SEND Information Report – September 2026

Achieving Success Inspiring Caring, Enquiring Minds.

At Old Hall Junior School, we welcome everybody into our school community. The staff, pupils, school champions, and parents work together to make our school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.
We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, reasonable adjustments and interventions as appropriate to the needs of the individual.

All children are entitled to an education that enables them to make progress so that they:
- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

Key People at Old Hall Junior School

Headteacher – Miss R Davies
SENDCO – Mrs A Thompson
Trust Partner – Ms K Smith

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report.

The admission arrangements at Old Hall Junior School 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.

Our Approach to Teaching SEND

At Old Hall Junior School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

• We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014).

• We have successful communication between teachers, children with SEND, parents of SEND children, teaching assistants and outside agencies.

• We acknowledge and draw on parents' knowledge and expertise in relation to their own child.

• Through discussions with the children, they are encouraged to take an increasingly active role in their targets, progress and next steps.

• We are committed to developing the knowledge and skills of all the staff to allow them to provide high quality support for the range of needs in the school.

• We use subject assessments and pupil progress meetings that allows us to monitor, review and plan for the next steps of development.

• We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

What is SEND?

At different times in their school life, a child or young person may have a special educational need or disability (SEND).

The Code of Practice 2014 defines SEND as follows: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided'

Identifying the Special Educational Needs of Pupils

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

At Old Hall Junior School, we monitor the development of all our children in the 4 areas of need as set out in the SEND Code of Practice:

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

We use Derbyshire's Graduated Response document to identify those children whose needs require them to be placed on the SEND register for one or more of the areas of need. If we believe that a child is displaying needs which would place them on the SEND register, we will always contact the parents directly to discuss this in detail.

Alongside this, parents may inform the school prior to or during admission and outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school.

It may be that the school seeks additional information from a specialist teacher e.g., a dyslexia assessment, or assessments completed by outside agencies such as Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists.

Supporting the Special Educational Needs of Pupils

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive, high-quality teaching is our first step in responding to pupils who have SEN. This teaching will be scaffolded or adapted for individual pupils where necessary.

Where necessary, we will also provide intervention either on a 1:1 or small group basis. Here are some examples of interventions that we provide:

- ELSA (time with an Emotional Literacy Support Assistant)
- Reading Plus (to develop reading fluency, stamina and comprehension)
- Doodle Maths (to build numerical reasoning and problem-solving skills)
- Power of 2 (to build essential number and mental calculation skills)
- Lego-based Therapy (to support social skills, communication skills and turn-taking)

This list is not an exhaustive one; there are many other interventions available.

We continuously seek to train staff in further interventions when possible or needed.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

• Scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and reinforcing using visual prompts etc.

• Adapting our resources and staffing.

• Using recommended aids, such as iPad accessibility features, radio aids, coloured overlays, larger font, etc.

Support from External Agencies

• You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

• The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

• If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which, if successful, would outline the number of hours support your child would receive from the local authority and how the support would be used. It would have long term outcomes for your child.

Recording SEND Information

Records are kept on each child.

They are stored in either of two locations: records are either stored in the Main office or on CPOMS.

Once a child's individual need is identified it is recorded on the school's SEND register.

This is stored on the school's internal ICT network.

There is also a Medical List stored in the main office and staff room to enable staff to be kept informed of any medical information. This is updated by Miss Hurt and Miss Davies.

Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files.

General Learning Support and Intervention records are maintained by Class Teachers to chart children's progress using information management system RM Integris.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with parents / carers and relevant agencies.

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

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Discussions with the child.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Completing any additional referral form information requests from outside agencies.
- Ensuring they follow this SEND policy.

Mrs A Thompson (SENDCO) is responsible for:

• Working with the Head Teacher (Miss R Davies) and Trust Partner (Mr J Brookes) to determine the strategic development of the SEN policy and provision in the school.

• Developing and reviewing the school's SEND policy and updating the SEND Information Report annually.

• Ensure the school keeps the records of all pupils with SEN up to date.

• Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with EHC plans.

• Coordinating EHC referrals and Inclusion Panel referrals where appropriate.

• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.

• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

• Co-ordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans.

Miss R Davies – Head Teacher

Responsible for:

• The day-to-day management of all aspects of the school, including support for children with SEND.

• The Head Teacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring your child's needs are met.

• The Head Teacher must ensure that the School Champions is kept up to date about issues relating to SEND.

Ms K Smith - Trust Partner and School Champions

Responsible for:

• Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life.

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 speak to your child's class teacher initially. They are usually available before and after school, or if you contact the school office, we will be able to make an appointment at a mutually convenient time.

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

• Parents' Evenings – November / March

• If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

* Listen and record any concerns that you may have
* plan any additional support your child may need
* discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

The school budget received from DFE includes money for supporting children with SEND.

