



# **SEND School Information**

**September 2025-2026**



Derby City Council



This document has been written within the context of the School Champions' aims and objectives, which they summarise in the mission statement

## **“Be the best that you can be!”**

Chaddesden Park Primary School is an inclusive school where diversity is celebrated.

### **What is SEND and SEND support?**

SEND stands for special educational needs and, or a disability.

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 a pupil of the same age.’

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

### **Who are the best people to talk to at our school about my child's difficulties with learning / SEND?**

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

### **SENDCo Mrs Lesley Hames**

### **SEND Governor/School Champion Mrs Lisa Whiteley**

### **Other key staff Mrs Sandra Fitzhugh & Miss Helen Bennett – Learning Mentors**

They are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

## **The kinds of SEND provided for in our school are:**

When identifying the nature of a pupil's special educational needs, the four areas of need that are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

## **How are pupils with SEND identified at our school?**

Referring to the 'SEND code of practice: 0-25' 2014, a pupil has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo and class teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/ letter of the meeting, when the following will be discussed:

- the pupils areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a four-part cycle:

**Assess** \_ an analysis of pupil need will be carried out by the class teacher and SENDCo.  
Outside agencies may also be involved.

**Plan** – if the school decides to provide the pupil with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

**Do** – interventions/support will be delivered.

**Review** – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

## **Our School is:**

Chaddesden Park Primary School has 205 pupils currently on roll aged 3-11. We can admit up to 60 children as full-timers into the Early Years Foundation Stage 2 (Reception) classes each year and a high percentage of these children have attended our Nursery, so they are already part of the school. We have had a new school built which was opened in summer 2016.

## **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all pupils in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of pupils with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENDCo or other professionals working with your child are in place to support your child to learn.

### Specific group work intervention

- This could be for reading, reading comprehension, spelling, phonics, maths and social skills. These are delivered by a teacher, LSA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Individual and small group support
- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- All writing/textbooks are dyslexia friendly
- Differentiated lessons
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe work

There are many more strategies that may be put in place depending on the individual pupil's needs.

### Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **How we measure progress?**

Pupils' progress is continually monitored by the Class Teacher, SENDCo, the Senior Leadership Team and the Assessment co-ordinators. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEND Support or has an EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to class teachers at a parents'/carers' evening.

The progress of pupil with an EHC Plan is formally reviewed at an annual review.

The SENDCo will also monitor that the pupil is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **Evaluating Effectiveness**

The SENDCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs where appropriate

All pupils are encouraged to go on our annual educational visits

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should, in the first instance speak to your child's teacher or the SENDCo.

The teacher will record your concerns and discuss any concerns that they have. They will then discuss these concerns with the SENDCo and a plan of action will be put together to support both the child and the family. A MEP, if required, will be written to identify the intervention that the child will be involved in and the SMART targets given to help them progress with their learning. A discussion will take place when the MEP is written with you and a signed copy of the MEP will be given to you for your records. Regular meetings will take place with yourself, the class teacher and the SENDCo to report back the progression that is taking place and what other strategies will be used to support your child's learning.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENDCo.

## **What support is there for my child's overall wellbeing?**

At Chaddesden Park Primary School we have a Learning Mentor for both KS1 and KS2. Both Learning Mentors, and all the staff at Chaddesden Park Primary School, work hard as a team to ensure the well-being of all children. This year we introduced 'Zones of Regulation,' where pupils will learn how to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The Learning Mentors work with children on a range of interventions including "Smile Club," "Friends for Life" and "Nurture Groups." They also work on a 1:1 basis with children who have been identified by the teachers, or the parents, as needing extra emotional support. We have a "Worry Box" and a "Safe Box" in each classroom where the children can write their worry/concern and place it in the box and the Learning Mentors will talk to the child on an individual basis.

Social, emotional and mental health support may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

We work closely with STePs, Educational Psychologists, Community Paediatricians, Autism Consultants, Behaviour Specialists, Therapy Dogs and CAMHs.

