

SEND
INFORMATION REPORT
DISCOVERY PRIMARY ACADEMY

2026 / 2027

ABOUT US

Discovery Primary Academy is an inclusive mainstream academy. We aim to improve the lives of our children with SEND by providing high-quality support which enables every child to fulfill their potential and enjoy learning.

In this report you will find out about SEND and how we identify children with SEND.



Liz Mc Grath

SENCO

This report was compiled in collaboration with parents of SEN children with various levels of need.
If you would like any further information please do not hesitate to contact the school.
The school SENCo is **Mrs Liz McGrath.** The Governor with responsibility for SEND is
Mrs Sophie Michell.
Both can be contacted through the school office.

WHAT DO WE DO?

We have a dedicated Inclusion team at Discovery Primary Academy. The Inclusion Lead and the Special Educational Needs Co-Ordinator (SENCO) in school is Liz McGrath. If you have any further questions about SEND then please do not hesitate to come into school to speak to our Inclusion team or call or email the Academy office.

ARE DISABLED CHILDREN ALSO SEND?

The Equality Act (2010) states that a disability is: '...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special Educational provision will also be covered by SEND definition.

Our Accessibility Plan is also available on the website. This details how we support disabled children at Discovery Primary Academy to participate in the curriculum and take advantage of the education, benefits, facilities and services we offer to all of our children.



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18.13%

OF OUR CHILDREN

have a special educational need or a disability. (September 2025)

WHAT KINDS OF SEND DO WE PROVIDE FOR?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

At Discovery Primary Academy we ensure that our environment and provision is accessible to all, making reasonable adjustments to meet individual needs. We recognise that children often have needs in more than one area.

The four main areas of SEND; as detailed in the code of practice (2015 p.85) are:



COMMUNICATION AND INTERACTION

Communicationand Interaction
This includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).



COGNITION & LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.



SOCIAL, EMOTIONAL AND MENTAL HEALTH

Thisincludes children whomay be withdrawnor isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.



SENSORY AND/OR PHYSICAL

Thisincludeschildren withsensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

HOW DO WE IDENTIFY IF A CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Pupils with SEND are identified in a variety of different ways, including the following:

- Conversation with parents/ carers
- Close liaison with pre-schools and/or previous school.
- Rigorous tracking of pupil progress
- All of the adults in school working together to identify needs.
- Observations
- Individual assessments in school or by external professionals such as educational therapist, occupational therapists, speech and language therapists or paediatrician.

HOW DO WE MAKE ADAPTATIONS ?

We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point. Within lessons and in general school life, adaptations may be made for individuals to support access. This may include a wide range of strategies including adapting the teaching method, using equipment to support, and adapting the environment, where this is practical. Where needed, we use tailored interventions to support learning.

HOW DO WE INCLUDE CHILDREN IN ACTIVITIES ?

We encourage all of our students to engage in our wide range of extra curricular activities, activities to embed learning and trips. Where this may be difficult for pupils to access, we actively look for adaptations that can be made, working with parents and carers and students.

HOW DO WE WORK WITH PARENTS AND CARERS?

As parents or carers, you are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs.

We encourage parents to approach staff with any concerns relating to learning or any other area of their child's development. This can be discussed with the class teacher at formal meetings such as Parents' Evening or informally at the start or end of the day.

SLT and the SENCo are usually available outside the school building. We welcome communication from parents through Class Dojo and are happy to book meetings with relevant members of staff to discuss concerns.

Staff will let parents/ carers know if they have concerns about the learning or development of children. We welcome your views as this helps us to develop a full picture and tailor support, when this is needed.

SUPPORT CURRENTLY AVAILABLE IN SCHOOL. (This frequently changes as we adapt to the needs of our students.)



SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

- Reflection session every day that cover topics, events and relevant issues that relate to our children and our community.
- PSHE and Safeguarding Curriculum that includes understanding emotions, healthy relationships, Well- being and Mental Health
- Individual or group sessions with a member of staff trained and experienced in Thrive. (Intervention to support SEMH)
- Support for children and families from the Inclusion Team
- Breakfast Club/ Lunch Club
- Opportunities for pupils to voice their worries either in class, to trusted adults, or through the worry box.
- Playground development to promote collaboration, friendship, kindness and social skills
- Referrals to external agencies e.g Younited, CAMHS for further support.
- Active teaching of antibullying demonstrating to children ways to identify and report bullying, if it occurs.
- We recognise that children with SEND may be more vulnerable to bullying and may require additional support in this area.