Different children will require different levels of support in order to help them make progress and achieve their potential.

• The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENDCO, on the basis of needs in the school and children.

• The Head Teacher and the SENDCO discuss all the information they have about SEND in the school including:
• the children getting extra support already and the impact
• the children who have been identified as needing extra support
• the children who have been identified as not making as much progress through Star Assessments and Provision Map

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCO's role is to support the class teacher in planning for children with SEND, such as recommending appropriate adaptations/scaffolds, specific interventions, or any other strategies that may help.

• The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the Head Teacher, SENDCO, and other external agencies as appropriate

• Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class, for example the Inclusion Support Service Teachers.

• Staff who are new to the school follow an induction programme which includes training and information on SEND.

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

Your child's progress is continually measured by their class teacher.

• Progress in Reading, Writing and Numeracy is formally assessed each term through Star Assessments.

• Progress is monitored regularly by the Head Teacher, Trust Partner, SENDCO and Senior Leadership Team using data analysis, Provision Map and Seesaw.

• At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is a government requirement, and the results are published nationally

• Where necessary, children will have an individualised programme with specific targets based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary

• The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision.

• The SENDCO will also check that your child is making good progress by completing:

* Book looks
* Observations
* Data analysis
* Pupil voice

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

- The class teacher is available before or after school to discuss your child's progress, any concerns you have, or to share information.

- The SENDCO is available to meet with you to discuss any concerns or worries you may have (please make an appointment with the school office.)

- All information from outside agencies / professionals will be shared with you by the person involved directly or, where this is not possible, in a report.

- Individual Programmes and any targets will be shared with you.

- Homework will be set so that it meets your child's individual requirements.

- If required, a home / school communication book can be set up.

- Link to the Derbyshire Local Offer through the second-to-last page of this document and via the school's website.

How is Old Hall Junior School accessible to children with SEND?

The school is fully compliant with DDA requirements.

- We have an up-to-date Accessibility Policy and Plan (see website).
- The school is on one level with easy access via a ramp and wide doors.
- There is a disabled toilet area.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra curricular activities are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activities such as swimming, a school visit or residential trip.

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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us in Year 3 from a local infant school:

• The SENDCO / Phase Leader will visit the schools as appropriate and meet with the child, teachers, and parents. The SENDCO will also attend Annual Reviews and meetings in the Year before transition, if necessary.

• During June and July, transition events take will take place.

• If your child would be helped with a book/'passport', photographs or social stories to support them in understanding moving to a new school, this can be made with them so that they can keep referring to it.

• Additional visits can be made to the school at different points in the school day i.e., playtimes, lunchtimes.

If your child is moving to a new school:
We will contact the SENDCO and ensure they know about any special arrangements or support that need to be made for your child. If possible, a meeting will be arranged prior to moving school.
• We will make sure that all records about your child are passed on as soon as possible.
• If your child would be helped with a book/'passport', photographs or social stories to support them in understanding moving to a new school, this can be made with them so that they can keep referring to it.
• Where necessary, we will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

When moving classes in school:
• Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place.
• New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.
• If your child would be helped with a book/'passport', photographs or social stories to support them in understanding moving to a new class, this can be made with them so that they can keep referring to it.

In Year 6:
• The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCO from the new school.
• The secondary school may offer an opportunity for an enhanced transition. If this is available and relevant to your child, we will look to support this.
• As well as the arranged transition days, if your child requires additional visits, this can be arranged. On some occasions the staff from the new school will visit your child while they are at Old Hall Juniors.
• If your child would be helped with a book/'passport', photographs or social stories to support them in understanding moving to a new school, this can be made with them so that they can keep referring to it.

How will we support your child's emotional and social development?

At Old Hall Junior School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences.

Sometimes children also experience some setbacks or challenges along the way, and we are committed to supporting them through these. These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

• The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher will liaise with Mrs Thompson for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Inclusion Support Service.

• For some children who struggle with the transition between home and school, we can arrange a 'Meet and Greet' in the main entrance.

• At lunchtimes, activities are ran by mini-leaders and midday supervisors to support the children with social skills. This also ensures that everyone has someone to play with.

• We run weekly Nurture Group sessions.

• We have two trained Emotional Literacy Support Assistants (ELSAs) at school who may undertake a short-term programme with children to support their SEMH needs.

What is the 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.

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 Derbyshire SEND Local Offer

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 Head Teacher / SENDCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

SEND Terminology

Terms that are abbreviated which can lead to confusion (even for us!)

JARGON BUSTER OF THE MOST COMMONLY USED WORDS / TERMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice CP Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
LAC	Looked after child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapy
SEND	Special Educational Needs
SENDD	Special Educational Needs & Disability
SENDCO	Special Educational Needs C0-0rdinator
SpLD	Specific Learning Difficulties
VI	Visual Impairment