## **How is SEND support allocated to a pupil at our School?**

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 pupil of the same age.':

- Pupils who are underachieving and failing to meet targets have interventions in and out of class.
- Pupils are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of pupils who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Pupils with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support a pupil with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENDCo discuss information they have about SEND including:

- Pupils already receiving extra support
- Pupils needing extra support

- Pupils who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly, and changes made as necessary. Pupils will be taken off the SEND register if and when targets/outcomes have been achieved.

## **Who else could support your child with SEND?**

Directly funded by the school:

- Teachers
- Learning Support Assistants funded from SEND budget who support in class and deliver intervention programmes designed to meet individual and group needs
- Learning Mentors
- Nurture group / Smile club
- Speech and Language Learning Support Assistant
- Educational Psychology Service / STePS

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And many more

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## **What support do we have for you as a parent/carer of a child with SEN&D?**

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SENDCo & Learning Mentors are available to discuss issues, as appropriate to their roles in school.
- Your child's target(s) will be reviewed three times a year, we will work with you to plan and review these.

You will be invited to a meeting to discuss your child's targets

- We will meet with you three times a year to discuss how you think things are going
- We will hold meetings with outside professionals where and when appropriate
- We hold Parent evenings/open evenings
- We will share information with you about parent/carer support groups

## **How does the school support CYP with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions

**Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'**  
April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

All support staff are First Aid trained. Staff have updates on conditions and medication affecting individual pupils and training, where appropriate, so that they are able to manage medical situations.

## **How is our school accessible to CYP with SEND?**

Chaddesden Park Primary is an inclusive school, and we work hard to make it accessible for all children and their parents/carers. We have disabled toilets in both key stages and the KS1 disabled toilet has a ceiling hoist. In key stage 1 we have access to sensory products, including a bubble machine. In key stage 2 we have a stair lift to make the hall accessible and we have a sound field system.

Teaching resources and equipment used are equally accessible to all CYP.

After school and extra-curricular provision is accessible to all CYP including those with SEND. We work closely with extra-curricular provision to offer training, support and advice to ensure all pupils can access

the extra-curricular activities. A member of staff is always on hand to support the children and the leaders of the extra-curricular activities.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact the school's SENDCo and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to new teachers. All relevant information will be shared.

### **When starting school, the transition will include:**

- Visits to school
- Parent sessions to meet the new teacher
- Share records and information about your child

### **Transition from KS1 to KS2 will include:**

- Visits to new class
- Parent sessions to meet the new class teacher
- Share records and information about your child
- Transition meeting
- Extra visits to the new class, if required
- A "Passport", if required, which will hold information for your child, including pictures of the new class, of their new teacher, the Learning Mentor and other key people they will work with. It will also detail the new routines they will be involved in.
- Extra support for tests, assessments and examinations will be considered as and when necessary

### **Transition from Key Stage 2 to Key Stage 3:**

- Head of Year and SENDCo 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 visits to the new class, if required

- A “Passport”, if required, which will hold information for your child, including pictures of the new class, of their new teacher, the Learning Mentor and other key people they will work with. It will also detail the new routines they will be involved in.
- Extra support for tests, assessments and examinations will be considered as and when necessary

## How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHC Plan, they will be involved in writing and reviewing their own Outcomes.

If your child has a MEP their views will be recorded.

CYP have to the opportunity to complete a questionnaire about aspects of the school.

## What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year, which addresses areas of SEN&D within the school.

- Identification of SEND needs
- Provision Mapping to manage SEND provision
- Safeguarding children with SEND

This year we will cover:

<b>Training</b>	<b>Staff</b>	<b>Date</b>
Dyslexia awareness	All Staff	January 2026
Understanding ADHD	All staff	April 2026

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

## Linked documents on the school’s website include:

- Complaints Policy
- Anti-Bullying Policy
- Complaints Procedure

- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Inclusion Policy
- Safeguarding Policy

SENDCo	Lesley Hames	<i>L. Hames</i>	September 2025
Head Teacher	Helina Kirkup	<i>H. Kirkup</i>	September 2025
SEND Governor/School Champion	Lisa Whiteley	<i>L. Whiteley</i>	September 2025
Next planned review date: September 2026			

