

Crich Junior School

SEND Information Report 2026–2027

The SEND information report has been written in response to the revised Special Education Needs Code of Practice (2014), Children and Families Act (2014/5) and the Equality Act (2010). It aims to publish information about the implementation of our SEND policy at Crich Junior School whilst working alongside Derbyshire's Graduated Response for KS2. Our full SEND policy is available on our school website. Both this report and our SEND policy are closely linked to ensure consistency and coherence.

Our information report reflects Derbyshire Local offer which can be found via <https://localoffer.derbyshire.gov.uk/#/directory>

At Crich Junior School, we are committed to meeting the needs of all pupils in an inclusive way. We want each of our pupils to develop a love for learning to ensure that they succeed and are fully prepared for the next steps in their education. We understand that some pupils may experience barriers to their learning, in the short or longer term, that require additional support to ensure that they make good progress. In these instances, the school Special Educational Needs and Disability policy will be followed.

Our aims for all the children at Crich Junior School are for them to become:

happy, inspired and successful learners, confident and resilient individuals and responsible and caring community citizens.

1. Who is responsible for overseeing Special Education Needs provision at Crich Junior School?

Key contacts if you have any questions about SEND provision.

- **Headteacher** – Catherine Wheatcroft (BEd Hons with QTS, NPQSL, NPQH)
- **SENDCo** – Cheryl Troughton (LLB, PGCE with QTS, NPQSEND)
- **SEND Governor:** TBC
- **ISAS Support Teacher:** Charlotte Heenan
- **Liaison Teaching Assistant & Senior Mental Health Lead:** Lisa Coppen
- **Headteacher Email:** headteacher@crich-jun.derbyshire.sch.uk
- **SENDCO Email:** c.troughton@crich-jun.derbyshire.sch.uk
- **Mental Health Lead:** lcoppen@crich-jun.derbyshire.sch.uk
- **School Office Email:** info@crich-jun.debyshire.sch.uk
- **School Telephone:** 01773 852384

2. What educational needs do we provide for?

At Crich Junior School, we are committed to meeting the needs of all pupils ensuring each pupil:

- Is valued, included and supported
- Has access to a broad, balanced and ambitious curriculum and develops a love of learning
- Succeeds and is fully prepared for the next steps in their education

Crich Junior School

SEND Information Report 2026–2027

- Develops as a happy, inspired and successful learner, a confident and resilient individual, and a responsible and caring community citizen

All staff monitor **all** needs, and we recognise that some pupils may experience barriers to learning at different times. When this happens, we follow the SEND Code of Practice (2015) and our school's SEND Policy.

A child has Special Educational Needs and Disabilities (SEND) if they have:

“A learning difficulty or disability which calls for special educational provision to be made for them.”
(*SEND Code of Practice, 2015*)

The four areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Within these areas, there are many different descriptors and a wide range of provision that may be required.

3. How We Identify SEND?

At Crich Junior School, we aim to identify children with SEND as early as possible. At different times in their school life, a child or young person may have a special educational need. 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.

We may identify a child as having SEND through:

- Information from parents before or during admission
 - Transition information from previous settings
 - Concerns raised by class teachers
 - Assessment data from summative assessments
 - Observations from staff
 - Reports from outside agencies (e.g. Educational Psychology, Speech & Language, CAMHS)
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Crich Junior School

SEND Information Report 2026–2027

4. Who to Talk to if You Have Concerns?

Our aim is to ensure parents and carers feel fully involved in their child's SEND provision at Crich Junior School. Regular discussions are held when concerns need to be raised and when additional provision needs to be provided. These concerns will be noted on our Initial Concerns Form in the first instance.

Your first point of contact is always your child's Class Teacher who is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary. This includes any classroom adaptations that may be required.
- Implementing Individual Education Plans
- Ensuring that the school's SEND policy is followed in the classroom for all the pupils they teach with SEND
- Liaising with outside agencies (as directed by the SENDCO) who may be coming into school to support your child's learning.

