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Cromford Church of England
Primary School
Special Educational Needs and
Disability (SEND) Information
Report.

Special Educational Needs and Disability (SEND) Information Report

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1. Derbyshire Local Offer

Cromford Church of England Primary School, supported by the Diocese of Derby and the Local Authority, Derbyshire County Council, offers an inclusive approach to meeting the needs of children with Special Educational Needs and / or Disabilities, to ensure that all pupils, make the best possible progress in school.

What is the Local Offer?

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/ or Disabilities (SEND) aged 0-25. This is called the 'Local Offer'.

The local offer for Derbyshire can be found: <http://www.derbyshiresendlocaloffer.org/>

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for helping parents/ carers to understand the range of services and support available, in the locality.

2. What are Special Educational Needs and / or Disabilities (SEND)?

SEND means Special Educational Needs and/ or Disabilities.

All children with SEND have learning difficulties or disabilities that make it harder for them to learn, in relation to peers of the same age. These children may need extra or different levels of help and support due to a range of needs. There are four broad areas of need identified in the SEND Code of Practise 2014, that are used to help professionals to identify needs and for which we provide support for in school. Some children's needs may overlap across these areas:

- **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.

We regularly assess progress for all children, both formally using termly assessments and informally through daily interactions and observations of children, with the aim of identifying pupils who are making less than expected progress, given their age and individual circumstances. We know that children will make progress at different speeds and learn in different ways, so teachers carefully plan and adapt lessons, the classroom environment, class organisation, resources (books and materials) and the way that they teach, to help each child learn best. However, there are times when more specialist support is required.

Working together, parents/ carers, schools and other organisations can support and help children with SEND to achieve their full potential.

3. Responsibility for SEND

The class teacher is responsible for:

- Adapting teaching strategies and approaches to learning, to provide as inclusive an environment as possible, for all children in class.
- Identifying, planning, delivering and reviewing any additional help that your child may need (this could be targeted work or additional support), working alongside the Special Education Needs/Disabilities Co-ordinator (SENDCo), as necessary.
- Writing and reviewing Individual Education Plans (IEP's) with pupil progress targets, sharing and reviewing these with parents/ carers at least once each term.
- Communicating with support staff and overseeing personalised teaching and learning for your child, as identified on the school's provision map / child's Individual Educational Plan.
- Ensuring that the school's SEND Policy is followed at all times.

SENDCo:

Mr Ian Wilson / Victoria Gooding are responsible for:

- Developing and reviewing the school's SEN policy and Information Report.
- Working alongside staff to co-ordinate appropriate support for children with special educational needs or disabilities (SEND).
- Ensuring that parents/ carers are involved in supporting and reviewing your child's learning and that you kept informed about the support your child is receiving in school.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Inclusion Support Advisory Teacher etc.
- Regularly reviewing and updating the school's SEND register to record your child's needs, the support that is being provided by school and the impact of this support.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND to achieve.
- Providing professional guidance to staff in school, with the aim of securing high quality teaching for all, including those children with SEND.

The Head teacher:

Mr Ian Wilson is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Working in collaboration with the SENDCo and class teachers to ensure that your child's needs are met.

- Updating the Governing Body about issues relating to SEND.

The SEND Governor:

Alison Whittaker is responsible for

- Ensuring that school provision is in place for any child with SEND in attendance.

Contact with any member of the staff or Governing Body team, can be made by telephone on 01629 822 248 or alternatively email: info@cromford.derbyshire.sch.uk.

4. Support for SEND in our school

At Cromford Church of England Primary School, we know how important it is to identify additional needs as early as possible, so that support can be provided to help children to overcome barriers to learning.

The Graduated Approach

If a child is identified as not making sufficient progress, despite adaptive teaching practise, we follow a graduated approach – step by step.

In the first instance, this could be a different way of teaching certain elements of the curriculum:

- Adult support
- Working 1-1 or in a small group
- Working in a different space
- Using specific equipment e.g. a computer to support with handwriting difficulties, a wobble cushion for sensory feedback, ear defenders to help reduce background noise and aid concentration or a desk with a sloping top, for example.

Alternatively, it could involve participating in a specific, targeted, evidence-based intervention such as;

- Little Wandle keep up or catch-up phonics intervention for children struggling with reading or spelling.
- White Rose pre teaching intervention for children struggling with number work.
- Additional attendance at Forest School for children struggling with social, emotional or mental health needs.
- Attendance and participation in our weekly Sunshine Group for children struggling with social, emotional or mental health needs.

This additional support 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. It may be for a short or longer period of time, depending on the level of need.

