Potters Green School

nurturing bright futures

SEND Information Report September 2026

The Inclusion Leader (with responsibility for children with Special Educational Needs) at Potters Green is Mrs Liz Dickson.

Our Special Educational Needs governor is: Ms Kathryn Watkin

Our Learning Mentors, who support children and families with social, emotional and pastoral needs are: Mrs Fiona Smith and Mrs Faye Bartlett

All staff can be contacted by phoning Potters Green Primary School on 02476 613670

Potters Green Primary is a fully inclusive school which ensures 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 identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can reach their full potential. It may not list every skill, technique and resource we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing needs and requirements of individual children.

What we can offer you.

At Potters Green Primary School, all children are given a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupils' achievement.

Children are identified as having SEND when their progress has slowed or stopped and any interventions put in place do not enable improvement. Special educational provision may be needed, namely provision different from

or additional to that normally available to pupils of the same age.
We have supported and currently support and provide for children with sensory impairments (hearing impairment, deaf, visually impaired), Autism, Dyslexia, Attention Deficit Hyperactivity Disorder, learning difficulties, language difficulties, mental health difficulties and physical disabilities.

Our SEND policy can be found on the policies page of our website.

At Potters Green, once a Special Educational Need is identified, support is identified through four broad areas. They give an overview of the range of needs to be planned for.

Four broad areas of need	What this broad areas specifically includes
Communication and Interaction.	-Autistic Spectrum Disorders (ASD) -Speech, Language and Communication Needs (SLCN)
Cognition and Learning.	-Severe learning Difficulties (SLD) -Specific Learning Difficulties (SpLD) -Moderate Learning Needs (MLD)
Social, emotional and mental health difficulties.	-Emotional Health and Well-being -Social Need
Sensory and/or physical needs.	-Hearing Impairment (HI) -Vision Impairment (VI) -Multi-Sensory Impairment (MSI) -Physical Disability (PD)

Support is also provided for;

-Pupils with English as an additional language
-Children in Care
-Children previously in care
-Traveller pupils
-Refugee and asylum seekers
-Minority ethnic and faith groups
-Pupils with medical needs
-Young carers
-Pupils at risk of exclusion
-Pupils from families under stress

Potters Green Primary School offers many different forms of additional provision, dependent on the needs of the child. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring, counselling and access to a wide range of outside agencies including health, social care and the Local Authority. Additional provision is overseen by the school's Special Educational Needs Co-ordinator (SENCo) and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants and learning mentors.
We actively try to ensure that all our extra-curricular activities are adapted for children with Special Needs.

Typically, a child with Special Educational Needs and/or Disabilities will have a 'My Support Plan' or a 'My Education Plan' which sets out outcomes that are currently being worked on and shows the additional provision that is put in place for that child. The content is negotiated, as appropriate, with the child and the child's family. Parents/carers are invited to attend 3 meetings a year which are additional to consultation meetings. It is of paramount importance that parents/carers attend these additional meetings, as the outcomes previously set will be reviewed, progress will be discussed and any new outcomes set.

These will be monitored and evaluated in line with school policy.

For a small number of children, with an Education, Health and Care Plan, the majority of their day is within our Learning Hub. This is in its early stage if development, but this provides a space, within the school that provides a more bespoke curriculum for children with more specific Special Educational Needs and Disabilities. There is a focus on specific areas such as communication whilst allowing them to still access some mainstream classes, where appropriate. Children within the resource base are assessed against the 'Cherry Garden' small steps curriculum. This provides child-centred, individualised learning opportunities through a play-based provision.

What can you expect from the staff supporting your child?

-High quality teaching
-Potters Green staff will have regular training in various SEND areas.
-Specialist aids and equipment will be provided in accordance with assessed needs.

-Teachers will support children with transition throughout year groups, and as they move to secondary school.
-Staff will work alongside your child to complete a 'Pen Portrait' which outlines their wishes, needs and aspirations. They will be involved in the agreeing of outcomes which will be indicated on their 'My Support Plan'.
-Potters Green will, through its cycle of observation, assessment, planning and reviewing, make provision for increasing curriculum differentiation.
-Class teachers and SENCO's, along with Learning Mentors, work closely to support children and families with their Emotional and Social development.