Where concerns are ongoing, a meeting with the SENCO will be held who is responsible for:

- Developing and reviewing the school's Special Educational Needs or Disabilities (SEND) policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you as parents / carers are:

1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how your child is doing
 4. Involved in setting new targets
- Initiating and monitoring provision from outside agencies who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist
 - Updating the school's SEND register and making sure that records of your child's progress and needs are kept
 - Liaise with the SEND Governor
 - Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.

5. How do we Work in Partnership with Parents/Carers?

We ensure parents feel fully involved in their child's SEND provision at Crich Junior School. Regular discussions will be held where concerns need to be raised and where additional provision needs to be provided.



Crich Junior School

SEND Information Report 2026–2027

Families of children with IEP's will be invited to planning and review meetings three times a year to ensure they are fully involved in plans for developing and reviewing their child's education. Parents with children on the SEND register are offered three opportunities across the year to meet with the SENDCO. If it is felt support of other professionals is required, the school will always seek permission before approaching these outside agencies.

6. How do we ensure the individual learner is fully involved in their education?

We work closely with our children to ensure they are fully involved in target setting and making plans to support each learner's individual needs. Teachers will create a one page 'This is me' profile with the child and ensure their views are recorded as well as their aspirations for the future. These are then shared with parents and staff. In addition, teachers will always ask for input when reviewing targets and progress. Parents with children on the SEND register are offered three opportunities across the year to meet with the SENDCO.

7. How do we ensure that children with SEND can access the same curriculum and additional learning opportunities as their peers?

At Crich Junior School, we ensure that reasonable adjustments are made so that all children feel fully included in all aspects of school life including extra-curricular opportunities and school trips. All children are given the opportunity to take part in our extra-curricular clubs which are provided for at no cost to families.

Our children will have the opportunity to go to a variety of school trips whilst at Crich Junior School. On these occasions, adjustments will be planned for in advance with the Educational Visits Co-ordinator, SENDCO, class teacher and parents/carers to ensure all pupils needs are met so they can enjoy the enrichment opportunities available.

8. How do we support children with SEND with transition between year groups and from KS1 to KS2 & KS2 to KS3?

At Crich, we maintain close links with Crich Infants and the children are familiar with the school prior to joining due to our Sports Days and School Productions. Before starting school, the class teacher and SENDCO meet with the KS1 teachers to discuss any additional provision needed and extra transition sessions are offered to SEND pupils (if required).

As we are a small school our bespoke timetable means that children will be taught subject specialists not just their class teacher. As a result, staff get to know each pupil individually which helps to ease transition between year groups. In addition, handover meetings are held and transition activities planned to ensure children feel prepared to move classes.

At Crich Junior School we work in close partnership with the local secondary schools. We have built strong links with the transition team at Highfields School and Anthony Gell. When leaving school, our year 6 teacher and SENDCO (when required) will meet with the secondary transition team to discuss any additional need or provision that is needed. For those pupils on the SEND register they will be offered extra transition days and together with the class teacher work through the 'Moving to Secondary' resources provided by the AET. We also ensure records are sent promptly and that any outside agencies are informed.

Crich Junior School

SEND Information Report 2026–2027

9. How do we support Looked After children with SEND?

The Headteacher Catherine Wheatcroft is the designated person for Looked after Children. She works closely with the SENDCO, to ensure all teachers in school understand the implications for those children who are looked after and have SEN. Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. Following the identification of need a One Page Profile, Provision plan or EHCP will be followed to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan). When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, 'One Page Profile' or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

10. How do we support the social, emotional and mental health development of our children with SEND?

At Crich Junior School, all staff are responsible for the well-being of all our children including those with SEND. There may be times when some children require further social, emotional and mental health support (SEMH). Lisa Coppen is our Mental Health lead in our school. We have a teaching and learning assistant who is trained ELSA worker and Lego therapy. Our mental health lead works to ensure the additional social, emotional and mental health needs can be supported in school. They will:

- Work 1-1 with children;
- Provide pastoral support;

Our SENDCO has taken part in the government-training course Mental Health First Aid and Mental Health Champions – Foundation programme from Place 2 Be as well as an Emotion Coaching course. Both the SENDCO and the Mental Health Lead have completed the Trauma Informed Practice Course provided by KCA who specialise in evidence-based trauma informed and attachment aware training.

