



TANSLEY PRIMARY SCHOOL

Special Education Needs and Disabilities (SEND) Information Report Spring 2025

Introduction

We are a fully inclusive mainstream school and strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identify, physical ability or educational needs.

Welcome to our Special Educational Needs and Disabilities (SEND) information report which is part of the Derbyshire Local Offer ([Home - Derbyshire Local Offer](#)) for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

This document is intended to give you information regarding the ways in which we ensure we support our pupils in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

The four broad 'areas of need' that we address at Tansley Primary School are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Communication and Interaction

Speech, language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understand what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiations. Learning difficulties cover a wide range of needs and includes, for example children who have Moderate Learning Difficulties (MLD) and children who have Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work closely with the Inclusion Support Advisory Service (ISAS) via our Inclusion Support Advisory Teacher (ISAT) who advises if an appropriate agency should be used to support these children such as Educational Psychologists and Children's and Adolescent Mental Health Services (CAMHS).

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work closely with our ISAT if necessary and identify suitable specialist services to access appropriate support in order to enable these children to access their learning.

At Tansley Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs or Disabilities, we are aware that these needs will be inter-related and that children may have more than one area of need.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance or Mrs Lamb, the Special Educational Needs Co-ordinator (SENCO) to discuss your concerns. (See Appendix 1 on how Special Educational Needs concerns are dealt with at Tansley Primary School.)

1. Does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs (SEN)?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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-16s institutions."*

Where a pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance or Mrs Lamb (SENCO) to discuss further. (See Appendix 1 on how Special Educational Needs concerns are dealt with at Tansley Primary School.)

2. How will the school and staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- Writing an Individual Action Plan for Inclusion /Individual Target Plans and sharing and reviewing these with parents at least twice a year and planning for the next term.
- Personalised teaching and learning for your child as identified on the ITP and provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO: Mrs Lamb

Responsible for:

- Providing professional **guidance** to colleagues and working closely with staff, parents and other agencies.
- Writing the SEND Information Report which **MUST** be published on the setting website and updated annually.
- Overseeing day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on a graduated approach to provide SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND where necessary.
- Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies, LA.
- Managing the transition process.
- Ensuring the school keeps the records of pupils with SEND up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The Head teacher: Mrs K. Maycock

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENCO and class teachers, but is also responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.
- The deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Regularly reviewing staffing structure, ensuring that appropriate provision and adult support is in place.

The SEND Governor: Rhalina Kershaw

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting the Head teacher and SENCO with regards to SEND within the school.

3. What are the policies for the identification and assessment of children

When providing support that is "additional to" or "different from" we engage in a four-stage process called Assess, Plan, Do, Review (See appendix 1). We recognise that identifying needs at the earliest point and then provide the right support, improves outcomes for the child.

Assess - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEN Support plan and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

It is important to note that schools are usually required to provide evidence of two Assess, Plan, Do, Review cycles prior to outside agencies accepting a child for additional support. This is because it is argued that often early, targeted interventions can help address concerns and improve outcomes for the child. Rarely, an outside agency may accept a child for additional support prior to evidence of two Assess, Plan, Do, Review Cycles however this is in extreme circumstances.



Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by parents
- Child performing below 'age related expected' levels or equivalent or lack of progress over time

- Information from previous schools
- Information from other services
- Concerns raised by staff
- Liaisons with external agencies e.g. for a physical/sensory concern, speech and language

Observations are made in a variety of contexts and across the different areas of the curriculum. Concerns are brought to SENCO by the class teacher through 1:1 meetings or staff meetings. The children are monitored by the class teacher through the advice of the SENCO and if an intervention is required, the SENCO will support the decision on the best course of action. Termly pupil progress meetings take place with the head teacher. At these meetings, a class teacher may discuss any concerns they have about a child. Any SEND concerns will be brought to the attention of the SENCO. The class teacher also looks at pupil data and discusses with the SENDCO any children causing concern. Strategies to support the children are then agreed and actioned.