SENSORY AND/OR PHYSICAL

- Staff trained for specific physical, medical and care needs of individual children.
- Support from the Occupational Therapy Service
- Support from the Physiotherapy Service
- Sensory Circuits / Interventions
- Specialist PE staff provide a broad and balanced curriculum
- Soundfield hearing systems in several classrooms
- Visits from Teacher of the Deaf/ Multisensory Impairment
- Pencil grips and wider pencils
- Sit and move cushions
- Concentration tools
- Forest School learning
- Consideration given to sensory stimuli in the environment

SUPPORT CURRENTLY AVAILABLE IN SCHOOL (CONTINUED)



COGNITION & LEARNING

- ICT including access to Ipads with programmes such as Lexia, typing skills, and TT rockstars
  A Teaching Assistant in every year group.
- Explicit approach to teaching
  Pre teach groups
- Retrieval sessions
  Precision Teaching
- Specifically designed curriculum to support retention of knowledge.
- Experiences that provide a kinaesthetic approach to enhance and embed understanding.
- Additional phonic sessions
  Additional resources in class such as: letter mats,
- word banks, number lines, numicon, etc, coloured overlays.
  Support from the Educational Psychologist
- Service.
  Adaptations to allow access to the curriculum (for example reading support so a child can find out
- about a topic in History)



COMMUNICATION AND INTERACTION

- Visits from the NHS Speech and Language Therapist
- Speech and Language Programmes carried out in school
- Visual prompts and scaffolds, timetables
- Picture Exchange Communication System (PECs)
- Attention Autism intervention to support focus
- Oracy expectations embedded throughout normal classroom practice.

How do we involve other professionals to support children and families?

We work with many external professionals including those provided by the NHS such as the school nursing team, the Mental Health Support Team, Occupational Therapy, Physiotherapy, pediatricians, the Neurodevelopmental Service and Speech and Language. Where we can evidence a level of need set by these services, we are able to refer individuals for support. We work with Local Authority services such as Educational Psychologists, the ADHD and Autism Advisory Teacher Service to gain advice about the best ways to support children. We have hub schools locally who can provide additional expertise and training as required. Our Trust provides training and expertise is shared between settings. We are able to refer for family support through a number of systems, including the Early Help Service. We value this wider support and the advice that these professionals provide, incorporating this in our Learning Plans and wider school life.

How will Discovery Primary Academy know that the additional support my child has received has made a difference? How am I and my child included in this review?

In collaboration with you and your child, the class teacher may create a Pupil Profile and/or an individual Learning Plan for your child. These follow an **Assess - Plan - Do - Review** model where we **ASSESS** your child's strengths and barriers to learning the four areas of SEND, as relevant. This allows us to **PLAN** and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what we need to **DO** to achieve this, such as select provision that needs to be in place. At the end of the term, or at parents consultations we will meet again to REVIEW the progress made and start the cycle again by assessing what we need to do next.





Your child's progress will also be monitored every term through teacher assessment which helps to inform the review process of their Learning Plan.

Where pupils have not made expected progress the Inclusion Team may decide to ask for more specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can, at anytime, arrange a suitable appointment to speak with the Inclusion Team or Class Teacher regarding your child's progress.

How will Discovery Primary Academy Support children with medical conditions?

Pupils at the Academy with medical needs are supported so they have full access to their education and enjoy the same opportunities as any other child.
Where children have physical or medical needs, the Academy will work collaboratively with parents, carers, healthcare professionals, school nurses and/or our attendance officer and where necessary, will create an individual health care plan to ensure their needs are met.
Further details on this can be found in our 'Supporting Children with Medical Conditions Policy'.
If you have any concerns regarding support for your child's medical needs please contact the Inclusion Team.

WHAT IS AN EHCP?

For children that require a very high level of ongoing support the Academy or parents can apply for an Education, Health and Care Plan ("EHC Plan"). This is a legal document which describes a child or young person's special education needs, the support they need and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.

What are the arrangements for supporting Children in Care who have SEN?

Over a third of Children in Care have identified special educational need. Discovery Primary Academy recognise that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum. We also recognise that these needs are likely to continue when the child has left the care sytem and so our support will also continue.

We liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's Care Plan. The wellbeing and progress of the child are closely monitors and reported back during PEP meetings to inform future outcomes and support.

We also acknowledge the positive impact regular contact between school and carers can have for looked after children. At Discovery Primary we believe it is important to have high aspirations for all children including Children in Care and those with special educational needs.

The Designated Teacher for looked after children is Liz McGrath

How does Discovery Primary Academy ensure teachers and support staff have expertise and training to support my child's need?

We recognise that training needs vary according to needs within the school and adapt plans for training accordingly . We carry out regular training within the academy in areas such as general good practice for teaching children in relation to the four areas of SEND, Autism, hearing impairment, speech and language, precision teaching, Mental Health, Epi-pen, first aid, asthma and diabetes. We also invite external specialists in from various areas of SEN, depending on the current needs of the children in school and utilise the expertise of specialist hub schools in Peterborough for support and training advice, where needed. We are supported by our Trust who often provide additional training and advice.

How does Discovery Primary Academy evaluate the effectiveness of the provision made for eachchild with additional needs?

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We trackprogress ofindividuals carefully, using learning plans, general and specific assessments and provision plans. This means that we can adapt support to make sure is is effective. We value contributions from parents and carers and from our students about progress they notice or any concerns they have. Staff work as a team to identify what works well.

What are the arrangements for the admission of pupils with SEND?

The Local Governing Committee of Discovery Primary Academy applies the regulations on admissions fairly and equally to all those who wish to attend the Academy. We are an inclusive Academy that welcomes children from all backgrounds and abilities. We manage our own admissions for Years 1-6, however Reception admissions are made through the local authority.

The ability of a child or any special needs (apart from Education Health and Care plans) that they may have, plays no part in the admissions policy of this school, however, where a parent has indicated that their child has a special educational need, the Inclusion Team will contact the parents prior to the start date. This is to ensure we have all the necessary information about the child so appropriate support can be planned, and a transition plan put in place. We will also seek consent to speak to the child's precious education provider and where appropriate any external services that were previously working with the child and/or family.

Children with EHCPs will be admitted through the Local Authority consultation process. The school will admit a child with an Education, Health and Care Plan subject to our ability to meet the needs detailed in the plan and the wishes of their parent/carer.



How does the Academy support my child to transition through their education successfully?

We work closely with local nurseries to discuss any support that children are likely to need when entering school in EYFS. We encourage parents to let us know if they have any concerns and speak with us about strategies that are effective at home. Where children join after the start of EYFS we arrange to meet the family and discuss any transition requirements.

The Inclusion Team, Class Teachers and Senior Leadership (SLT) liaise over the internal transitions of pupils with SEND between year groups. Placements are considered carefully n order to meet individual needs, and pupils visit their new class before transfer. Transition meetings are held between the child's current teacher and new teacher with the support of the Inclusion Team, the focus of these meetings is to ensure key information about a child's needs and provision is passed on.

Year 6 children transferring to local secondary schools usually have the chance to visit the new school for a day. Representatives from the secondary schools may visit to talk with the children. Discovery Primary pass on information to support this transition.



For pupils with an Education, Health and Care Plan, the transition process is very similar however it begins at the end of Year 5 or early in Year 6 during the annual review of the EHCP.
At this review outcomes are set that will reflect a transition to Year 7 and if already known by the parents the child's current school will attempt to invite the proposed secondary school. These reviews will also have a SAMs (Statutory Assessment and Monitoring) Transition Officer from the Local Authority involved.



What are the arrangements for handling complaints from parents and children with SEND about the provision made at the school?

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. If a parent or carer has any concerns or complaints regarding the car or welfare of their child, an appointment can be made with a member of the Senior Leadership Team or the School Office who will be able to offer advice on formal procedures for complaints if necessary.

All complaints are taken seriously and are heard through the academy's complaints policy and procedures.

EARLY YEARS SEND PROVISION

In EYFS, we work to identify needs early and provide appropriate support. While most of the information in the SEND Academy Information Report is relevant to children in EYFS, there is also some additional information below that may be helpful to parents and carers.

Working with Parents and Carers

We feel that discussion with parents and carers is vital in identifying needs and finding the best way to support pupils. Parents and carers are encouraged to speak with the class teachers about any concerns and staff will raise any difficulties noted in school. This means that parents/carers and staff are able to work together to identify appropriate support.

How do we identify need in EYFS?

In addition to working closely with parents/carers, wherever possible, we contact nurseries that children attend before they start school. Where need is identified, we will often offer additional visits for the child to come into school and/or visit the child in their nursery setting. We may also join meetings with other agencies, where they are involved with supporting a child or family. All children have the opportunity to visit the academy on transition visits during the summer term and we encourage parents/carers to share any concerns with us so that we can signpost support that may be available before starting school. This helps us give every child the best possible start in school.

When children start school, staff monitor for indicators of need. If these are observed, any concerns are shared with parents/carers and support is put in place if needed.

EARLY YEARS SEND PROVISION

What support may be available?

Many strategies and adaptations are available. Support is flexible and will be adapted to the needs in EYFS at the time. Support may be provided on an individual or group basis. Speech and language interventions, additional support with numbers, phonics and handwriting and interventions to develop focus (Bucket- based on Attention Autism), are common areas of support.
As children settle into school some children need additional support and reassurance when entering the class. We use visuals (pictures) and have daily routines to support understanding and help children know what will happen next, throughout the day. Strategies such as social stories, which help children understand social situations may also be used.
We are fortunate enough to have staff that are experienced in running a number of interventions and that frequently access training. Each class has a full-time teaching assistant based in the class, in addition to the class teacher, which supports consistency.
For children entering school with an Education Health and Care Plan, school will provide the support detailed in the plan.

Speech and Language

We screen all children entering EYFS for speech and language needs, aiming to identify any difficulties as soon as possible, so we can provide relevant support, Staff are knowledgeable about the development of speech sounds which allows difficulties to be identified early, and individual screenings are carried out as needed.
We use speech link to screen for any understanding difficulties, during EYFS. If difficulties are picked up, then school-based interventions are put in place. We refer to the NHS speech and language therapists where this is helpful and work with therapists to give tailored support to individuals.

Working with Outside Agencies Specific to Early Years

Details of external agencies that the academy frequently work with can be found in the main school offer. In addition to these, when a child joins EYFS, the academy sometimes will liaise with Portage, health visitors and work with the Early Years Support Pathway, if these services have been involved prior to the child starting school. This helps to ensure a smooth transition.

Transition

Transition sessions for parents/carers and children are held during the summer term, before children start school. Parents/carers are invited to a session where the academy routines and processes are explained and this gives an opportunity for parents/carers to discuss any concerns with staff so the academy ca signpost support available before starting school and begin to plan support in school when the children attend in September.

What is the Local Officer and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to "publish a local offer, setting out in one place information and provision they expect to be available for children and young people in their area who have special educational needs."

https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer

Where else can I get advice and support for my child?

Peterborough SEND Information Advice and Support Service (SENDIASS) - which was previously know as the SEND Partnership Service - provides impartial information, advice and support to parents, children and young people on Special Educational Needs and Disabilities.

You can find out more on the SENDIASS page.

https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txIlwg

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SCOPE - Funded separately by the government as a voluntary service to support parents/carers and young people through the assessment process.

Email: maxine.mculloch@scope.org.uk

Website: https://www.scope.org.uk/

Family Voice -

Website: https://www.familyvoice.org/

Facebook page: Family Voice

Understanding what extra support and help is available for children and young people with special educational needs and disabilities (SEND) is important to know.

This video explains it well SEN support in an educational setting - Peterborough

https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-3&loboolean=1

Where else can I find information about information that may be helpful about Discovery Primary Academy?

Discovery Primary Academy's SEND Policy
https://www.discoveryprimary.com/attachments/download.asp?file=3624

Accessibility Plan
https://www.discoveryprimary.com/attachments/download.asp?file=3397

Medical Conditions Policy
https://www.discoveryprimary.com/attachments/download.asp?file=3089

Mental Health Policy for Pupils
https://www.discoveryprimary.com/attachments/download.asp?file=3144

Useful links for EYFS

Little Miracles - A local charity based in Westwood. They provide family support, including family trips, opportunities to attend courses, and advice on and support with accessing services and benefits, where a child has an additional need or a suspected need.

Eric- Eric provides advice on toileting and has lots of information about possible toileting challenges for children with additional needs and how to support these. Prior to school, health visitors can support with this and when a child has started school, the school nursing team can provide additional advice, if needed.

For all other information, please go to the Discovery Primary School Website.

https://www.discoveryprimary.com