11. How are children with SEND assessed and reviewed to ensure they are making progress?

Every teacher closely tracks the additional provision for the children in their class via our 'Provision Management Document and whole school provision map. Teachers create an Individual Education Plan (IEP) for each child on the SEND register. This document is then used to follow the Assess, Plan, Do, Review cycle and outline the Quality First Teaching that are in place for the pupil.

As a school, we use the graduated response to interventions as outlined below:

- **Assess:** Identify strengths and barriers - the class teacher, working with the SENCO, carries out a clear analysis of pupils needs. Parental views and specialists may be sought at this point.

Crich Junior School

SEND Information Report 2026–2027

- **Plan:** Agree targets and support – where it is decided to provide additional support, the parents must be formally notified. The class teacher and SENDCO should work collaboratively to co-produce reasonable adjustments, interventions and support to be put in place with time frames for review.
- **Do:** Deliver interventions and strategies – the class teacher should remain responsible for working with the child on a daily basis. Even if they do not directly deliver the intervention the teacher remains responsible for the pupil. Teachers and teaching assistants work closely to assess the impact of the intervention/support.
- **Review:** Evaluate progress with parents and pupils – the effectiveness of the support/interventions and impact of the pupil's progress should be reviewed within the agreed time frame and recorded on pupils IEP. Upon completion of the review and considering the impact, staff and parents make changes and plan next steps.



12. What types of support do we provide and how do we make/ensure reasonable adjustments are made?

At Crich Junior School our strength lies in our ability to use quality first teaching strategies and adaptive teaching throughout the school. Every teacher is a teacher of SEND at Crich and they carefully plan and consider the needs of all children in their class adapting learning to include differing aptitudes, abilities and interests using our provision map. Further information at <https://www.crich-jun.derbyshire.sch.uk/send>.

Tier 1: Quality First Teaching (Universal Support)

The class teacher is responsible for planning engaging lessons that are adapted to meet the needs of all. Furthermore, they are responsible and accountable for the progress for all pupils in their class including those receiving support from teaching assistants and outside agencies. All children will receive quality first teaching via our universal offer this includes but is not limited to:

- Setting high expectations
- Adapting lessons
- Use a range of teaching strategies
- Make reasonable adjustments

Crich Junior School

SEND Information Report 2026–2027

- Implement classroom adaptations

Tier 2: Targeted SEND Support:

If a child does not make the expected progress for them despite the strategies implemented in the universal offer then the teacher may hold a discussion with the SENDCO about possible next steps. It may be decided that the pupil is placed on the SEND monitoring list whilst further assessments and interventions take place. These will be tracked via our management records. If it is felt further support is required, then the teacher and SENDCO will look at the evidence of progress and decide on which strategies are additional to and/or different from those in the classroom that could be implemented to support progress. At this stage an IEP will be written and shared with parents and children. This document will detail outcomes, strategies, provision and interventions.

Interventions at Crich Junior School could include:

- Literacy interventions
- Precision Teaching
- Positive Play
- Lego Therapy
- Outdoor Learning Therapy
- Phonics Catch-Up
- SEMH interventions
- Pre/post-teaching
- Extra time
- Sensory/movement breaks
- Application for Inclusion Panel Funding (subject to a costed provision map)

Tier 3: Specialist Support

If a child continues to make little progress despite the above strategies, the teacher may hold further discussions with the SENDCO and parents/carers about next steps. It may be decided that a highly structured and individualised programme is needed. In this case, advice may be sort from outside agencies and specialist services. Parental consent will always be sort in this case.

This may involve:

- Educational Psychology
- Speech & Language Therapy
- ISAS
- Visual and/or hearing impairment
- CAMHS/Compass
- Paediatricians

Depending upon recommendations from these services and discussion with parents/carers we may consider a referral to request to assess for an EHCP. This will occur when the complexity of need or a lack of clarity around

Crich Junior School

SEND Information Report 2026–2027

the needs of the child are such that a multi-agency approach to accessing need/s, to planning provision and identifying resources is required. The decision to refer will be taken in collaboration with SENDCO and parents/carers.

