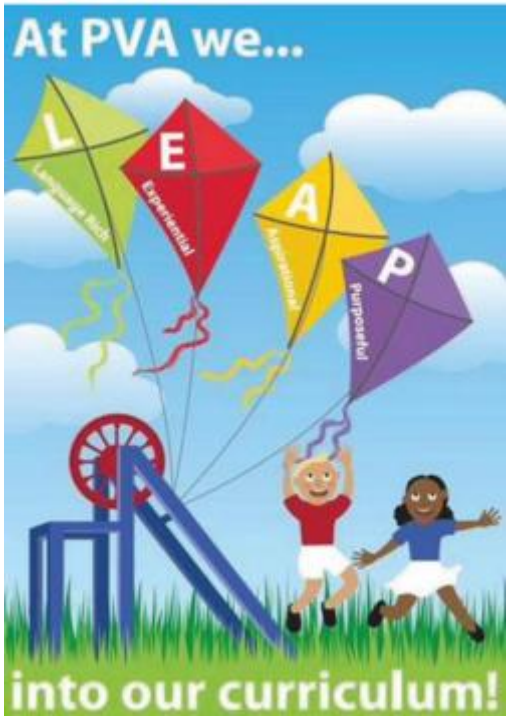
Our Curriculum Vision Statement

At Pinxton Village Academies, our curriculum, underpinned by current research, has been specifically developed and adapted for the needs and interests of all our children. Our curriculum is carefully designed to address identified barriers of learning from within our community. Fluency in the core subjects, with reading at the heart, enables access to the full curriculum and is therefore integral to our approach.

We know that our children need a curriculum that embeds knowledge, expands vocabulary and captures their imagination. Our curriculum allows children to retain knowledge and vocabulary. It is carefully designed so that children can build on knowledge and skills learned and use them in the next stage of their education. An ambitious curriculum based on compassion, integrity and a pursuit of excellence, opening doors for the future success of all of our children to fulfil their potential and beyond.

Our **enquiry-based approach** takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy.

Our curriculum is adapted and made accessible for all children at Pinxton Village Academies regardless of any SEN and Disabilities.



Language rich – to expose children to high quality texts and to improve speech and vocabulary.

Experiential – to challenge children to overcome personal barriers through culturally rich, memorable experiences which expand their knowledge of the wider society.

Aspirational – to create ambitions for themselves and our community.

Purposeful – to give meaning and value to learning, preparing our children for their next step in education

Meet the SENDCo



Pinxton Village Academies' SENCo is Mrs Sarah Clarke. She has responsibility for coordinating the provision for all children in the school who have Special Educational Needs or disabilities. You can contact her at sclarke@pvacademies.derbyshire.sch.uk, via dojo or by phoning the academies' office on 01773 303420.

Mrs Clarke is supported by a highly trained and experienced team of staff in the day-to-day support for children with SEND.



Mrs Asher

Family Worker



Mrs Ball

ELSA (Emotional Literacy Support Assistant)



Mrs Gascoigne

ELSA (Emotional Literacy Support Assistant)



Miss Oakley

Assistant SENDCo

Class Teacher

How do we identify children with SEND?

Some children will enter school with very clearly identified needs, however for others their needs do not become fully apparent until they enter or progress through the education system. Class teachers will make regular assessments of progress for all pupils and during this process will identify those whose progress or attainment is becoming a cause for concern. This is done through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Pupil, staff, and parent questionnaires.

The Graduated Approach:

We follow the graduated approach by implementing the 'assess plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and strategies and reviewing their impact and gathering further information to create a clearer picture of the child's needs. Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments.



How do we work with parents and carers?

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.
These conversations will make sure that:
• Everyone develops a good understanding of the pupil's areas of strength and difficulty.
• Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support and parents will be invited to create a SEND Support Plan about their child.
This will outline the support the child is receiving and will include:
• The child's current assessments
• Their identified barriers and strategies to address these
• The pupil's own views
• The parent's views
• A clear outline of the provision for the pupil with clear targets and measurable outcomes.
Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

What is our approach to teaching children with SEND?

Adaptations to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND. This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Teachers use adaptive teaching approaches to remove barriers to learning while maintaining high expectations for all pupils.

- Bespoke provision may be planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

All staff have a copy of and refer to a document entitled 'High quality teaching for SEND' which contains strategies to support children in the classroom under the 4 categories of need. There are also documents to support more specific adaptations in each of the individual subject areas available.

Additional interventions and support

Where high quality adaptive teaching alone is not sufficient to meet a pupil's needs, additional interventions and support may be implemented such as:

- Early Reading intervention
- PVA Talks Early Language intervention
- SHINE interventions
- Precision Teaching
- ELSA (Emotional Literacy Support Assistant)
- Pastoral support from the Family Workers
- Individual Speech and Language Therapy programmes (SaLT)
- Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult.

