



# Special Educational Needs and Disabilities (SEND) Information Report

Questions and answers for parents/carers

**Management log**

<b>Document</b>	Special Educational Needs and Disabilities (SEND) Policy
<b>Author</b>	SENDCo
<b>Person responsible for the policy</b>	Headteacher
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<b>Signed</b>	<b>Signed</b>

*Debi Maddocks*

*Jane Grundy*

**Chair of the Local Governing Body**    **Headteacher**

## **Related policies**

- Accessibility plan
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding
- Complaints
- Equality
- Suspensions and Exclusions
- SEND

**We hope you find this information report helpful. If you have any questions or wish to discuss anything in the report please contact the SENDCo, Mrs. Angie Bourne – 01773 602936 option 4.**

### **1. My child has special educational needs. Can they go to Ironville and Codnor Park Primary School?**

Ironville and Codnor Park Primary School is a mainstream school. We welcome children with all kinds of Special Educational Need and/or Disability (SEND) and make sure that they are included in all aspects of school life.

As with all children who are part of our school community, we aim to develop strengths, support them in overcoming difficulties and encourage progress in all aspects of their development. This report, along with our equalities policy, accessibility plan, behaviour policy and SEND policy, provides more information about how we aim to do this. You can find these documents on our website<sup>1</sup>.

### **2. What should I do if I have a concern or worry?**

If you think your child has a SEND that has not been identified, you should talk to your child's class teacher or to the School Special Needs and Disabilities Co-ordinator (SENDCo). You will be able to talk about your concerns, find out what the school thinks and discuss what might happen next. Working together with your child's teacher will often help to sort out any worries or problems. The more closely you work with your child's teacher, the more successful any help for your child will be. Contact details are listed in question 21.

### **3. How does the school know if my child has special educational need?**

The 2014 Special Educational Needs and Disabilities (SEND) Code of Practice<sup>2</sup> states that:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The Equality Act 2010<sup>3</sup> defines disability as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

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<sup>1</sup> [Home | Ironville and Codnor Park Primary School \(ironvillecodnorpark.derbyshire.sch.uk\)](http://ironvillecodnorpark.derbyshire.sch.uk)

<sup>2</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<sup>3</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

If you, your child or your child's teacher have concerns about their progress or wellbeing at school then your child's teacher will invite you to a meeting. This will be an opportunity to discuss your child's strengths and difficulties.

The SEND Code of Practice identifies 4 broad areas of need for which schools can offer support. These are:

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

However, every child is an individual and your child's teacher will assess every child's individual pattern of strengths and difficulties.

If your child has a special educational need, they may have difficulties with:

- all of the work in school
- reading, writing, number work and understanding information
- expressing themselves or understanding what others are saying
- making friends and relating to adults
- behaving properly at school
- organising themselves
- some kind of physical or sensory need which affects them at school

Slow progress and low attainment do not necessarily mean that a child has SENDs, and attainment in line with the child's age does not necessarily mean that there is not a SEND. For example, some children may be high achievers but need support with social skills and communication.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has a SEND. Where such behaviour occurs, there will be an assessment to find out if there are any underlying difficulties such as learning difficulties, communication difficulties or mental health difficulties. However, sometimes housing, family or domestic circumstances, bereavement or bullying may contribute to such behaviour. If this is the case, then a multi-agency approach may be taken. See question 13 for details.

Identifying and assessing SENDs for a child whose first language is not English requires particular care. All aspects of the child's learning and development will be considered, to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND. Difficulties arising only from having English as an additional language are not SENDs.

Only a few children will require support which is additional to or different from the curriculum provided for all children. Any additional assessment and support will be provided as part of a graduated response. The graduated response increases levels of support according to your child's needs. It recognises that children learn in different ways and have different levels of SEND. So increasingly, step by step, more specialist support and expertise may be introduced to assess and help your child.