“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.”
(SEND Code of Practice 2014)

An EHCP is a legally binding document. The local authority provides school with additional funds to cover the cost of the provision which may be used at the schools discretion for specialist intervention with a teaching assistant, additional equipment and/or specialist teaching resources. If granted, each year there will be an annual review parents, outside agencies and the local authority to assess the pupil’s progress in line with the EHCP and graduated response.

13. How does school involve outside agencies and specialist services to help?

We work closely with a variety of external agencies when supporting the needs of children with SEND. Their services will not be requested without consent from parents/carers. Each agency has its own application process but generally involves school referring in on behalf of the pupil. Information may be sought from parents/carers to support the application. It may be that we seek additional information from consultation or assessments completed by outside agencies.

Agencies we work with included but are not limited to:

- Educational Psychology;
- Derbyshire Inclusion Advisory Service;
- Medical Services including CAMHS, VI etc;
- School Health including the children’s therapy team;
- Paediatricians;
- Speech and Language Therapists;
- Occupational Health.

14. What training do staff receive to support children with SEND?

The SENDCO receives regular training including:

- the recently completed the National Professional Qualification for SENCO (NPQ SENCO)
- regularly attends courses on SEND issues ran by the Local Authority
- attending network meetings with the Educational Psychology Team in the Derbyshire area
- working closely with the Headteacher to discuss and update on developments in SEND
- holding regular meetings with the Teaching and Learning Assistants to discuss pupil progress and any needs that are arising with pupils in the school
- working closely with the Inclusion Support Advisory Service to tailor a package of personalised SEND support for both staff and children.

Within our school, there is an ongoing programme of INSET training for all staff and provides an annual SEND ‘refresher’ training session at the start of the year. Staff are offered the opportunities to attend special training sessions through the Local Authority. Teaching and learning assistants have a wealth of knowledge and in some cases have specialised in an area of SEND. Where specialist training is required to meet the needs of an individual, the SENDCO will ensure the relevant staff are fully trained.

Crich Junior School
SEND Information Report 2026–2027

15. How do we evaluate the effectiveness of the provision made for children with SEND?

Evidence of the effectiveness of our SEND provision and policy on progress in learning and/or improvements in behaviour for children will be shown by:

- Ongoing observations from class teachers and TA's;
 - Adapted short-term planning by the teacher to meet individual needs of pupils;
 - IEP & One Page Profile review meetings;
 - Discussions with parents/carers about their child's progress;
 - Age-appropriate discussions with the child;
 - Termly assessment in maths, SPaG, reading and writing;
 - Ongoing teaching assessment;
 - Standardised testing;
 - Book looks to monitor progress towards National Curriculum Objectives;
 - Regular monitoring by the SENDCo;
 - Provision map reviewed termly;
 - Successful funding requests/ECHP requests;
 - Annual Reviews for pupils with EHCPs;
 - Discussions with external agencies.
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16. How is Crich Junior accessible to children with SEND?

We ensure that we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our Equal Opportunities policy and accessibility plan ensures the requirements are outlined and fulfilled.

We make sure that:

- All pupils are able to access and be a part of Crich Junior School regardless of disability;
 - We ensure all information is readily available to all children where necessary;
 - The school building is a ground floor building allowing for access to all areas;
 - Reasonable adjustments are made through the use of staffing or resources are put in place to ensure the specific needs of a child are met;
 - There is access to an accessible toilet complete with hoist;
 - We work closely with outside agencies (where necessary) to complete risk assessments for any children requiring these.
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Crich Junior School

SEND Information Report 2026–2027

17. How do I put in a compliment or complaint?

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please email our SENDCO Cheryl: c.troughton@crich-jun.derbyshire.sch.uk

- Compliments are always gratefully received and can be passed on either directly to staff and the SENDCO. We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed. Please contact the **Headteacher** or refer to the **School Complaints Policy** <https://www.crich-jun.derbyshire.sch.uk/attachments/documents.asp?id=702>

Further support can be found at:

- **Derbyshire Information, Advice and Support Service (DIASS):**
Tel: 01629 533668
Email: ias.service@derbyshire.gov.uk
Website: www.derbyshireiass.co.uk (derbyshireiass.co.uk)
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