-Where pupils make less than expected progress, despite interventions put in place, we may decide to involve educational specialists such as;

- Speech and Language Therapists
- Child and Adolescent Mental Health Services
- Educational Psychologists
- Social, Emotional, Mental Health & Learning
- Complex Communication
- SEND Early Years
- Primary Mental Health in Schools services
- Occupational Therapists
- Physiotherapists
- Sensory Support
- School Nurse
- Audiology

In addition, schools have worked with the Local authority to complete a 'Local Offer' this can be found here. (see below)

Commonly asked questions.

1. What should I do if I think my child may have Special Educational Needs?
-Contact your child's class teacher, SENCO or Learning Mentor. Early identification allows for effective provision to be outlined, improving long term outcomes for children.

2. How accessible is Potters Green for children with disabilities?
-Potters Green is accessible for disabled children and adults in the vast majority of the school site. However there are some classrooms which are on an upper level.

3. How does the Potters Green make decisions about type of support children receive? Who will provide it and who will tell me about it?
-Children receive support based on their current needs. This would be discussed at the Support Plan meeting (held 3 times a year).

4. How does Potters Green change its learning environment?
-The school learning environment caters for children of all abilities and needs. Adaptations are made where necessary.

5. What extra pastoral support arrangements are in school for listening to the views of children with a Special Educational Need?
-All children have the opportunity to be listened to by all staff. Your child's views and feelings will be represented in their Support Plan.
Learning Mentors take referrals from children if they need time out to talk also.

6. What measures does Potters Green have to prevent Bullying?
-Reported incidents of bullying are dealt with immediately following our Anti-Bullying policy.

7. What do I do if I am not happy with current provision?
-Initially, concerns should be raised with your child's class teacher and also the school Inclusion Leader – Liz Dickson**.**
-Potters Green has a clear complaints policy which is available via the school website or the school office. All concerns raised by parents are scrutinised by the Head teacher, then the Link Governor for SEND, then the full Governing Body.

8. How do I apply for a place at the school?
-Applications for a school place are made in the usual way, by completing a form and submitting it to the Local Authority. If a place is allocated, you will be invited to a meeting at the school to discuss your child's needs and how we can best support them.

9. How do you ensure my child makes progress?
-All children, regardless of their level of SEND can make progress. Adaptive teaching strategies are applied by class teachers to ensure the lessons are accessible for all.. Lessons are evaluated by teachers afterwards to check progress has been made. Each term, the progress of children with SEN is

discussed and evaluated in ‘Pupil Progress Meetings', held between the teacher and senior leadership. The outcomes of these meetings are used as a basis for the support plan meetings, held with parents.

10. What happens when my child transfers to another school?
-Staff from Potters Green and the new school will liaise and key information will be shared to ensure your child's needs are fully met as they start their new school. Visits to the new school can also be arranged before your child starts there.

The Local Authority’s Local Offer can be found at: www.coventry.gov.uk/sendlocaloffer

We hope you find this information useful. For further information, or to ask any questions please contact the school directly.

Jargon Buster

Achievement: the result of striving towards a sense of personal success and achieving as highly as possible. A combination of a child’s progress and attainment.

Additional needs: describes a group of children who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.

Advocate: A supporter/person who speaks and acts on behalf of the represented person who is unable to have their own voice

Alternative provision: Education in a setting that is not a mainstream or special school. The education should be based on the needs of the child and can be provided through a variety of routes, including pupil referral units (PRUs).

Assessment for Learning: using classroom assessment to improve learning. It helps to track pupil progress, set individual learning targets, tackle underperformance and provide structured feedback to pupils.

Assessment: assessment is the systematic process of assessing the needs, circumstances or progress of a child against an established scale or standardised benchmarks, with the intention of understanding the child’s needs so that decisions can be made about appropriate support (or to confirm that no additional help is required).

Attainment: achievement evaluated against specified standards, generally in national expectations.

Attention Deficit Hyperactivity Disorder (ADHD): A medical diagnosis related to behaviour and attention span, which can affect their ability to concentrate and learn.