First, your child's teacher will observe your child over time, assess their abilities and monitor the progress they make, using the Early Years Foundation Stage Statutory Framework or the National Curriculum. They will also look at reports provided from your child's previous school or pre-school and from other professionals who know your child. They will try different teaching approaches and resources which are available to all children and monitor whether these help your child. If your child's teacher feels that your child is not making expected progress, or if they feel that your child has or is likely to have difficulties in a particular area of development, they will talk to you about it. They will also talk to the SENDCo. The SENDCo and your child's teacher may make some more specific assessment of your child's difficulties. This could include use of diagnostic tests, checklists and dynamic assessments which look at learning styles and responses to different environments. The SENDCo and your child's teacher will then decide whether your child needs additional support. Your views and the views of your child are a very important part of this process and you will be informed and included throughout.

Sometimes school staff might ask a professional from a service outside of school to assess your child's needs and provide advice about the support your child needs. The Local Offer<sup>4</sup> provided by the Local Authority provides a full list of services which the school could contact. You would always be informed if another professional was to become involved and you would be invited to meet with them. Details of the Local Offer can be found on the Derbyshire County Council website<sup>5</sup>. There is a link to the Local Offer on the website<sup>6</sup>. Services which our school-works with on a regular basis include:

- Educational Psychology Service
- Support Service for Children with Special Educational Needs
- Speech and Language Therapy Service
- Multi Agency Team
- Parent Partnership Service
- Hearing Impairment Service
- Occupational Therapy Service
- Physiotherapy Service
- Inclusion Support Advisory Service

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<sup>4</sup> [Special educational needs - Derbyshire County Council](#)

<sup>5</sup> [Home - Derbyshire County Council](#)

<sup>6</sup> [Special Educational Needs and Disabilities | Ironville and Codnor Park Primary School \(ironvillecodnorpark.derbyshire.sch.uk\)](#)

#### **4. What is a SENDCO?**

The school SENDCo works with class teachers, teaching assistants (TAs), parents/carers and other agencies to make sure that children with SEND have the support and quality teaching that they need to make good progress and be fully included in all aspects of school life. The SENDCo is responsible for the day-to-day operation of the SEND policy. The SENDCo also has a role in the strategic development of policy and provision to raise the achievement of children with SENDs.

#### **5. How do I know that the provision which the school makes for pupils with SEND is effective?**

The school has a computer system which tracks the progress of all pupils in relation to the Early Years Foundation Stage Statutory Framework and National Curriculum. For children who are making very small steps of progress and are working outside of their Key Stage, the school will use small steps targets from resources called Formative Footprints and Level Descriptors, to track their progress. Progress is checked each term. The system allows teachers to look at the overall progress that each pupil with SEND is making. If there are any areas in which your child is not making good progress, then changes may be made to support in these areas. The governors monitor the overall effectiveness of the SEND provision and the SENDCo writes a report for them every year. There is a governor who is specifically responsible for SEND.

Our approach to record keeping is in line with the Data Protection Act 2018<sup>7</sup>. The provision made for children with SENDs is recorded accurately and kept up to date. As part of an inspection, Ofsted<sup>8</sup> will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

#### **6. How will I know how my child is doing?**

Your child's teacher will evaluate your child's progress three times per year.

Parents/carers of all children on the SEND register will be invited to parent/carer meetings three times per year. These meetings are a good opportunity to discuss your child's progress and plan for the future.

All children on the school SEND register will have an Individual Provision Plan (IPP). This will be reviewed three times per year at your parent/carer meetings. IPPs include 3 targets which both parents/carers and school staff can support the child in achieving. The IPP will also include current support, interventions and actions for the child, any new support and actions which need to be put in

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<sup>7</sup> <https://www.gov.uk/data-protection>

<sup>8</sup> <https://www.gov.uk/government/organisations/ofsted>

place in the future, and any information which needs to be obtained. A copy of the individual provision plan will be given to parents/carers, the class teacher and any other staff who work with the child.

Annual review meetings will be held for any child who has an Education, Health and Care Plan (EHCP). This is an opportunity to consider the overall effectiveness of provision for your child. These meetings will always include you, your child and everyone who works with your child.

You will also receive interim reports which summarise your child's progress, and an annual report at the end of their school year.

In addition to these regular meetings, there are many other opportunities to discuss your child's progress. For example, a meeting may be held to discuss a particular aspect of your child's support or to share information which might help you to support your child at home.

Remember that you can request a meeting with staff too. We encourage parents/carers to share information and their views with us and we are happy to discuss your child's progress at any time.

## **7. How will you help me to support my child's learning?**

We will give you ideas for supporting your child's learning when we meet with you. We have lots of ideas and also games and activities which you can borrow to use at home with your child. We have special days when you can work with your child in the classroom. We also hold sessions for parents/carers where you can learn more about how to support your child at home.

Your child will learn best if you show them that you are interested in their school. Attending parents/carers evenings, parent and child lunch sessions and school events all help. We love it when you get involved, and so will your child.

## **8. How will school staff support my child?**

We place great emphasis on identifying SENDs early so that we can help children as quickly as possible. All children have an individual pattern of strengths and difficulties and may respond better to some teaching approaches than others. Your child's teacher will take account of this by looking carefully at how they organise lessons, learning resources and the classroom. They will match these to your child's learning style and level of ability.

We do not assume that just because a child is making slow progress or that their teacher is providing different activities, that a child has SEND. Your child's teacher will assess all children in the class to identify those who require additional support which is over and above the usual range of approaches and provision in the classroom. They will do so through observation and through monitoring of progress. For further details of this process see question 3. All school staff have been trained to identify and support children with SENDs as part of their professional development. Help for children with SEND is made using a step by step 'graduated approach'. The graduated approach recognises

that children learn in different ways, have different types of SEND, and require different types and levels of support.

Based upon the information collected, the child's teacher and the SENDCo will decide upon the support which may help the child. This could include:

- changing aspects of the learning environment e.g. a quieter area to work in, use of an 'I need help' card or visual timetable
- additional teaching support, as part of a small group
- use of particular teaching materials or equipment e.g. Numicon, a talking tin, Rapid Reader books, writing slopes
- making sure that the work that your child is asked to complete in class is matched to his or her level of ability and presented in a way which helps them to learn

Some children may require very structured small steps teaching, on a one to one basis or as part of a very small group. These could involve multi-sensory teaching, use of practical apparatus, and lots of opportunity to reinforce and generalise skills. Teachers will devise these 'small steps to target' interventions, based around the child's individual learning needs.

Your child may be given the opportunity to attend a special group or a special activity to encourage development of skills in a particular area. These groups and activities could include:

- Rainbows Nurture Group (social skills and emotional literacy development)
- Language, English or mathematics groups
- Parent and Child activities
- Socially Speaking (social skills intervention)
- NELI or Time to Talk (early language skills interventions)
- Attention Autism
- Physical skills groups

Some children require more intensive support for their social, emotional and behavioural needs and may participate in interventions such as:

- Positive Play sessions (for children who have experienced adversity/trauma)
- Circle of Friends (peer support for social and emotional needs)
- Five Point Scale anger management system
- Anger Gremlin
- Anxiety Gremlin
- ELSA support (where children have help in achieving personal targets)

- Enrichment Sessions
- Sports Mentor Sessions
- The Nest (Key Stage 2 group to develop 'ready to learn' skills)

The school also has an enhanced provision classroom called Shining Start. This is a Key Stage 1 class for children who have SENDs which prevent them from learning in a main class and who significantly disrupt the learning of other children. Shining Start provides an environment with a high level of adult support and reduced sensory and organisational demands. The curriculum is designed to accommodate children's individual needs. The purpose of this provision is to develop the children's 'ready to learn' skills and behaviours and then support them in successfully re-integrating into the main class.

Every class has a timetable which informs staff of the different support and interventions taking place each week and the children within each group. Groups may be led by your child's teacher, the SENDCo or a teaching assistant. Some children may also receive regular support from services outside of the school such as the Speech and Language Therapy Service, or the Inclusion Support Advisory Service.

If your child has a statement of SEND or an ECHP, they will have a personal timetable of support. This is likely to be a mixture of within class support for their understanding and participation in class activities, small group support and one to one support. They may also receive regular support from services outside the school.

In addition to any support, interventions and actions outlined in their individual provision plan, children on the SEND register will have access to:

- Adaptive teaching strategies, including scaffolding support, as required during lessons. This support will be implemented by the class teacher and teaching assistants within the class and will enable the children to work towards age related objectives.
- 'Catch-up' interventions which are focused upon reinforcing learning from the English and mathematics lessons on that day. Participation in these interventions is flexible and groups will be decided by the class teacher on a daily basis.

## **9. How does the school adapt the curriculum and learning environment for children with special educational needs?**

We aim to include all children in every aspect of the school day. Our equalities policy, accessibility plan, SEND policy and behaviour policy provide more information about how we do this. Staff have created a provision map of adaptations which could be made to the curriculum to ensure that all children have opportunity to participate and progress. Some of these adaptations are available to all children whilst others are only available to children with a particular type or level of need. The provision map can be found on the website.

## **10. How is the decision made about the type of support and how much support my child receives?**

Your child's teacher will initially make the decision about the type and quantity of support that your child receives. The Headteacher and SENDCo may also be involved in decision making. The support your child receives will depend upon the learning objectives they need to achieve. It may be that support for your child can be made by altering the provision available to all pupils, or it may be that something additional or different is required.

When a child is identified as having an SEND the school will take action to remove any barriers to learning and to put effective educational provision in place.

This support takes the form of a four-part cycle



Through this process, earlier actions and decisions are revised, with a growing understanding of your child's needs and the support they require to make good progress.

Your child's teacher will review the effectiveness of support arrangements six times per year, and changes may be made to the amount and focus of support. You will be involved in the planning and review of the support your child receives via parent/carer review meetings, parents/carers evenings and other meetings with staff. Your child will also be supported in giving their views.

If staff are concerned about your child's progress, then they may ask for advice from professionals outside the school such as an Educational Psychologist. If it is felt that your child's needs cannot fully be met from school resources then, with your agreement, a request might be made to the Local Authority for additional funding. The type of funding requested will vary, depending upon the child's needs. In order for an application to be successful, the school will need to provide evidence that your child has been receiving approximately nine and a half hours of support each week for several terms.

For those children with very high level and complex needs, an education, health and care assessment could be requested. This could lead to your child receiving an Education, Health and Care Plan (EHCP), which would result in additional support being available for your child. Only a very small number of children require an EHCP assessment. The school will need to provide evidence that your child has been receiving over nine and a half hours of support each week for several terms, that outside specialists have been consulted and their advice followed, and that your child has continued to experience very significant difficulties, in order for an assessment to be started.

If your child already has an EHCP, then the amount and type of support which your child should receive will be described in this. You will be involved in the planning and review of support for your child via parents/carers evenings, parent/carer meetings and annual review meetings. Your child will be involved in these meetings too and will be supported in giving their views.

### **11. Will my child receive additional support during tests and examinations?**

In Year Two and Year Six, when your child will be taking national tests, the SENDCo and your child's teacher will consider whether your child meets the criteria for special examination access arrangements. If your child meets the criteria, they could receive extra time to complete tests, a reader, or a scribe. A very small number of children may be working at a level where it would not be appropriate for them to take the tests. If this is the case, then a disapplication can be made, and their performance will be reported based on teacher assessment.

There are also special arrangements which can be made if your child has a SEND which will affect their participation and performance in other school assessments. For example, provision of a Braille version of the Key Stage One (KS1) Phonics Screening Check.

### **12. Will my child be included in activities outside the classroom such as school trips?**

We encourage all children to participate in extra-curricular activities and school trips. If you have concerns about your child's participation, please talk to us. We can then work together to make sure that your child is happy, safe, and confident to participate. Before a school trip we will talk to you about any special arrangements which we feel are necessary and we will also encourage you to give your views. Typical extra-curricular activities are homework club, Board games, Glee and PE club.

### **13. What support will there be for my child's overall well-being?**

#### Medical/Health

When your child starts school, you will be asked to complete a form which tells staff about any medical difficulties which your child has. All medicines are stored securely and will only be administered with your consent. Several members of staff are trained to administer medicines and to use EpiPen's. For children with serious or complex medical conditions, a risk assessment will be completed. An individual plan will also be made to outline how your child's needs will be managed in school and what to do if there is a medical emergency.

#### Attendance

The school encourages good attendance via an awards system. Attendance is monitored and if your child is frequently absent or late, you will be asked to attend a meeting with the school attendance officer. The SENDCo may also attend. A plan will be made to encourage improved attendance, and this will be reviewed within an agreed timescale.

#### Behaviour and emotional needs

Everyone is expected to behave according to the school behavioural expectations. The behaviour policy can be found on the website. The school has a system of rewards and sanctions to encourage good behaviour and this is used throughout the school.

If your child experiences ongoing difficulty in behaving appropriately, then you will be asked to attend a meeting with your child's teacher. The Headteacher or SENDCo may also be present. A plan will be put in place to improve your child's behaviour and this will be reviewed regularly. The plan could include adapting teaching arrangements or working environments e.g. short breaks between activities, quiet working areas, time out arrangements, modified beginnings and endings to the day, or alternative activities at break or lunch time. Your child may be included in a group to develop social skills, emotional awareness or positive behaviour.

If your child continues to experience difficulty with their behaviour, then the school may request support from specialist services such as the Educational Psychology Service or Inclusion support Advisory Service. Your consent would always be requested, and you would be invited to meet with the professionals involved.

Persistent poor behaviour, despite additional support, may result in an exclusion<sup>9</sup> from school. On your child's return to school, a re-integration plan would be agreed with you and your child. This would set out the expectations for their behaviour and the support they would receive.

Sometimes there are circumstances at home which might affect your child's behaviour and wellbeing at school. The school has Family Support Workers<sup>10</sup> whom you can talk to. The Family Support

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<sup>9</sup> Exclusion policy <http://www.shine-mat.com/pupil-welfare/>

Workers will be able to offer you direct support with a wide range of issues, from benefits to parenting groups. They can also signpost you to other services who may be able to help. These include:

- Child and Adolescent Mental Health Service
- Multi-Agency Team
- Specialist Nursing Service for Children with Disabilities
- School Nursing Team
- Housing Officer
- Police Community Support officer

With your permission, staff can refer your child to these services.

Sometimes, everyone agrees that it would help if an assessment of your family needs takes place. This would involve you and your family, staff and usually one or more of the above services. Other professionals who work with your child might also attend. The assessment could lead to regular Team around the Family meetings. These can be very helpful in making sure that all support services are working together to support you and your family.

### Friendships

If your child is experiencing friendship difficulties, then staff would discuss this with you and your child and develop a plan to support them. The school has playtime buddies, lunchtime mini-leaders and adult lunchtime play leaders to encourage positive playtime experiences. Regular anti-bullying activities also take place and there are school anti-bullying leaders. The Anti-bullying policy can be found on the website.

### School Council

The school has a school council and each class also has a class council. The school also has house captains, sports leaders and prefects. Through these responsibilities children can contribute their views towards school development.

### Child Protection and Safeguarding

The school has a Child Protection and Safeguarding Policy. All staff are involved in review and training regarding this policy every year. All children are involved in E-safety events throughout the year and parents/carers are invited to information sessions.

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<sup>10</sup> Contactable through school office or 0173 602936 option 1

#### **14. What specialist training have staff supporting SEND had?**

The school has a strong record of being inclusive and providing good quality educational provision for children with SEND. Staff are experienced in delivering the curriculum to cater for children's individual needs. Each year, priority areas for whole staff training in SEND are identified. TAs and teachers have opportunity annually to participate in training around a specific area of staff development, supported by the SENDCo. Areas have included open-ended questioning, promoting independent learning, and creating small steps to target.

The SENDCo leads monthly TA meetings and these include training in different approaches to supporting children with SENDs. The SENDCo also leads some staff meetings and sessions on staff training days which focus on SEND strategies and support.

Expertise within our staff group of teachers and TAs includes several higher level TAs, a nurture group leader, an ELSA leader, an Nuffield Early Language Intervention lead practitioner, and four Positive Play leaders. Staff have been trained to use specific approaches such as social stories, therapeutic stories, talking mats, mindfulness, growth mindset, Makaton signing and precision teaching. Staff have also had opportunity to learn about different types of special need, such as autism and hearing impairment. If a child has a particular need for which staff do not have experience, then training is arranged for them.

The SENDCo has passed the National Award for SEND and has an MSc in Educational Psychology. She has a particular interest in working in partnership with parents/carers and is a qualified PEEP practitioner (Parents Early Education Partnership). She has experience of leading various parenting courses. She is also the Designated Lead for Looked After Children, and the Senior Mental Health Lead. She has previously worked as an Educational Psychologist, LA Parent Partnership Officer and Senior Family Involvement Worker in a children's centre.

#### **15. What specialist services are available to support school staff in developing skills to teach children with SEND?**

If your child continues to make less than expected progress despite receiving appropriate support which is matched to their needs, then advice from a specialist service may be sought. You will always be informed of any decision to involve specialists. Records of involvement will be shared with you and you will be invited to attend meetings and contribute your views. Education and Health services which provide advice to school staff are listed in the answer to question 3.

Specialist Services are also involved in advising and training school staff. For example, the Educational Psychology Service and Inclusion Advisory Support Service have provided training to staff.

## **16. How accessible is the school, both indoors and outdoors?**

The playground and ground floor of the main school building are accessible to wheelchairs. All classrooms are on the ground floor and are fully accessible to wheelchairs. The school has three disabled toilets and a disabled parking bay. Vehicles can gain access to the playground and come right up to the main entrance of the school.

If your child has physical or sensory needs, you will be invited to discuss the accessibility of the school environment for your child and suggest any changes which may need to be made. The Support Service for Physical Impairment can also conduct assessments of the suitability of the school environment for your child, and they can advise on specialist equipment and strategies. A quiet room is usually available if required for one to one support of children with sensory needs.

The equalities policy and accessibility plan provide further information about how children with physical or sensory difficulties are included in our school.

## **17. How will I be involved in the school?**

You know your child better than anyone else and staff will talk to you before your child starts school to find out your views of their strengths and difficulties, and things that you feel might help your child's learning and development. If your child is transferring from a pre-school setting to school, you will be invited to a new parents/carers meeting, which will include information about how you can help your child settle in to school and how you can support their learning. You may also be invited to a parent/carers and child play session which provides an opportunity for you and your child to get to know their teacher and the SENDCo.

You will be invited to attend parent/carers meetings with the SENDCo and your child's teacher, three times per year. You will also be invited to parent/carers evenings with your child's teacher. If you are unable to attend, you will be invited to meet with your child's teacher or the SENDCo at a different time. These meetings provide an opportunity for you to review your child's progress with their teacher and set new targets for them to achieve.

If your child has an Educational Health and Care Plan, in addition to the above meetings you will be invited to an annual review meeting of their plan. These meetings provide an opportunity for everyone who knows and works with your child to review their progress and plan support for them.

There are many other opportunities for you to become involved. These include:

- supporting fundraising events such as the school fair
- joining the parents association
- attending parents/carers information sessions
- attending lunch and stay sessions
- attending special days when parents/carers can work with their children in the classroom
- becoming a parent governor

Your child's teacher will inform you when events and opportunities like these are taking place. You could also talk to your child's teacher, the SENDCo, the Headteacher or Chair of Governors to find out more about how you could become involved.

If you would like support in participating in school events or meetings, then DIASS (Derbyshire Information, Advice and Support Service) can help. You can ask the SENDCo for details of this service or via the website (under Parents, Helpful Information).

By becoming involved in events and attending meetings you are supporting your child's learning and development. Staff members are happy to meet with you at any time.

### **18. How will my child be able to contribute their views about their education?**

The children will be encouraged by staff to think about their progress towards their individual targets, and to contribute to the setting of new targets. They may also be directly involved in review meetings. Your child's teacher, a TA or the SENDCo will help your child prepare for meetings by explaining what will happen and helping them to think about what they want to say. Sometimes children are supported in writing down their views for a meeting. You can support your child in these ways too.

If professionals from outside the school are working with your child, they will also encourage your child to give their views. Some children find it very difficult to share their feelings and these professionals can advise staff on methods to help children to be comfortable in giving their views and sharing their feelings.

### **19. What arrangements are made by the governing body regarding treatment of complaints from parents/carers of children with special educational needs or disabilities concerning provision made at the school?**

You are welcome to discuss any concerns with us. You could ask to meet with your child's teacher, the SENDCo, the Headteacher or the Chair of Governors. We will do our best to resolve any issues but if you remain concerned you could make a formal complaint. Details of how to do this can be found on the website. If you need help in making a complaint you could contact the Parent Partnership Service. Details can be found on the website.

