



Cromford Church of England Primary School

Special Educational Needs and Disabilities (SEN&D)

School Information Report

What is SEN&D and SEN&D Support?

SEN&D stands for special educational needs and disabilities. The Code of Practice (2014) states that: *'a student has SEN&D where their learning difficulty, or disability, calls for special educational provision, that is different from or additional to that normally available to children of the same age.'*

Many children will have SEN&D of some kind during their time in education. The additional or different provision put in place might be for some, most or all of their time in education. We have outlined our 'waves' of provision, outlining the offer that is available for children with various needs across the schools, including our universal offer of the curriculum.

What does 'Inclusion' mean to us, at Cromford Church of England Primary School?

In our school, we pride ourselves on our inclusive nature and the quality first offer the children receive. A whole school approach to inclusion is central to us implementing the graduated response, as outlined in all of our SEND documentation. We are driven to ensure every child achieves, by meeting individual needs, to ensure the curriculum is not only accessed but also enjoyed, engaged with and is purposeful to all of our children. We are committed to ensuring needs are identified, and strategies are in place to ensure each child can gain as much as possible from their learning experiences. In-line with the National Curriculum Inclusion Statement placing an emphasis on teachers setting high expectations for all learners, whatever their prior attainment, we uphold high aspirations and plan ways to support students achieving their full potential. We believe that the partnership between school and home is essential in ensuring all children reach their potential. We recognise that this is even more crucial for students with special educational needs.

The SEND code of practice states that every teacher is a teacher of all children, including those with special educational needs. Staff ensure lessons are differentiated and are accessible by all children, at an appropriate level. High expectations of all children are upheld, and realistic planning is in place to support children to meet their full potential.

Who are the best people to talk to in school about my child's difficulties with learning, Special Educational Needs or Disability (SEN&D)?

Class teacher

The first person you should speak to is your child's class teacher. The class teacher is responsible for:

- Monitoring the progress of your child
- Delivering a well-planned and differentiated curriculum for your child in class, as required
- Identifying, planning and delivering any additional help your child may need in liaison with the SENCO
- Ensuring that all staff working with your child have the right support to deliver any planned programmes (this may include outside professionals who come into school)
- Ensuring that the schools SEN&D Policy is followed in their classroom.

Class teachers at Cromford Church of England Primary School are:

- **Reception and Year 1 – Mrs Helen Quick**
- **Years 2 and 3 – Miss Emma Marshall**
- **Years 4, 5 and 6 – Mrs Helena Beaumont and Mr Ian Wilson**

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school including the support for children with SEND.
- Overseeing the role of the SENCO and the classroom teacher in ensuring that your child's needs are met.
- Informing the governing body about any issues in the school relating to SEND.

Our Headteacher is Mr Ian Wilson. He can be contacted within school hours on 01629 822248 or email:

headteacher@cromford.derbyshire.sch.uk.

SEND Governor

The SEN governor is responsible for:

Ensuring, through Headteacher delegation, that all teachers are aware of the importance of provision for pupils with SEND.

Making sure that the necessary support is made for any child who attends the school with SEND.

Staying up to date with changes in legislation and practice, by meeting with the SENDCO.