Outside agencies

The school continues to build strong working relationships and links with external support services to fully support our children. We believe that sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. With consent from parents, we also work with agencies to provide additional support for pupils with SEND, such as:

- Inclusion Support Advisory Service (ISSA)
- Educational psychologists
- SaLT (speech and language therapy)
- CAMHS (Child and adolescent mental health services)
- Occupational therapy

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a school council in which all children are supported to have a voice.
- We have two ELSAs (Emotional literacy support assistant) who can provide support for those children who need more targeted emotional support.
- We have a dedicated Family Support Worker who will work with the whole family to support positive outcomes for the child.

- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance of pupils with SEND is monitored regularly by school leaders and family support worker. Where attendance becomes a concern, we work closely with families and relevant professionals to identify barriers to attendance and implement appropriate support strategies. The impact of this support is reviewed regularly to promote positive engagement with school.

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our PSHE curriculum and through regular whole-school assemblies.

How do we know that the support in place is working?

We evaluate the effectiveness of provision for pupils with SEND through:

• Reviewing pupils' progress towards the outcomes on their SEND Support Plans.

• Holding termly SEND reviews with parents.

• Reviewing the impact of interventions on a regular basis.

• Listening to and capturing the pupils own voice and involving them in their reviews where appropriate.

• Regular monitoring by the SENDCo and assistant SENCo by visiting children in classes, looking at their work and attending pupil progress meetings.

• Consulting with and taking feedback from outside agencies.

• Holding annual reviews for pupils with EHC plans.

• For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems appropriate for the area of need, such as Autism Education Trust Framework, and Strengths and Difficulties Questionnaires.

What support will there be for my child's overall well-being?

All staff work closely together in helping to support our children and reinforce our principles at all times. We provide additional support for children when they are experiencing difficulties with their emotional health and wellbeing. This is organised by the SENDCo in conjunction with the class teacher and parents.

Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult. We also cater for the medical needs of certain children in the mainstream setting as well as a lunchtime club to support those who require a more structured session.

Mid-day staff receive regular training for specific children in their care, to meet their medical and/or social needs.

What training have staff had and what is planned?

Pinxton Village Academies is committed to ensuring that all staff are provided with opportunities to enable them to support children with a range of specific needs. As a child joins the school or new class, specific training is put in place to ensure that the child's needs can be met.

The SENDCo attend relevant SEND courses, SENDCo Network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, the Academies chain or through in-house training.

Pinxton Village Academies is part of the Flying High trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

How will equipment and facilities for SEN be secured and how accessible is Pinxton Village Academies?

Pinxton Village Academies endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.
Our current arrangements and identified adjustments are outlined in our accessibility plan (available on the academies' website) and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school currently has a range of facilities for pupils with SEND in place. These include:

- Full time teaching assistants (who have expertise in a variety of areas)
- Use of dyslexia friendly resources throughout school
- Disabled toilet facilities
- Use of dual coding with signs and symbols for those pupils with communication difficulties
- Use of assistive technology
- Visual timetables in all classrooms

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services such as Physical Disability Support Service and Inclusive technology.

How will Pinxton Village Academies prepare my child to join the setting?

When a child with additional needs joins Pinxton Village Academies, every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs.

Staff will liaise with the child's previous school or setting to ensure that all the relevant information has been shared, so the best possible outcomes can be achieved.

How will the Pinxton Village Academies prepare my child to transfer between phases of education?

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 fully utilising the family and child support workers and the pastoral support available across Pinxton Village Academies.

If your child is moving to another school:
We will contact the school's SENCo 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 SENCo from the new school where we will make sure that all records about your child are passed on as soon as possible.
Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of pastoral intervention such as social stories and formulation of a transition book.

When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual plans will be shared with the new teacher. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.

In Year 6:
Partnerships are established with the local secondary school (Fredrick Gent). Information will be passed on. The SENCo and class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions as part of an enhanced provision.

In some cases, staff will visit the child within the school setting. Adults from the new school will be identified with a focus on developing positive relationships and effective transition. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.

What do I do if I have a concern or complaint about the SEN provision for my child?

If a parent or carer has any concerns or complaints regarding the SEND provision for their child, they are advised to speak to the relevant class teacher or they can make an appointment to speak to the SENDCo where ways forward and steps to resolve the issue will be discussed.

If parents feel the matter is still unresolved and would like to submit a complaint, then a full copy of the complaints procedure can be obtained from the office upon request.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents/ carers / young people?

Additional services are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and DIASS.

Parents will be signposted to Derbyshire local offer page on the website, access to this can be supported if parents have difficulties accessing a computer.

https://www.localoffer.derbyshire.gov.uk/home.aspx

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.