### **20. How are other services such as Health, Social Care, Voluntary Organisations and Educational Services involved in meeting the needs of pupils with special educational needs and disabilities and their families?**

A decision to involve health services, social care, voluntary organisations or education services is made by your child's teacher in partnership with the SENDCo, Family Support Worker and

Headteacher. You can also request for these services to become involved. A referral will be based upon assessment of the needs of your child and whether a particular service could contribute to your child's learning, development or well being. You will always be consulted prior to any referral being made, and your permission is usually required. Most services have referral criteria. Staff will check whether your child is likely to meet these criteria, before any referral is made.

## **21. How will the school prepare and support my child to join the school, transfer between classes within school, and transfer to secondary school?**

We will work with you to decide how best to prepare and integrate your child into our school. You know your child best and we will ask for your views on what would help your child to make a successful start at our school. Some children may benefit from introductory visits, a gradual build up to full time attendance, or use of special strategies to reassure them and help them to feel confident in joining the school.

If your child is transferring from a pre-school setting to school, you will be invited to a new parents/carers meeting, which will include information about how you can help your child settle in to school and how you can support their learning. You may also be invited to a parent/carer and child play session which provides an opportunity for you and your child to get to know their class teacher and the SENDCo.

The school holds an annual transition day during the summer term, when children get to meet their new class teacher, and teachers have 'new school year discussions' to exchange information about children in their new classes.

When it is time to move your child to secondary school, we will invite the secondary school that your child is due to attend to a transition meeting. This is an opportunity to inform secondary school staff about your child's needs so that they can prepare for your child's transition. Plans will be made to support their transition. You will be invited to this meeting and can contribute your views about the things that you think will help your child make a positive transfer to secondary school. Plans to support your child could include additional visits to the new school or individual meetings with key members of staff. Sometimes, several planning meetings will be held during Year Six.

If your child has an EHCP, then an annual review meeting will be held at the end of Year Five, and this will be the first step in planning.

## **22. Contact details of Headteacher, SENDCo and support services**

The Headteacher is Mrs. Jane Grundy (Monday to Thursday) and Mrs Lisa Bowler (Acting Headteacher on a Friday). The Headteacher can be contacted by telephone (01773 602936) or via the school office, to make an appointment for you to meet with her. You can also contact the school by e-mail at [info@ironvillecodnorpark.derbyshire.sch.uk](mailto:info@ironvillecodnorpark.derbyshire.sch.uk).

The SENDCo is Mrs. Angie Bourne. She works part-time and her days of work vary. She can be [bournea@ironvillecodnorpark.derbyshire.sch.uk](mailto:bournea@ironvillecodnorpark.derbyshire.sch.uk) or by popping into school to make an appointment. Sometimes she may be available to meet with you straight away.

The Local Authority Local Offer and the Derbyshire County Council website provide a comprehensive list of contact details for the services mentioned in this report, plus details of other services and voluntary organisations. The Local Offer is a summary of all the services and voluntary organisations which can be accessed by schools and families in Derbyshire. The offer was made following consultation with schools, pre-school provisions, families, service providers and voluntary organisations. Alternatively, you could ask the SENDCo to provide details of specific services. Website addresses and links can be found on the website and within the footnotes of this document.

### **23. Who do I contact if I am considering whether my child should join the school?**

The LA will be able to inform you whether there are places available at the school and can provide application information. It is important to apply formally to the LA to request a place. The website is: [Apply for a school place - Derbyshire County Council](#)

For informal discussion and to arrange a visit, please contact our school office.

### **24. Useful websites**

School website: [Home | Ironville and Codnor Park Primary School](#)  
([ironvillecodnorpark.derbyshire.sch.uk](http://ironvillecodnorpark.derbyshire.sch.uk))

Derbyshire County Council Website: [Education and learning - Derbyshire County Council](#)

Derbyshire Local Offer: [Home - Derbyshire Local Offer](#)

Derbyshire Information Advice and Support Service for SEND [Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](#)