



Supporting Pupils with SEND at Earl Sterndale C of E Primary School



Welcome

Every child at Earl Sterndale CE Primary School is valued, respected and supported to achieve their potential.

We believe that all children have the right to feel that they belong, participate fully in school life and experience success. Our approach to SEND is built on strong relationships, high expectations and a commitment to removing barriers to learning.

This guide explains:

- how we identify and support SEND
- how we work with families
- what support may be available
- who you can contact if you have questions or concerns

Our Inclusive Approach

At Earl Sterndale, inclusion is at the heart of everything we do.

We recognise that every child is unique. Some children may need additional support at different points in their education and we are committed to ensuring that every pupil can:

- access learning
- participate in school life
- develop independence
- achieve their potential

Most children's needs are met through high-quality teaching, adaptive practice and a supportive learning environment.

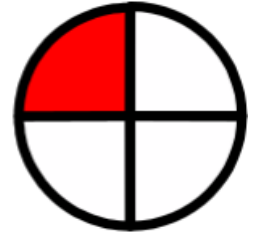
Where additional support is required, we provide this through a graduated and personalised approach.

Our Commitments

- ☒ Every child belongs
- ☒ Every child is valued
- ☒ Every child has equitable opportunities
- ☒ Every child can thrive



What is SEND?



- A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires additional or different educational provision to help them learn and achieve. In line with the SEND Code of Practice, support may relate to one or more of four broad areas:

Communication and Interaction

- Support with speech, language, communication and social interaction.

Cognition and Learning

- Support with learning, literacy, numeracy or specific learning difficulties.

Social, Emotional and Mental Health

- Support with wellbeing, emotional regulation and mental health.

Sensory and/or Physical Needs

- Support relating to physical, medical, sensory or access needs.



Identifying Need

We know our pupils well and work closely with families to identify needs as early as possible.

Needs may be identified through:

- teacher assessment
- observations
- discussions with parents and carers
- pupil voice
- assessment information
- attendance and wellbeing monitoring
- advice from external professionals

Concerned about your child?

Please speak to:

- 1.Your child's class teacher
- 2.The SENCo

We encourage early conversations and will always listen to parental concerns.

Our Graduated Response

When a child requires additional support, we follow the Assess, Plan, Do, Review cycle.

Assess

What are the strengths, needs and barriers?

Plan

What support will help?

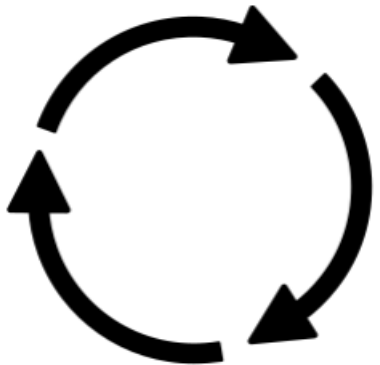
Do

The agreed support is provided.

Review

We evaluate what's working and decide next steps.

This cycle allows us to respond quickly and adapt support as needs change.



Universal Provision

Most pupils' needs are met through everyday classroom practice.

All pupils benefit from:

- high-quality teaching
- adaptive teaching approaches
- clear routines
- supportive relationships
- visual and practical resources
- inclusive classroom environments
- opportunities for movement and regulation
- access to enrichment and wider school opportunities

Our aim is that every child can learn successfully alongside their peers whenever appropriate



Support

Some children may require support beyond everyday classroom provision.
This may include:

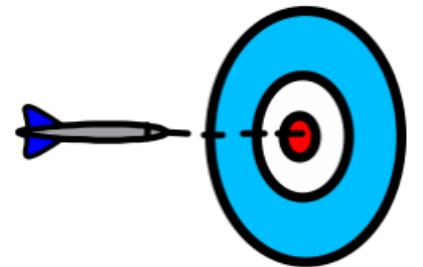
Targeted Support

- small group work
- additional practice and overlearning
- pre-teaching
- communication support
- social and emotional support

Specialist Support

- Educational Psychologist
- Speech and Language Therapy
- CAMHS
- Inclusion Support Services

Support is always needs-led and reviewed regularly.





Working with Families

We believe that children achieve best when school and families work together.

We will:

- communicate openly and honestly
- involve parents in decisions
- review support regularly
- listen to parent views
- provide advice and signposting where helpful

Parents and carers know their children best and are a vital part of the support process.

Listening to Children



Pupil voice is central to our approach.

We encourage children to:

- share their views
- discuss what helps them learn
- contribute to support planning
- celebrate their strengths
- develop confidence and self-advocacy

We want every child to feel listened to, valued and involved in decisions about their education.



Wellbeing, Belonging and Participation

We want every child to feel safe, happy and connected to school.

Support may include:

- ELSA
- nurture approaches
- regulation strategies
- opportunities to build friendships
- support during unstructured times

We also work hard to remove barriers to participation so that all children can access:

- educational visits
- clubs
- enrichment activities
- leadership opportunities
- wider school experiences

Every child deserves to feel that they belong.



Working with Other Professionals & Supporting Transitions

We work closely with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS
- Paediatric Services
- Inclusion Support Services

We also plan carefully for transitions, including:

Starting School

Working with nurseries, families and professionals.

Moving Classes

Sharing information and preparing pupils.

Moving to Secondary School

Enhanced transition arrangements where required

At Earl Sterndale C of E Primary School, every child is valued,
every child belongs and every child is supported to thrive.

Who Can Help?

SENDCo

Sarah Humpleby

✉ senco@earlsterndale.derbyshire.sch.uk

☎ 01298 83263

SEND Governor

Tracey Eastwood

Additional Support

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

<https://www.derbyshireiass.co.uk/home.aspx>