The graduated response adapted in the school recognises that there is a continuum of needs. The different stages are:

- SEND Concerns
- SEND Support (This may be internal or external support depending on the need)
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

Tansley Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Looked After Children (LAC) and Post LAC children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle.

When a child becomes looked after his/her social worker must ensure that the Care Plan is in place; this includes the PEP. The PEP is a record of what needs to happen for looked after children in order to support their learning. The PEP is the joint responsibility of the local authority and the school.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All parents of children in our school are invited to attend a Parents' Consultation Evening once a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Our Annual reports are sent home in July to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office. If a child is part of an intervention programme, this will also be discussed with the parent either at parent consultation evenings or with a letter home so that parents are aware of the support offered, how well the intervention is going and what they can do to help. Parents can arrange an appointment with the class teacher or SENCO to discuss this in more depth. Parents of a child with an Educational Health and Care Plan are also invited to attend a review meeting, at least once per year.

Reviews and Actions

The table below identifies the times of the year where formal review periods will take place to support children identified with SEND. Discussions with parents regarding the needs of their children can take place at any time during the school year.

Time	Action
September	Teacher Assessments; note cause for concerns and class teacher to develop support required on provision maps
October	Review Period (SENCO and Class Teacher) Prepare for October-February
February Parents Evening	ITP/SEN review meeting (Teacher and Parent) Arrange an additional meeting if necessary
April	Review period (SENCO and Class Teachers)
Spring Term	ITP/SEN review meeting (Teacher and Parent)

June / July	<p>Review period (SENCO and Class Teacher)</p> <p>Prepare for transition period - June to October</p> <p>Review EHC plans as appropriate</p> <p>ITP/SEN review meeting of the year (Teacher and Parent) and discuss next steps as the child moves into a different school year, class or school.</p>
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Obviously, we also encourage an "open door" approach whereby teachers are often accessible at the end of the day or appointments can be made via the office.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Class and Head teacher every term in reading, writing and numeracy.
- Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectations and the level of progress made.
- At the end of Key Stage 1 (Year 2), all children will be assessed in school as in other year groups in line with new government changes. This means there is no longer a formal national testing in this year group.
- At the end of key stage 2 (Year 6), all children are required to be formally assessed. This is something the Government requires all schools to do and the results are published nationally.
- Where necessary, children will have a SEND Support Plan based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and closing the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team (SLT) to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

We send regular updates with information about things that have happened via the ParentHub app. Also extra information can be found on the school website including the class pages. In addition to this, where necessary we also communicate via home/school link books.

5. What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to the children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables the children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do. This is outlined in the Marking and Feedback Policy. Children complete a one-page profile which outlines their personal opinion on their strengths and weaknesses and how staff can best support them. This gives the children a voice and is a good starting point for staff to support the children.

If we have any pupils with an EHC plan, they will also give their views during the annual review or assessment process.

SEND children who are in Year 6 complete information that they would like their secondary school to know about them with the support of their class teacher. The Head teacher/SENDCO and class teacher for Year 6 pupils liaise closely with the secondary schools to provide supportive transitional information. If necessary, they will meet with the secondary school transition staff to discuss any additional need or provision that is required.

6. What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE (Personal, Social, emotional and Health) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social awareness games and activities
- Positive Play
- Nurture Group
- Individualised programmes of work including activities to complete at home
- Access to external agencies and professionals and follow their advice
- Teaching Assistant trained in how to support pupils' mental health
- Teaching Assistant trained in how to support a pupil with anxiety and / or depression.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti-Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents. As part of the curriculum, the school plans activities during Anti-Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying as a part of the Home-School Agreement.

Any pupils with additional medical needs are well catered for at Tansley Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard or the refrigerator that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Parents/carers with a child with a medical condition under the hospital should obtain a medical plan from the hospital which is shared with the school. The hospital should update this. Each classroom also has a red box, which includes emergency first aid such as asthma inhalers.