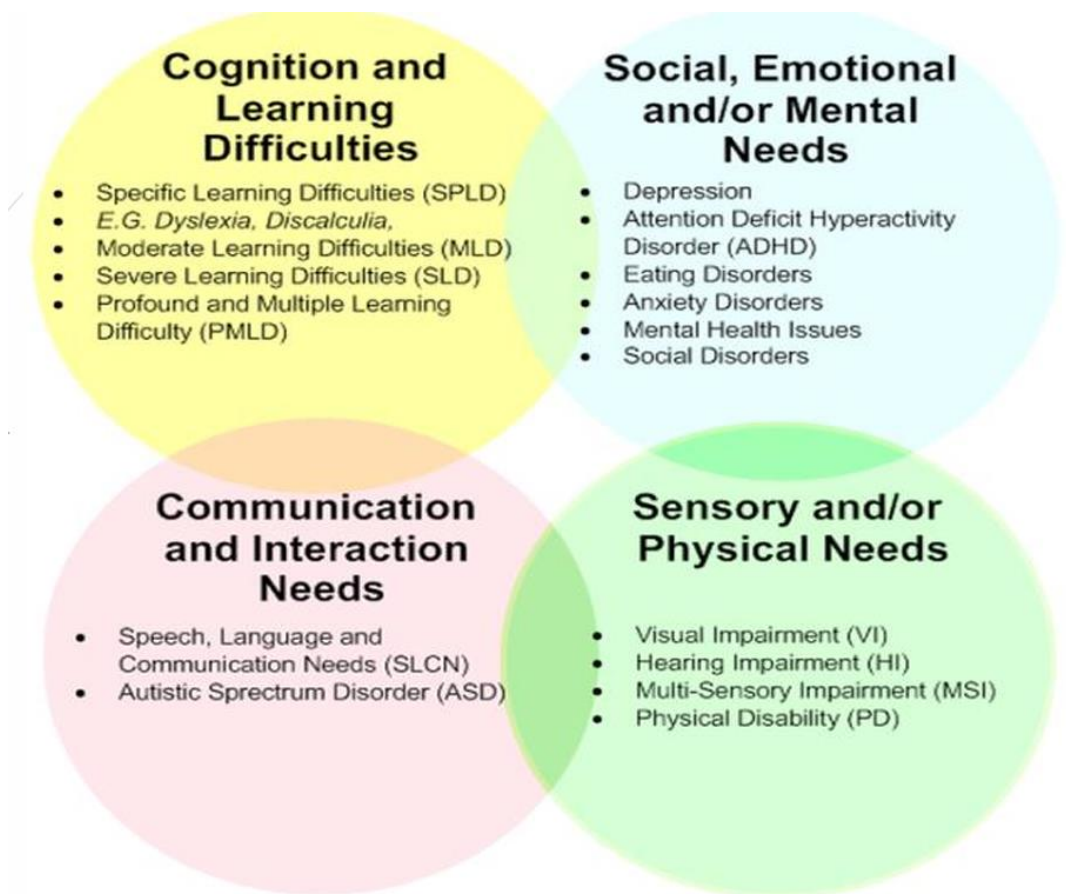
The named governor for SEND for Cromford Church of England Primary School is to be confirmed at the first meeting of the governing body.

How are children with SEN&D identified at Cromford Church of England Primary School?

Considering provision that is '*different from*' or '*additional to*' that normally available to pupils of the same age, class teachers make regular assessments of provision and progress of all children. From this, the school is able to identify those children making less than expected progress given their age and circumstances. Other factors including attendance, punctuality and health are also considered. Particular circumstances of students are also taken into consideration, for example, those who are in care.

When identifying the nature of a child's special educational needs, the Code of Practice identifies four broad areas of need. They are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs



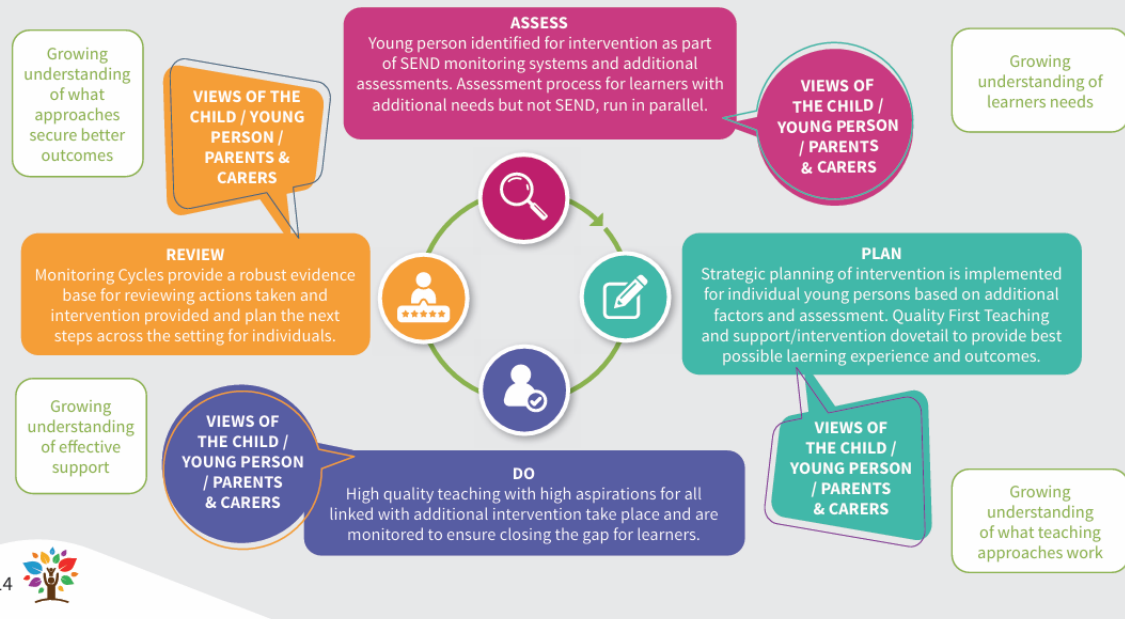
Parents/carers will usually discuss their child's needs and progress with the class teacher at parents' evenings, in the first instance. Where necessary, school can arrange a longer meeting at another time if the needs are more complex or additional discussion for information gathering may be needed. When deciding whether to make special educational provision, beyond the universal offer available in classrooms, a meeting will be arranged between the SENCo, parents and teachers to consider all of the information gathered and shared.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. The support in place will take the form of a four-part cycle:

SEN SUPPORT

ASSESS, PLAN, DO, REVIEW CYCLE

Where a child/young person is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/young person's needs and of what supports the child/young person in making good progress and securing good outcomes.



14

What are the different types of support available for children with SEN&D at Cromford Church of England Primary School?

We offer various types of support for children with SEN&D. We place a great emphasis on excellent teaching within the classroom, providing additional support depending on individual need. Staff receive training on teaching and learning, including whole school training on SEN&D issues when necessary.

Excellent Targeted Classroom Teaching within the classroom and outdoors (Quality First Teaching)

For your child this would mean:

- High expectations for your child and all pupils in the class;
 - Teaching based on continuing formative assessment, building on what your child already knows;
 - A variety of teaching methods designed to meet the needs of all learners in the class;
 - Specific resources and strategies will be used to support your child individually and in groups;
 - Teachers work closely with other specialists, to alter planning and teaching to meet individual needs;
 - Planning is adapted on a daily basis if needed to meet the learning needs of your child.
 - Careful monitoring and assessment to track your child's progress as well any areas where they may need extra help;
 - Specific strategies suggested by the SENCO or other professionals may be used within everyday classroom provision.
- Active learning which stimulates visual, auditory and kinaesthetic learners within the class (children who learn by seeing, hearing and doing).
- Learning opportunities which are engaging and fun, as well as opportunities to learn outdoors.

Specific targeted work (individually or within a smaller group of children):

This type of support is available to any child who has gaps in their learning or is in need of extra support, including those children identified as SEN&D.

For your child this could mean:

- Targeted small group work within the classroom;
- Targeted small group work outside the classroom (withdrawal groups);

These groups may be delivered by a variety of people including the SENCO, classroom teacher, teaching assistants or outside professionals.

Specialist Sessions Run by Outside Agencies

Your child may have been identified as having needs which require some specialist support in school from a visiting professional. Depending on your child's needs, this may include support from various organisations including:

- Derbyshire Support Service for Special Educational needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Occupational Therapy
- Physiotherapy
- CAMHS (Children and Young Adults Mental Health Service)
- Clinical Psychology
- Input from Paediatricians

This type of support may be put in place in response to particular worries you may have about your child.

For you this would mean:

- You would be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional in order to best understand your child's needs.

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations. This may be within the class or on a one to one basis.
- Targets are set for your child following the advice of the specialist professional.
- Your child would receive targeted support in the classroom and also on a one to one basis. This may be delivered by a specialist, or by school staff supported by the guidance of specialist professionals.

School staff will always discuss the support and strategies we are using with you. We will also let you know who is working with your child.

This type of support is provided for children who have particular needs which cannot be met through quality first teaching and intervention.

Specified Individual Support:

If your child has been identified as needing a particularly high level of individual or small group support they may be referred to the local authority for more formal assessment. This may lead to your child being given an Education, Health and Care Plan (EHCP). This document is compiled in collaboration with you, the school and outside, specialist agencies and is designed to provide your child with the specific targeted support they need to make the best possible progress.

For you this would mean:

- You may be asked to write a report outlining your child's needs.
- Providing the Local Authority with all the information they need to decide whether your child's needs require a statutory assessment. This may include medical records, evidence from school, evidence from outside agencies and where appropriate evidence from social care.
- Entering into a legal process that will set out the support which will be provided for your child.