We will continue to monitor your child, assess progress and review the effectiveness of the support we are providing, following these changes. This forms the assess- plan- do- review cycle to ensure that additional support for children with SEND is current, relevant and as impactful as possible.

If there are still concerns, advice will be sought (if it has not already been), from the school SENDCo, who may observe your child in class and / or offer a meeting to discuss their needs further. With your permission, we may also seek more specialist support if required, from a range of outside agencies, including an Educational Psychologist, Speech and Language professional or our school's Inclusion Support Worker.

Parents will be informed fully of the different stages of their child's development and are encouraged to share 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.

Teachers of children with SEND who are listed on the SEND register, will work with children and families to develop an Individual Education Plan, detailing what their additional needs are and the level of support school is offering to meet these needs. This will be reviewed three times a year - either during parent-teacher consultations or at an alternative time.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

Cromford Church of England Primary School staff endeavour to guide and support children with SEND and their parents / carers by:

- Being visible on the playground and available to talk to at the beginning and end of the school day
- Reviewing your child's progress and provision during Parent – Teacher Consultations or SEND meetings, at least three times a year.
- Providing a staffing structure that supports a proactive, team approach to whole school inclusion:
 - Headteacher
 - SENDCo
 - SENTAs (Special Educational Teaching Assistants)
 - Teaching Assistants
 - A Governor led, weekly wellbeing group.
- Establishing links with agencies to support families and children including the Inclusion Advisory Service at the Local Authority, EPS (Educational Psychology Service), SALT (Speech and Language Therapy service), Compass Changing Lives Mental Health Support Service etc.
- Signposting to the Local Authority Local Offer via the school website
- Providing a link to the SEND Information Report on the school website
- Providing additional support whenever appropriate, during times of transition
- Managing the medical conditions of children in line with the Managing Medical Conditions requirement placed on schools, September 2014.
- Signposting to Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership Service). Tel: 01629 533668 email: ias.service@derbyshire.gov.uk
www.derbyshireiass.co.uk
- Signposting to the Derby and Derbyshire Emotional Health and Wellbeing website
<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

If a child needs additional support with external tests, such as Year 6 SATs, the Headteacher will apply for special arrangements to ensure that the child's needs are met.

Staff Training:

The school provides training and support to enable staff to improve the teaching and learning of all children, including those with SEND. For example, all staff have received training through the Local Authority, from the Autism Educational Trust, to enable them to best support neurodiverse children.

Supporting children in school with medical conditions

We recognise that children 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.

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.

5. Funding for SEND support

If a child continues to make little progress and significant concerns remain, despite appropriate, targeted support over time and after following recommendations from outside agencies, 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

6. Requesting an Education, Health & Care needs assessment

Sometimes, despite the school having taken relevant and purposeful action to identify, assess and implement provision additional to and different from standard classroom practice, to meet the Special Educational Needs of a child, 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

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 shared with parents/ carers and school, to consider.

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 your preferred choice.

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

7) How we support children during transition times

At Cromford Church of England Primary School, we know the importance of supporting all children, but especially those with SEND, throughout times of transition/ next steps and in preparation for adulthood. We are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. We recognise that starting early, centering on pupil aspirations, interests and needs, to ensure that children are supported at developmentally appropriate levels, is crucial.

When moving to a new class, year group or key stage, information is shared with the new class teacher regarding a child's needs and provision to support their additional needs. Time is allocated for children to spend in their new environment with the new staff and / or pupils, to develop relationships ahead of the new academic year in September.

Additional support for transitions may be offered if your child needs it. This may be in the form of extra time in the new class or by making a 'social story' for the child to take home and share with you, to support the mental and emotional processing of the upcoming change.

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, providing the best chance for children with SEND to thrive. Records are transferred and additional transition visits are arranged, if appropriate.

8. What to do if you have a concern linked to SEND

If you think your child may have a special educational need that has not been identified or addressed, you should talk to your child's class teacher in the first instance and then to the SENDCo. You will be offered a telephone call or meeting to discuss any concerns you may have and a plan will be agreed to best support your child moving forward.

During the discussion, you might like to ask if:

- The school thinks your child has difficulties;
- The school thinks your child has special educational needs;
- Your child is able to work at the same level as other children of a similar age – this will be indicated on their personal school reports which identify if a child is working in line with Government expectations for their age, below expectations or at a Greater Depth level, indicating a clear skill / strength.
- What support might be most appropriate for your child
- How you can help your child at home.

9. Complaints regarding SEN provision

If a parent or carer has any concerns or complaints regarding the care or welfare of your 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

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 SEND 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.