Autism: Autism is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them.

Child and Adolescent Mental Health Services (CAMHS): Provides multidisciplinary mental health services to children and young people with mental health problems and disorders.

Children & Family Initial Response Service (Children First): brings together the former Multi-Agency Safeguarding Hub (MASH) and the Early Help Front Door. A coordinated service that acts as a single access point for families seeking support for children.

Code of Practice: The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014. It provides guidance on policies and procedures intended to enable pupils with SEN to reach their full potential, be included in school communities and successfully make the transition to adult life.

Cognition and Learning: The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.

Developmental delay: a slower rate of development where a child learns more slowly than most children of the same age.

Disabled: a person is disabled if he or she has a physical or mental impairment, which has substantial and long-term effect on his/her ability to carry out day-to-day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

Dyslexia: A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Education, Health and Care Plans (EHCP): EHC plans set out how services will work together to meet the child or young person's needs. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Epilepsy: A condition in which the affected person has recurrent seizures because of an altered state in the brain.

Foetal alcohol syndrome disorder (FASD): A condition caused by the mother consuming alcohol, resulting in abnormal brain development before birth.

Fragile X Syndrome: The commonest cause of learning difficulties after Down's Syndrome; it is an inherited condition associated with a fragile site at the end of the X chromosome.

Hearing Impairment (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.

Higher Level Teaching Assistant (HLTA): An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.

Learning difficulties/disabilities: characteristics of pupils who have difficulty in learning new skills or who learn at a different rate from their peers.

Learning mentors: school staff who work with school and college students to help them engage more effectively in learning and improve achievement.

Local Authority (LA): the local government body of a county or city that provides services, including education, for local people

Local Offer: a website or part of a website in which LAs set out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.

Looked After Child (LAC)/ Children in Care: any child who is in care of the local authority, or who is provided with accommodation by the local authority social services department for more than 24 hours.

Moderate Learning Difficulties (MLD): describes a general level of academic attainment that is significantly below that of other children of the same age. There

may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills.

Monitoring: systematic checking of progress against targets and the gathering of information to work out how effective learning strategies and interventions have been.

Modification: amendment or alteration of a programme of study, attainment target, assessment or any other component of the curriculum so that a child can access that area of the teaching and learning.

Multi-agency working: practitioners from different sectors and professions working together to provide joined-up support for children, young people and families.

Multi-sensory impairment (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.

Peer support: Peer support is when other pupils provide emotional, social or practical help to each other. Pupils are usually trained to provide this support.

Physical disability (PD): disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.

Pupil Premium: Additional funding for schools to spend in order to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.

Quality First Teaching: the range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.

Safeguarding: the process of identifying children and young people who have suffered or who are likely to suffer significant harm, and then taking the appropriate steps to keep them safe.

School SEN Support: educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff

or support services.

Social, mental and emotional health: social, mental and emotional difficulties, usually resulting in behaviour difficulties, that present a barrier to learning and participation.

Special Educational Needs: 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them).

Special Educational Needs Co-ordinator (SENCO): The SENCO is the person responsible for co-ordinating the provision for all children with special educational needs within a school. It is a statutory requirement in every school.

Special Educational Needs and Disability Tribunal (SENDIST): A panel set up to arbitrate when disagreements occur between parents and the local authority about then provision for a pupil's Special Educational Needs, or when a parent alleges discrimination on the grounds of a child's disability.

Specialist services: services provided by the local authority or health service to provide specialised services for children with acute or high level needs.

Speech, Language and Communication Needs (SLCN): a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially.

Speech and language therapy: a health care provision, the aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

Statutory assessment: the assessments required before an Education, Health and Care Plan can be agreed or produced.

Waves of Intervention: Wave 1 is described as 'inclusive quality first teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole school policies and frameworks, clearly targeted to all pupils' needs and prior learning.

Wave 2 is Wave 1 plus additional and time-limited interventions provided for some children who need help to accelerate their progress, to enable them to work at or above age-related expectations. This usually involves a structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants (TAs) who have the skills to help pupils achieve their learning objectives.

Wave 3 is Wave 1 plus increasingly individualised programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions.