

Date last updated	Nov 2025
Confirmed current	Nov 2025



**Cromford Church of England**  
**Primary School**  
**Special Educational Needs and**  
**Disability (SEND) Policy.**

## **Special Educational Needs and Disability (SEND) Policy**

This Policy Complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2012: advice for schools (February 2013 and updated 2018)
- SEND Code of Practice 0-25 (2014)
- Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Keeping Children Safe in Education (2025)
- Accessibility Plan
- Teacher's Standards (2012 and updated December 2021)
- SEND code of practice: 0 to 25 years (2014)

To be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Accessibility policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy

### **Introduction – Key roles and responsibilities:**

Cromford Church of England Primary School adopts a 'whole school approach' to special educational needs and / or disabilities (SEND), which involves all staff adhering to a model of good practice - committing to identifying and providing for the needs of all children, in a wholly inclusive environment.

Mr Ian Wilson is named Headteacher and shares the SENDCo (Special Educational Needs and / or Disabilities Co-ordinator) role with Victoria Gooding. Contact can be made by telephone on 01629 822248 or alternatively email: [info@cromford.derbyshire.sch.uk](mailto:info@cromford.derbyshire.sch.uk).

The Governor for SEND is Alison Whittaker, who can also be contacted via the school office on the number above.

Our SEND policy reflects our school's nurturing ethos, in line with the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed annually.

A SEND Information Report will be shared with parents, carers and the governing body and published on the school's website. This will also be updated annually.

### **Definition of SEND**

SEND means Special Educational Needs and/ or Disabilities. The definition taken from the SEND Code of Practice 2014, states that a child has special educational needs if he or she has:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means provision that is additional to, or different from, that made generally for others of the same age, in a mainstream setting, in England.

### **Aim:**

To provide for all pupils, including those with special educational needs and / or disabilities, a carefully planned, engaging, broad and balanced curriculum, in an inclusive environment, to foster personal development and lifelong learning.

### **Objectives:**

1. To work within the guidance provided in the SEND Code of Practice, 2014.

2. To continue to employ and develop adaptive teaching practise throughout school, by all staff, enabling all children to learn, aspire and achieve – our school ethos – within a caring, Christian environment.
3. To ensure that all members of staff have access to appropriate training, support and clear guidelines for their duties and responsibilities regarding children with SEND.
4. To identify SEND efficiently and pursue a graduated response as appropriate, in a timely manner: assess, plan, do, review.
5. To aim to secure good or better learning outcomes for all, by meeting individual needs through a wide range of provision adapted, according to need.
6. To carefully map provision for all children with additional needs, to ensure that staff deployment, resource allocation and intervention type, has maximum impact on personal development and / or learning outcomes.
7. To work in cooperative and productive partnership with parent/ carers, the Local Authority and other agencies, to ensure there is a multi-professional and collaborative approach to meeting the needs of all children with additional needs.
8. To embed a child-centred approach wherever possible, ensuring that the child's voice is heard and equally considered during the process of identification of their special educational needs, support and monitoring.
9. To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014).
10. To publish a SEND information report to transparently communicate to stakeholders, our provision and support for pupils with SEND, fulfilling a legal requirement from the Children and Families Act 2014; this information is published on our website.

### **Inclusion of all pupils with SEND**

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

### **A Graduated Approach to SEND support:**

#### **Identifying SEND**

The SEN Code of Practice 2014 identifies four broad areas of need:

- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.  
Children with Autism Spectrum Disorder / Autism Spectrum Condition are likely to have particular difficulties with social interaction.
- **Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum - through to profound and multiple learning difficulties (PMLD) - where children are likely to have severe and complex learning needs.  
Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia and require specific programmes to aid progression in cognition and learning.
- **Social, Emotional and Mental Health:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties, such as anxiety or depression. Other children may present with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or Physical Needs:** Impairments which prevent or hinder children from making use of the educational facilities generally provided, such as profound and permanent deafness (HI), visual impairment (VI) or lesser, temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

At Cromford Church of England Primary School, regular progress assessments for all pupils are carried out both formally and informally, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. Where expected progress is not being made academically or emotionally, the school's system for observing, assessing and tracking the progress of individual children may highlight concerns. We employ an ethos of adaptive practise and quality first teaching to support most children within school, however there are times when more specialist support is required.

We identify children with SEND using the following criteria:

- The child is not making little or no progress, despite differentiated learning opportunities
- The child presents with persistent social, emotional, mental health or behavioural needs (SEMH) which are affecting their learning.
- The child has communication or interaction difficulties and makes little or no progress.
- The child has physical, sensory or medical needs and makes little or no progress, or which require special equipment and intervention from a specialist service.

Children experiencing difficulties in any one or a combination of these four areas of SEND, requiring support in excess of and addition to standard teaching practice, will be added to the SEND register. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may affect progress and attainment:

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Staff will discuss the progress of SEND children in the Pupil Progress meetings with the Headteacher.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties/barriers to learning. The child's class teacher will take steps to adapt teaching through Quality First Teaching practice, to aid the pupil's personal or academic progress.

The SENDCo may be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed fully of the different stages of their child's development. They are encouraged to share their feelings, opinions and experiences with the school as this forms part of the range of evidence in identifying a child as having Special Educational Needs.

The child is recorded by the school as being monitored due to a concern raised by a parent or teacher but this does not automatically place the child on the school's SEND register. We work closely with parents / carers to establish the most appropriate support for every child.

### **SEND Support / Provision**

High quality teaching, adapted for individual learners, is the first step in our graduated response for children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly monitor the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and when appropriate, developing staff's understanding and knowledge of strategies to identify and best support children with differing needs.