There are various opportunities for the pupils to have a voice on decision making in the school. The school has a proactive school council which meets regularly. The SLT team carry out pupil voice questionnaires and before SEND review meetings, the pupils have the opportunity to share their views.

7. How will the curriculum be matched to my child's/young person's needs?

At Tansley Primary School, children are at the heart of everything we do and we want them to be happy, confident and successful learners. To do this, every child is entitled to Quality First Teaching.

This means:

- We have high expectations for all our children.
- All teaching is based on building on what a child already knows, can do and understands.
- Different ways of teaching are in place so that the child is fully involved in learning in class.
- The teacher plans and delivers stimulating lessons that capture imagination and creativity, builds up various skills which develop the whole child.
- The teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra provision to help them make the best possible progress.
- Regular 'brain breaks' are implemented throughout the day

- Visual timetables are available in KS1 and in KS2 if required.

If a specific intervention is needed, this may mean:

- Small group or individual work will focus on the areas where the child has gaps in learning.
- Interventions are led and monitored by a Teacher and may be carried out by that Teacher or Teaching Assistant.
- The interventions have been identified by the Class Teacher, SENCO, ISAT or outside agencies such as the SALT (Speech and Language Therapist).

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth or builds on skills each session.

If a learner is identified as having SEND need, we will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual's Individual Target Plan (ITP) and Provision Maps, which document the support that is to be put into place.

8. What specialism services, experience, training and support are available at or accessed by the setting / school / college?

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support are needed. Our school has a wide range of staff working together within the school community to support the children and their families. Some of these are directly employed by the school, some are a traded service which the school buy into and others work for the Local Authority.

We value the support and advice of all professionals and endeavour to follow their advice.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including positive play and a nurture group.
- Speech and Language
- ELSA Trained Teaching Assistant (emotional Literacy Support Assistant)

- Derbyshire Behaviour Box work
- Teaching assistant trained in Mental Health First Aid

Local Authority provision available:

- Autism Outreach
- Educational Psychology Service (EPS)
- Inclusion Support Advisory Service (ISAS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- (LA) SEND Officer
- Educational Welfare Services
- Children Services
- Children and Adolescent Mental Health Service (CAMHS)
- Advisory Teachers e.g. Hearing Support Team (HST)

9. What training are the staff supporting children and young people with SEND having or what training have they had?

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form a part of training for all teachers and teaching assistants. This may be led by the SENCO or an outside agency coming into school. Early Career Teachers have particular support from their mentor and the SENCO. Over the year the SENCO attends local network meetings and cascades relevant information to the staff team. Where identified, training is provided to staff through the Inclusion Support Advisory Teacher.

Teacher and Teaching Assistants have received specific training related to the medical and health needs of individual children at our school where necessary.

Supporting Mental Health and Well-Being - Mrs Pearson and Mrs. Lamb

Mental Health First Aid - Mrs. Pearson

Positive Play - Mrs Pearson/Miss Rose

Delivery of Nurture Groups - Mrs Pearson / Ms. Valkova

Precision Teaching - Mrs Holloway, Miss Wholey, Miss. Longden, Miss. Hampson and Mrs Lamb (This is supported by trained Teaching Assistants at times.)

Behaviour Box - Mrs Pearson, Mrs Hallows, Mrs Goodwin, Miss Rose

ELSA - Mrs Goodwin

10. How will my child/young person be included in activities outside the classroom including school trips?

At Tansley Primary School, we believe all learners are entitled to the same access to extra-curricular activities, and we are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

11. How do we manage the administration of medication and personal care?

We have a Medical Conditions Policy which can be found on the school website. We have an Intimate Care Policy that can be found on the school website. We recognise that children at school with medical conditions should be properly supported so that they have full access to education. Individual Healthcare Plans are written with the parent/carer in such circumstances. Parents/carers with a child with a medical condition under the hospital should obtain a medical plan from the hospital which is shared with the school. The hospital should update this.

Staff have regular training regarding medical conditions affecting individual children to ensure that any medical conditions are effectively managed.

12. How will equipment and facilities be provided to support pupils at Tansley Primary School?

All children are given the opportunity to achieve their potential in every aspect of school life and the curriculum. Specialist equipment such as writing slopes, sit 'n move cushions, coloured overlays, writing aids and laptops / netbooks can be made available.

All children are included in all aspects of school life and we aim for all children to be included in activities outside of the classroom. We make necessary adaptations and provide the necessary support to ensure that they are successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety. 1:1 support is provided if necessary. It might be appropriate for a parent/carer to be invited to accompany their child on an educational visit, depending upon the child's individual needs.

All SEND children have their test needs met and access arrangements may be put in place to support individual children.

These may include:

- Different test room
- The support of a scribe
- Additional time
- The use of a computer

The school is fully compliant with DDA requirements:

- The main building is on one level with easy access.
- There is one disabled toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The Head teacher manages a SEN budget alongside the SENDCO, which is used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect of pupils with English as an additional language we access support from a EAL advisor (English as an additional Language) and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has a "Quiet Area" and an outside learning area.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

13. How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

Pupils new to Tansley Primary School

Foundation Stage staff will meet with parents prior to pupils starting school and they will also complete a questionnaire. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary, the SENCO will arrange a further meeting with parents, the previous setting, health visitor etc.

In addition, there is an induction session where new parents are welcomed to the school and there is an opportunity for those parents to meet staff, governors and other parents. There are induction visits for children in the second half of the summer term. This is also an opportunity for parents to discuss any concerns with the new class teacher and SENCO.

The EYFS leader visits the pre-school settings and this provides an opportunity to discuss the special education needs of the child and support needed. Our transition plan allows multiple visits prior to starting, however additional visits can be arranged if needed.

When a child moves class

All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary. Being a small school means that all staff are familiar with all the children and this ensures a smooth transition. Children have a 'transition time' in their new classroom with their new teacher prior to the summer holidays.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone a previous school to discuss an individual pupil's needs.

When a child transfers to secondary school

The Year 6 teacher or head teacher meets with the staff from the secondary school to discuss the children and share information. The SENCO meets with the secondary school to discuss the specific needs of individuals if necessary.

All children are invited to attend transition meetings to their secondary school and for the children with SEND additional visits can be arranged if needed.

For children with a Statement/EHC plan we ensure the secondary school SENCO is available to attend the annual review held early in the summer term, so they have plenty of time to make transitional arrangements.

14. Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- Computer Apps for individual pupils/needs
- RWI phonics programme for whole school
- RWI for Key stage 2 intervention programme called Fresh Start
- Communication Fix
- Behaviour Box
- Early Literacy Support programme

- Physical Literacy programme
- Memory Skills programme
- Lego Group
- Motor skills
- Differentiated RWI (Read, Write, Inc)
- Toe to Toe spelling programme
- Power of 2
- GAP teaching with Teaching Assistants
- Precision Teaching

15. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Derbyshire LA, includes money for supporting children with SEN, which is considered as element 2 funding.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have already been used and evaluated, we would then consider applying for additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs and needs proof of at least two cycles of Assess, Plan, Do, Review cycles and costed provision maps depicting the support in place / required for the child.

The Head Teacher reviews all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, she/he decides what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. 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.

16. How are parents involved in the setting / school? How can I be involved?

At Tansley Primary, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Action Plan for Inclusion or a SEND profile, parents are given the opportunity to be part of the assessment and review process.

For parents with any concerns about their involvement, Derbyshire has a Complaints procedure, that the Governors have adopted. We hope to resolve any complaints and concerns you may have, which in the first case should be directed to the Head Teacher. In most cases we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next Full Governing Body Meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the Complaints Policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff. If you have any comments, please contact Mrs Lamb (SENCO) rlamb@frameworkfederation.derbyshire.sch.uk

APPENDIX 1

SEND Flow Chart Tansley Primary School

