



Ironville and Codnor Park Primary School

Report on implementation of SEND Policy 2024 - 25

This report summarises SEND developments from September 2024 to July 2025.

During the school year 2024-25, there were 16 children (12% of school population) with Education, Health and Care Plans or Inclusion Funding, and 44 children (33% of school population) on the SEND Register.

Leadership and management

1. Staff management and support

- Monthly TA meetings, involving all TAs and the SENDCo, have included opportunity for sharing information, team consultation, and team training and development. Staff meetings / training have also taken place including all staff within the school. This year, the meetings/training topics have included restorative practice, adaptive teaching methods, and meeting the children's sensory needs. The SENDCo has supported staff in applying strategies from these sessions within the classroom, through modelling, joint work, and observation with feedback. The SENDCo has also worked alongside other staff members to co-deliver interventions such as Circle of Friends, in order to develop staff skills.
- The SENDCo has introduced new systems of assessment to the school, called Formative Footprints and Level Descriptors. These are for tracking the small steps of progress made by children who are working out of Key Stage and/or who have a high level of complex needs.
- Throughout the year, there has been an open door policy, through which TAs and teachers can request information or support from the SENDCO. The SENDCo has also continued to provide information, and support regarding strategies and resources, by emails or short 1:1 meetings.
- All teachers and TAs have been provided with essential SEND information for their class, including Individual Provision Plans and One Page Profiles for all children on the SEND register. These have been co-produced with staff and parents. Teachers and TAs have had the opportunity to meet on a 1:1 basis with the SENDCo at the beginning of the school year to discuss all pupils in their class who have a SENDs.
- The SENDCo has been particularly involved in supporting TAs who are working with very high needs children, including those in the 'Shining Start' enhanced provision classroom. This has included working alongside staff, to model teaching and behaviour management strategies, provide ongoing coaching, and advise on management of risks.
- New staff and supply staff arriving during the year have had a 1:1 induction meeting with the SENDCo. This has ensured they are aware of all essential information regarding the children they will be working with, including risk assessments.

- The SENDCo has ensured that information from external support services regarding strategies and resources is passed on to TAs and teachers, and for the use of these to be planned. TAs and teachers have been involved in the support services' reviews of children, in order for them to give their views on the effectiveness of these strategies and resources. Information has either been passed on to them via email, or in some cases a direct link has been set up between the outside professional and the TA/teacher in order for ongoing coaching and discussion to take place.
- The SENDCo has maintained an online folder of information which can be accessed by teachers and TAs. This contains all essential SEND information, including reports from external services, support plans, provision plans, SEND development plans, one page profiles and risk assessments. This ensures that all staff can access essential information whenever required.
- Development reviews have taken place with all TAs in the Autumn and Spring terms.
- Meetings have taken place with lunchtime supervisors as required to discuss the management of the specific needs of some children.
- Take Care meetings have continued throughout the year. The SENDCo leads these meetings. Staff refer children to these meetings, and co-ordinated support is planned by the SENDCo, Family Support Workers, and ELSA TA. The meetings take place monthly and have helped to ensure support for individual children is co-ordinated and that effective communication takes place for individual children. Outcomes are shared with staff verbally and via an online action plan.
- The SENDCo has introduced a new Inclusion Support Advisory Teacher to staff and has overseen whole school inclusion planning, and dissemination of ISAT information regarding individual children.
- The SENDCo has ensured risk assessments are reviewed twice per year and that all staff are aware of these, and have access to them.
- The SENDCo has introduced the new Inclusion Advisory Support Teacher to staff and has ensured that she is integrated as part of the school team.

2. Referrals, reviews and monitoring of progress

- Progress for the vast majority of children on the SEND register has been good
- Staff continue to refer children to the SENDCo via Take Care meetings, following which there is a process of discussion and observation to decide the appropriate support_path for the child
- Provision mapping, recording, and evaluation systems are in place. These include an individual plan for each child on the SEND register, which is reviewed termly, and group plans which are reviewed on an ongoing basis via Take Care. A whole school provision mapping system is currently being compiled.
- Progress of all children on the SEND register is recorded on a SEND tracker every term. This includes both educational progress, and outcomes of social and emotional intervention.

- Observations and discussion of the new Reception children took place with the class teacher during the Autumn term, so that decisions could be made about children who may need to be added to the SEND register. Meetings also took place with the main feeder nursery to discuss children with SENDs who will be transitioning to school the following year.
- Regular discussion took place with the school Family Support Workers regarding children on the SEND register, so that relevant information could be incorporated into SEND planning for the child, and so that relevant SEND information could be included in TAF/CIN plans.
- The SENDCo successfully supported a parent of a child with an EHCP in securing agreement a special school place and subsequent transfer of increased funding to support his mainstream place, whilst a special school is being sought.
- Since September 2024, the following applications for support have been made:
 - 3 EHCPs were reviewed and continued.
 - 8 new inclusion funding applications were agreed or renewed
 - 7 new EHCP applications were made and all were agreed.
 - 'Children with a Social Worker' funding was agreed for 3 children
 - Full PEP funding was agreed for two children
 - 6 new referrals were made to the Educational Psychology Service and 2 new referrals were made to the Inclusion Support Advisory Service, all of which were accepted.
 - 6 children received support from the Speech and Language Therapist
 - 2 children received support from a Teacher of the Deaf
 - One special school placement was agreed but in lieu of a placement a substantial increase in funding was given to the school
 - A grant was obtained to develop sensory and physical resources for children with SENDs.
 - 3 children at high risk of exclusion remained in school due to quality of SEND SEMH support and targeted multi-agency involvement.
- Referrals have been made to specialist services on a regular basis and the feedback received from these services is that we are an inclusive school which is good at co-ordinating multi-agency support for our pupils. 29 children on the school SEND register have received support from one or more external support service during the past year. A key role of the SENDCo is to make sure that staff are aware of the recommendations from these support services and that they act on these.
- Person centred reviews have taken place for all children on the SEND register once per term. These involved the child's classteacher, parents/carers, the SENDCo, and where possible, the child.
- The annual SEND report has been produced and the SEND policy and information report have been reviewed and updated.
- Three Derbyshire Local Authority SENDCo information days and 5 online twilight meetings, have been attended. These have enabled the SENDCo to keep up to date with the latest developments within the Local Authority and the Multi-Academy Trust. The SENDCo has also completed an Inclusive Leadership course and a Senior Mental Health Lead course. As a result, new initiatives are in place such as development of a Wellbeing Ambassador team of children.

Teaching, learning and assessment

1. Inclusive Practice

- Three children from the Shining Start enhanced provision classroom successfully reintegrated into the main class.
- A child from another school with extremely challenging needs was successfully integrated
- A child with highly complex needs was successfully included in Wrens and Shining Start classes.
- A Year Six child with highly complex social and emotional needs and challenging behaviour, with an EHCP, integrated into a mainstream secondary school.

2. Meetings with pupils and parents

- Termly Parent and child review meetings have continued throughout the year, via meetings or telephone. Other meetings involving parents and children have included :
 - Personal Education Plan meetings (for looked after children)
 - EHCP Annual Review meetings
 - Behaviour Plans / Relational Planning meetings
 - Re-integration meetings
 - Parent drop-ins

3. Development of approaches to support learning

- The Shining Start provision has continued to develop. This comprises of a separate classroom which has been designed to support the social and emotional needs and learning needs of children who find their main classroom very challenging. The classroom provides a calm relaxed environment with a 3:5 adult/child ratio. Shining Start provides reduced sensory demands, a high level of visual structure and routine, small steps teaching and a curriculum incorporates play based, exploratory and sensory learning experiences. The purpose is to enable to child to develop social, emotional skills and 'ready to learn' attitudes and behaviours, which will underpin successful transition back into the main classroom. Shining Start continues to be successful in this respect, with the majority of children transitioning back into main classes by the start of Key Stage Two.
- The Nest was initiated in the summer term 2024 as a Key Stage Two intervention group in a setting of reduced environmental and social demands, with a 2:6 teacher/child ratio. The group is designed for children who are finding the main classroom environment challenging and as a result have an increased risk of suspension or exclusion. The group has been

developed during the past year and now has a dedicated space. It provides a combination of curriculum based tasks and nurture based activities, with an overall aim of developing the children's skills for learning, their self-esteem, resilience and self-regulation, and their investment in school.

- Staff in Wrens class continue to implement the NELI speech and language programme and this has been implemented daily with groups and individuals. Based on the outcome of this intervention, children have been identified for possible referral to the Speech and Language Therapy Service.
- Children with SEND have also benefitted from numerous other interventions as follows:
 - **Opportunities for all pupils-** e.g. anti-bullying crew, student council, Go Beyond residentials
 - **Opportunities for targeted pupils-** e.g. Magic Room, Positive Play, Nurture, Emotional Literacy Support sessions, Enrichment sessions, Sports Mentors
 - **Opportunities for individual high needs pupils-** e.g. Circle of Friends, Multi-Modal Literacy Project
 - **Development of Communication Systems-** working with the Educational Psychologist and the Speech and Language Therapist, a particular effort has been made to ensure all children can understand expectations and can communicate their needs effectively. This has included now/next systems, visual timetables, Makaton signing, using objects of reference, using communication books, picture exchange systems etc.
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- Pupil's views have been collected for all EHCP applications/ reviews, PEP reviews, learning assessments by the SENDCo, assessments by outside professionals, and behaviour plans. Pupils are included in EHCP and PEP review meetings. Alternative recording methods such as talking mats are used as appropriate.

4. Quality of Teaching and Learning for children with SEND

- All staff prioritise building of positive relationships of trust and the meeting of social, emotional and mental health needs, as a foundation for academic progress.
- SEND support starts from quality first teaching and environmental evaluation/adjustments, to ensure every child has the best opportunity to learn.
- A secure plan-do-review cycle is in place for individual pupil and SEND systems, enabling continuous improvement.
- Adaptive Teaching, Trauma informed approaches and Relational Planning have all been established and developed within the school this year. Restorative Practice has been introduced and will be developed in the coming year.
- The SENDCo has completed assessments for special examination arrangements and ensured necessary applications are made for 4 pupils, all of whom were granted additional time for their Key Stage 2 National Tests.

- Staff have explored the link between sensory needs and learning, leading to adjustments in whole school environment, new resources, and strategies for individual children

5. Funding

Successful applications require being very specific about objectives and interventions and very being very precise about how additional support will be used. Other factors supporting successful applications include providing high quality evidence of a graduated response to meeting children's needs, and evidence and that the school has acted upon the advice of outside professionals. Feedback from the school Educational Psychologist and Inclusion Support Advisory Teacher suggests that the school is good at providing a graduated response to meeting children's needs.

5. Supporting transition

- The SENDCo has organised meetings to exchange information with the secondary school SENDCos. In some cases, specific transition planning meetings have been held involving specialist services. Liaison has taken place with the Local Authority regarding funding and support for vulnerable pupils following transfer.
- The SENDCo has been involved in meetings at the main feeder nursery regarding the transition of children with identified SENDs, and planning has taken place with the EYFS teacher to support their transition.

6. School wide approaches

- Take Care meetings are led by the SENDCo and include the school Family Support Worker, and an ELSA TA. Teachers can refer children they are concerned about to the Take Care team. The system enables joined- up working and co-ordinated outcomes in terms of support for the child. Feedback is given to teachers following each meeting. The children's progress and the actions taken are monitored at each meeting (every month). This process helps to ensure that key staff are involved in regular reviews and that children in need of support do not 'slip through the net'.
- Opportunities for children to express their feelings and emotions are well established (eg Zones of regulation) and the school behaviour system is consistently implemented across the school

Personal Development, Behaviour and Welfare

- The school has well established provision to support personal development, behaviour and welfare, as follows;
 - Specialist Staff include two Family Support Workers, Specialist ELSA TA, Designated Teacher for Looked After Children, and a SENDCo. The School has six Designated Safeguarding Leads.
 - Several staff members trained as Mental Health First Aiders (Children and Adult), and a Senior Mental Health Lead in place.
 - Provision in school includes ELSA sessions, Positive Play Sessions, Key Stage One and Two Nurture sessions, Anti-Bullying Team, Play Leaders, and Shining Start enhanced provision, Sport mentors and Enrichment sessions. Specific interventions

such as Circle of Friends also take place as required. The school Take Care Team co-ordinates this support.

- External support includes access to the Educational Psychologist, Inclusion Support Services, Speech and Language Therapist, School Nursing Team, Compass Changing Lives, CAMHS, Neurodevelopmental Assessment Team, and Social Care.
 - Provision external to the school including the Positive Play Magic Room and Go Beyond residential breaks.
 - A newly formed team of children who are wellbeing ambassadors.
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- All risk assessments have been updated according to agreed timescales. All parents have been given a copy and have signed to show agreement. All staff were asked to sign that they have read them, and they have been updated every 6 months. All new staff were given relevant risk assessments to read as part of their induction process.
 - The school is committed to using restorative practice as a method of encouraging positive social and learning behaviour.

Priorities for 2025 – 26

- To ensure TAs and teachers are encouraging independence in the children they teach and support.
- To ensure that all teachers and TAs are knowledgeable and confident in using adaptive teaching methods, emotion coaching, trauma informed approaches, relational planning and restorative practice, and that they apply these skills in the classroom and wider school environment.
- To embed the new processes for measuring small steps of progress for high needs children.
- To update the school's whole school provision mapping processes.

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SENDCo

September 2025