Some children may continue to make inadequate progress, despite enabling access to high-quality teaching. For these children we may use a range of further assessments to determine their difficulty in learning. The purpose of this more detailed assessment is to understand what additional resources or different approaches are required to enable the child to make better progress.

The aim of formally identifying a child with SEND and placing them on the SEND register is to ensure that the correct

provision (resources, adult modelling / support or targeted interventions) is provided, to support that individual child to succeed. A four-part cycle using the Assess - Plan - Do - Review model, is employed to track the effectiveness and impact of the provision.

If a child has been identified as having a special educational need and requires additional and different support then the class teacher and/or the SENDCo will meet the Parents / Carers for consultation about the child's needs and next steps.

Following identification of gaps in learning or other need, children will have their provision outlined on the termly year group Provision Map which will be reviewed in consultation with all staff six times each year and with children and parents three times a year - either during parents consultations or at an alternative time.

Additional or different provision may take many forms such as additional support within class; small group booster sessions; specific, targeted 1:1 evidenced based interventions etc. Provision may be put in place to improve learning outcomes, to develop social, emotional and mental health, communication and interaction or to support sensory or physical development.

The process we follow:

### **ASSESS**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, where relevant, and advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

### **PLAN**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and any additional support that may be required; the expected impact on progress, development or behaviour and a clear date for review. All those working with the pupil, including support staff, will be informed of their individual needs, the level of provision required e.g. any particular nurture, pedagogical or teaching strategies that need to be employed and the expected outcomes from this provision.

### **DO**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where interventions may involve group or one to one teaching with another adult. They will work closely with teaching assistants to plan and assess the impact of the support provided. The SENDCo may also be involved in advising staff on the type, level and implementation of support a child may require.

### **REVIEW**

A child's progress will be regularly reviewed by the class teacher. The review process will evaluate the effectiveness of the support and interventions implemented to date. It will also take account of the views of the pupil and, where appropriate, the parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, adapt provision moving forward to best suit the evolving needs and agree a future review date.

### **Funding for SEND support**

Where additional pupil needs are identified, the school will use its delegated funding allowance (SEN notional funding) to provide early intervention support for the child. If a child continues to make little progress, despite appropriate targeted support over time, the SENDCo may liaise with outside agencies such as the school's Inclusion Support Advisory Teacher, an Educational Psychologist, Health services and/ or Social Care.

If, after following recommendations from outside agencies, significant concerns remain, the school may take the decision to make a referral for top up funding through the Local Authority's Inclusion Panel Funding or a referral for an Education, Health and Care Needs Assessment (EHCNA). Parents and children will be fully involved in this process. Further information about top-up funding can be found via the Derbyshire SEND Local Offer: [www.localoffer.derbyshire.gov.uk](http://www.localoffer.derbyshire.gov.uk)

### **Referral for an Education, Health and Care Needs Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and implement provision to meet the Special Educational Needs of a pupil, they have not made expected progress, the school will consider requesting an Education, Health and Care needs assessment, ahead of an Educational Health Care Plan. Only a very small proportion of children require an Education Health Care Plan. These children are likely to have lifelong or severe and complex needs that require more specialist advice and support.

The application for an Education, Health Care Needs Assessment will combine information from a variety of sources including:

- Parents/ carers
- Teachers / SENDCO
- Educational Psychologist / Clinical Psychologists (if appropriate)
- Health Professionals – Paediatricians, CAMHS (Child, Adolescent and Mental Health Service), Speech and Language Therapists, visual, hearing or physically impaired services, Physiotherapists or Occupational Therapists.
- Social Care

### **Education, Health and Care Plans**

Following an EHC Needs Assessment, the Local Authority will assess whether they deem an EHC Plan necessary to support the needs of the child. If a plan is agreed, a draft plan will be disseminated to stakeholders for consultation.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been finalised, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review ensures that the provision for the child is evaluated and where appropriate amended, for example: reducing or increasing levels of support or amending objectives, in line with the child's emerging needs. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report.

### **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 both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

Parents and pupils will know what support can be expected to be available across education, health and social care from age 0-25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

More information can be found on: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

### **Supporting children and families**

Cromford Church of England Primary School, produces a SEN Information Report which can be accessed through our school website. The aim of this document is to produce a reader-friendly breakdown of the support available for pupils with SEND in our school and how our SEND Policy is applied in practise.

### **Transition**

When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. When a child moves from the nursery setting, from another school or to secondary school, staff

liaise with each other and share information to ensure that transitions are as smooth and effective as possible. Records are transferred and additional transition visits are set up for individual children with SEND, if appropriate.

### **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centering on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next. We will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships
- Ensure that pupils with SEND are included and can participate fully in the life of the school and in any wider community activities.
- Engage with secondary schools, as necessary, to support successful transitions.

### **Supporting children in schools with medical conditions**

At Cromford Church of England Primary School, we recognize that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. Arrangements are put in place to support individual pupils with their specific medical needs/conditions.

Meetings are held between parents and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive appropriate training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

### **Accessibility**

The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access into the school. There is a disabled toilet. The school has an accessibility plan.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the class teacher in the first instance, to be resolved informally. If the issue is not resolved, an appointment can be made with the Headteacher – Mr Ian Wilson. If this does not resolve the concerns, then the school has a formal complaints procedure which is available on the website: [www.cromfordcofeschool.com](http://www.cromfordcofeschool.com)

### **Storing and Managing Information / GDPR**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation. All information in school is securely managed on the school's own data system. All staff are aware of the Confidentiality Policy and Data protection. Children's SEN information is kept in secure storage. Upon transition SEND files are securely transported to high schools.

### **Reviewing the policy**

This policy will be reviewed annually