When the Local Authority have looked at all the evidence they will decide if your child's needs are severe and complex enough to need an EHCP or if they can continue to be supported by the school.

If your child is given an Education, Health Care Plan this will mean:

- They will be given very specific targets by specialists in the local authority.
- Your child will receive a specified number of hours of support. This may be within the class, in withdrawal groups or on a one to one basis and may be provided by staff in school or outside specialists.
- In some cases an additional adult may be used to support your child with whole class learning.

This type of support is available for children whose needs are severe, complex and lifelong.

How will the school let me know if they have any concerns about my child?

The partnership between parents and school is crucial in ensuring your child makes progress and fulfils their potential. We monitor the progress of all the children in our school very carefully and use thorough formative assessment to identify the next steps in learning. We share this with parents in a number of ways including informal meetings, parent's evenings and end of year reports.

If we have a specific concern about your child we will request a meeting with you as soon as possible. If you have a concern you are always welcome to make an appointment to talk to the class teacher or the Head.

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

We firmly believe that pupils achieve best when they are settled and included in caring and safe classrooms. We promote children's well-being through positive learning experiences including Weekly PSHE (Personal, Social, Health and Economic Education), Playground mini-leaders and buddy systems, Mindfulness techniques such as meditation and yoga opportunities to take part in cooking or receive weekly piano lessons.

Sometimes children experience some setbacks or challenges along the way and we are fully committed to supporting them through these. If further advice and support is required it may involve working alongside other agencies such as Health and Social Services, External referral to a Single Point of Access (SPOA) and/or the Behaviour Support Service, Building Sound Minds, CAMHS or MAT workers.

How is SEN&D support allocated?

The Code of Practice (2014) states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved to SEN&D support when, despite these additional interventions, they are still not making expected progress and are not meeting their targets.
- For children who are not making progress in more than one subject, we would use the graduated approach (assess, plan, do, review) for an extended period.
- Children with more complex needs, who may also require support from outside agencies, would be classified as SEN&D support

The school budget includes money for supporting children with SEND. The Headteacher decides on the budget allocation, in consultation with the school governors, based on needs within school. The Headteacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary. In these reviews, information surrounding SEND provision is discussed, including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making expected progress

Who are the other people providing SEND support at Cromford Church of England Primary School?

Your child may have been identified as having needs that require some specialist support in school from a visiting professional. This type of support may be put in place in response to particular worries you may have about your child. Depending on your child's needs, this may include support from various organisations including, for example, the Derbyshire Support Service for Special Educational Needs (SSSEN), Behaviour Support, Speech and Language Therapists or Occupational Therapy. This is specifically targeted support for children who have particular needs, which cannot be met through quality first teaching and targeted intervention.

For you this would mean:

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward; You may be asked to give your permission for the school to refer your child to a specialist professional in order to better understand your child's particular area of need.

For your child this would mean:

The specialist professional will work with your child to understand their needs and make recommendations. This may be within the class or on a one-to-one basis. Targets are set for your child following the advice of the specialist professional and taking account of their specific needs. Your child will receive targeted support in the classroom and on a one-to-one basis. This may be delivered by a specialist or by school staff supported by the guidance of specialist professionals.

The school will discuss with you the support and strategies we are using to support your child. We will also let you know who is working with them.

How are the teachers in school being helped to work with my child and what training do they have?

There is ongoing professional development, including on SEN&D, throughout the school year, which addresses areas of SEN&D within the school;

- The SENCO's role is to support the class teacher in planning for children with SEND;
- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Where possible, we aim to ensure that teachers and support staff have been given adequate training in advance of receiving a child with specific SEND into their class in order to support and ease transition.

How will the teaching be adapted for my child?

Excellent targeted classroom teaching within the classroom (Quality First Teaching):

For your child this would mean:

- High expectations for your child and all pupils in the class;
- Teaching based on continuing formative assessment, building on what your child already knows;
- A variety of teaching methods designed to meet the needs of all learners in the class;
- Specific resources and strategies will be used to support your child individually and in groups;
- Teachers work closely with other specialists, to alter planning and teaching to meet individual needs;
- Planning is adapted on a daily basis if needed to meet the learning needs of your child.
- Careful monitoring and assessment to track your child's progress as well as any areas where they may need extra help;
- Specific strategies suggested by the SENCO or other professionals may be used within everyday classroom provision.

Specific targeted work (individually or within a smaller group of children):

This type of support is available to any child who has gaps in their learning or is in need of extra support, including those children identified as SEN&D.

For your child this could mean:

- Targeted small group work within the classroom;
- Targeted small group work outside the classroom (withdrawal groups);

These groups may be delivered by a variety of people including the SENCO, classroom teacher, teaching assistants or outside professionals.

Adaptions to curriculum or learning environment may be made to remove barriers to learning. This might include:

- Specific seating plans in place
- Using enlarged resources
- Use of ICT
- Varied lesson times or timetabling

Use of coloured overlays
Visual timetables
Scribed written work

This is not an exhaustive list and there may be more in place depending on the individual child's needs.

How will we measure the progress of your child in school?

- Class teachers continually monitor the progress of all the children in their class.
- Your child's progress is reviewed at least termly against the attainment targets set out in the National Curriculum (years 1 to 6) or the Early Years Foundation Stage (reception).
- If your child is in Year 1 or above, but is not yet working towards the National Curriculum, a more sensitive assessment tool is used which will show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Targets set as part of a SEN Support plan will have an agreed review period, which will be shared with you at Parents Evening when the plan begins.
- The progress of children with an Education and Health Care Plan (EHCP) is formally reviewed at an annual review. You will be invited to attend the annual review with all the adults involved with the child's education.

A person centred review process



What support do we have for you as a parent of child with an SEND?

- We are proud of our warm and friendly 'open door' policy at Cromford Church of England Primary School. This means that the class teacher is regularly available to discuss your child's progress or any concerns you may have, either before or after school or by appointment if you are in need of an in depth discussion. We value the partnership with parents as crucial to your child's success and the opportunity to share what is working well at home and at school.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you.
- Individual Education Plans will be reviewed with your involvement at least twice a year.

How is Cromford Church of England Primary School accessible to children with SEND?

Accessibility and inclusion are important to us at Cromford Church of England Primary School. We have wheelchair access via ramps to both the key Stage 1 classroom and the Hall. Our school is small but has been adapted for wheelchair users and we have a fully equipped disabled toilet. The Headteacher and Governing Body review the accessibility of our school facilities on an annual basis and are always aiming to improve the accessibility of our facilities. We aim to make our school as accessible as we can to all children and would make every effort to adapt our teaching areas to accommodate any child who came to the school with mobility difficulties.

- We ensure that equipment used in school is accessible to all our pupils;
- After school provision is accessible to all children including those with SEND;

- Extra-curricular activities are accessible for children with SEND.

How does the school support children with medical conditions?

In line with the, 'Supporting pupils at school with medical conditions' Statutory Guidance, the schools have policies and procedures in place regarding the administration and management of medicines on the school site. In some cases, students will have a care plan in place for this. Staff have the relevant training, as necessary, to be able to manage medical situations.

How will we support your child when they are leaving this school or moving on to another class?

We understand that moving between schools or classes can be a big step for all children including those with SEN&D. As a school we do all we can to make this transition as easy as possible for our children.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If beneficial for your child, we will arrange transition visits to their new school.

When moving classes in school:

- All information about previous support and targets will be passed on to the new class teacher and a handover meeting will take place with the new teacher.
- All provision mapping will be shared with the new teacher and the first set of targets will be written in collaboration with you, the new teacher and the previous teacher, where appropriate.

Transition into secondary school:

Head of Year and SENCo will visit your child's primary school

Transition meeting with staff from both schools

Record sharing

Enhanced transition, which includes visits and activities with designated members of staff

Extra support for tests, assessments and examinations will be considered as and when necessary.

Local Offer



DERBYSHIRE LOCAL OFFER

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 to families in Derbyshire that have an Education, Health and Care Plan and those who still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found at: www.localoffer.derbyshire.gov.uk/home.aspx

What should I do if I am considering whether my child should join the school?

We always welcome visitors at Cromford School!

If you would like to apply for your child to join Cromford Church of England Primary School, please contact the school office. We will be happy to take you on a tour of the school where we will willingly answer any of your questions. There is a School Admissions policy on the school website.

If you have any other questions about our school, please feel free to contact Mr Ian Wilson (Headteacher) on 01629 822248 or info@cromford.derbyshire.sch.uk.

Most Recent Review Date: September 2024

To be Reviewed By: September 2025