

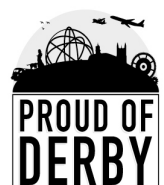
SEND School Information Report



2025-2026



Derby City Council



Chellaston Infant and Junior Schools are separate schools that operate together with a single leadership and governance structure. They are mainstream schools and have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At CIJS, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

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 CYP (Child or Young Person) 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 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.

SEND Coordinator (SENCO) - Mrs Ceri Holmes (c.holmes@chellastonjuniors.org)

SEND Governor – Ms. Louise Costigan

Learning Mentor - Mrs Lyn Hateley (Infants) / Mrs Jayne Deane-Robson (Juniors)

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 CYP special educational needs, the four areas of need considered 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.

What are the admission arrangements for CYP with SEND?

Applications should be made to the school through the local authority. Relevant information can be found by following the links below:

Chellaston Infant School: <https://www.chellastoninfants.co.uk/parents/admissions/>

Chellaston Junior School: <https://www.cjs.derby.sch.uk/page/?title=Admissions&pid=19>

Where a CYP already has an EHCP, the local authority will consult with school governors as to whether or not the school is able to meet the specific needs of that child before a place is allocated.

Once a child with SEND has been offered a place at Chellaston Infant School, arrangements for transition into school will be made (refer to transition section below).

How are CYP with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a CYP has SEND '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'.

Subject/ class teachers make regular assessments of progress for all CYP. From this, the school is able to identify CYP 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 SENCO, class teacher and any other relevant professionals, to consider all the information gathered from within the school.

Parents/carers will be invited to a meeting with the class teacher and/or SENCO as relevant, when the following will be discussed:

- the CYP 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 CYP 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 CYP need will be carried out by the subject teacher and SENCo.
Outside agencies may also be involved.

Plan – if the school decides to provide the CYP 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.

Where a CYP 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, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

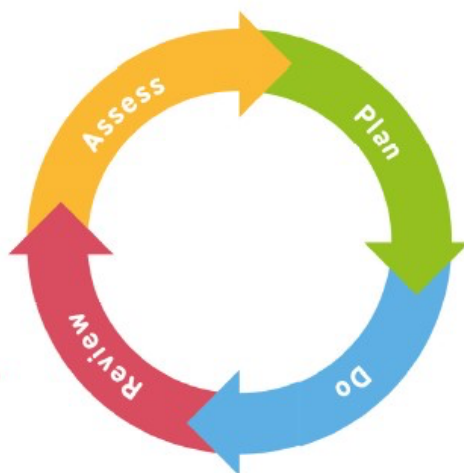
Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



We will work with the child or young person, and parents through this process.

Our Schools are:

Co-educational schools for children aged from four to seven years and seven to eleven and are part of the EMET Multi Academy Trust. The schools are larger than average and have children in classes of between 30-32 pupils.

The Infant school has 213 children on role.

The junior school has 415 children on role.

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

Teachers have the highest possible expectations for your child and all CYP 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 CYP 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 SENCo 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, numeracy, social skills. These could be delivered by a teacher, teaching assistant (TA), or intervention support staff.

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

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Sound field systems used (where available)
- Having someone scribe work
- Personal workspace e.g. workstation
- Specific sensory seating or desks
- Smaller intervention rooms

There are many more 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?

CYP progress is continually monitored by class teacher, the school's leadership team and the SENCO. Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has an EHC Plan, you will be invited to attend a termly meeting on their progress at a parents'/carers' evening. Additional meetings will be arranged as required.

The progress of CYP with a statement/EHC Plan is formally reviewed at an annual review.

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

Evaluating Effectiveness

The SENCo 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 CYP needs and what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach.

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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 class teacher.

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 SENCo.

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

Children are taught PHSE skills in line with the national curriculum in their classes and using the Early Years curriculum for Foundation Stage where early social and emotional skills are a prime area of learning.

Where children are finding appropriate social skills and friendship development more challenging there is support offered during lunchtimes, buddies may be allocated by the class teacher and specific circle time planned.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services where children are experiencing more profound difficulties.

How is SEND support allocated to CYP 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 CYP of the same age.’:

- CYP who are underachieving and failing to meet targets have interventions in and out of class.
- CYP 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 CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- CYP 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 includes funding to support CYP with SEND. This is called ‘SEN Notional funding’. It funds small group support, resource modification, staff training and curriculum adaptations.

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 SENCo discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support
- CYP 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. CYP 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
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Learning Mentor

- Educational Psychology Service / STePS
- Educational Welfare Officer

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
- 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 <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

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

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

- Class teacher, SENCo, Learning Mentor are available to discuss issues, as appropriate to their roles in school.
- Your child's target(s) will be reviewed 3 times a year via their Pupil Passport, we will work with you to plan and review these.
- We will meet with you 3 times a year to discuss how you think things are going (this will usually link in with parents evening and target reviews)
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carers support groups.

How does the school support CYP with medical conditions?

The school follows the Derby City protocols which can be found in the 'Supporting children with medical conditions' policy.

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.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEND?

Both school buildings are accessible and there are disabled toilets. 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.

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.

Follow the link to view our accessibility plan <https://www.chellastoninfants.co.uk/information/policies/>

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEND 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 SENCo 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 class teachers. All relevant information will be shared.
- Visits to new class including additional visits as required

Starting school

- Visits to school including any additional visits as needed
- Parent sessions
- Share records
- Visits to preschools
- Meetings with any professionals already involved

From Infant to Junior school or Junior to Secondary

- Visits to school including additional visits as needed
- Parent sessions
- Share records
- Transition meeting
- Share information on the Derby City Portal with receiving school

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 as appropriate.

Children will share their views during SEND review meetings at an appropriate level. Their views may be scribed and sought by a familiar adult prior to the meeting.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- differentiation,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the Code of Practice,
- using specialist medical equipment such as epipen,
- behaviour support

This year we will cover:

Training	Staff	date
EMET SEN conference: Attachment and Trauma De-escalation Strategies Making Learning Stick	Teachers and Teaching Assistants	Autumn term 1 2025
Team Teach	Teaching Assistant/Teachers x 6	September 25 and February 26
ELSA Training	Teaching Assistant x 2	Not yet confirmed
Attention Autism	Teaching Assistant	Not yet confirmed
Using B-Squared assessment	Teaching Assistants	Autumn term
6 Bricks (like Lego Therapy)	Teaching Assessments	Spring term
Adaptive teaching strategies	Teaching staff	1 per half term
First Aid Training	Teaching Assistants and other support staff	Ongoing
Inclusion and behaviour	Nominated staff x 3	Half termly updates

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.

If you still want to complain you can do so in writing, please see the complaints policy for full details.

Linked documents on the schools' website:

<https://www.chellastoninfants.co.uk/information/policies/>

<https://www.cjs.derby.sch.uk/page/?title=Policies&pid=24>

- Complaints Policy
- Anti-Bullying Policy
- SEND policy
- Supporting pupils at school with medical conditions
- Safeguarding Policy
- Behaviour policy
- Positive handling policy
- Equality objectives