



Report on implementation of SEND Policy 2025 – 26

<u>School:</u>	Ironville and Codnor Park Primary School
<u>SENCO:</u>	Angie Bourne
<u>Date of report:</u>	September 2026
<u>Inclusion Governor:</u>	Jade Whysall

For school year 2025-26	Number of children	Percentage of school population
EHCP or Inclusion Funding	17	14%
EHCP	11	9%
On SEND register	48	39%

Primary area of need	Communication and interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical
Total percentage across school	9%	16%	11%	4%
Total number of learners with primary area of need	11	19	13	5

Annual Funding	
EHCP and Inclusion Funding April '25 – March '26	£92,600
Projected EHCP and Inclusion Funding April '26 – March '27	£165,000 (conservative estimate based on children for whom funding has been agreed so far and excluding future referrals)
PEP Sept'25-July'26	£9,200
Children with a Social Worker	£4000 (plus carry over £10,000)

Referrals and applications	
New EHCP applications submitted	9 (5 agreed , 4 pending)
New inclusion funding applications	3
EHCP reviews	6
Inclusion funding reviews	6
Personal Education Plan Reviews	5 children (total PEP meetings: 13)
Children with a Social Worker funding	2
Educational Psychology Service Referrals	5
Inclusion Support Advisory Service Referrals	5
Speech and Language Therapy Service Referrals	2
Support from Teacher of the Deaf	1
Special School Placement agreed	1
Part time alternative provision placement combined with continued school attendance	1
Exceptional funding increases for EHCPs	3 (in recognition of excellence in inclusive practice)
Exclusions	2 – both uncontested and children placed in alternative provision.

Leadership and Management
1. Staff management and support - Monthly TA meetings, involving all TAs and led by 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, trauma informed approaches, and meeting the children’s sensory 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' KS1 inclusion base and 'The Nest' KS2 inclusion base. This has included working alongside staff, to model teaching and behaviour management strategies, provide ongoing coaching, and advise on management of risks.
- The SENDCo has also mentored a member of staff throughout the year, during their completion of a Level 3 Course in Supporting Children and Young People. This required a heavy input in terms of regularly writing up observations and reflections regarding the member of staff's skills and learning, to contribute to their course work.
- 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 co-ordinated the involvement of external support services and specialists such as the Educational Psychologist, Inclusion Advisory Support Service, Compass Changing Lives , and Speech and Language Therapist. The feedback received from these services continues to be that we are an inclusive school which is good at co-ordinating multi-agency support for our pupils. 30 children on the school SEND register have received support from one or more external support service during the past year
- 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.
- The SENDCo has met with all TAs individually during the Autumn and Spring terms for their Personal and Professional Reviews.
- Meetings have taken place with lunchtime supervisors as required to discuss the management of the specific needs of some children.
- Take Care inclusion meetings have continued throughout the year. These meetings ensure that a pro-active approach is taken to assessing and meeting the needs of any child that any member of staff raises a concern about. The meeting also ensure that there is a co-ordinated approach to management of support and review of progress. This year, in addition to children referred by staff

members, children identified as vulnerable are reviewed at every meeting. The SENDCo leads these meetings. Staff refer children to these meetings, and co-ordinated support is planned by the SENDCo, Attendance Lead, Family Support Workers, and ELSA TA and the Anti-Bullying Lead. 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, by email to the referrer, and via an online action plan.

- The SENDCo has particularly worked on regular basis with the Inclusion Support Advisory Teacher (ISAT) regarding whole school development and assessment and support of individual children. The school has been identified by the ISAS team as exemplary in the way they work with the ISAT and use the resources available from this service. The SENDCo, Headteacher and ISAT have developed co-ordinated and reviewed a whole school inclusion plan.
- The SENDCo has also met regularly with a link worker for Compass Changing Lives. Following some delays in their service delivery, an anxiety management group for KS2 children and a wellbeing ambassadors initiative have been planned for the coming year. The link worker has supported the SENDCo in developing a whole school wellbeing plan and a mental health policy.
- The SENDCo has ensured risk assessments are reviewed twice per year and that all staff are aware of these, and have access to them.

2. Referrals, reviews and monitoring of progress

- The majority of children on the SEND register have made good or expected progress in relation to their individual targets
- Staff continue to refer children 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 termly tracking of progress for all children on the SEND register or referred to the Take Care inclusion team. The trackers look at academic progress, but also track wider measures such as attendance, number of restorative conversations, progress regarding individual provision plan targets, and progress related to specific social emotional and mental health (SEMH) interventions. Specific baseline and outcome measures are in place for all social, emotional and mental health interventions. Where appropriate for the intervention, these evaluate the impact upon the child's attitudes and behaviours in the classroom. Teachers evaluate children's progress according to the National Curriculum or Early Years Framework on an ongoing basis, and for some children, Formative Footprints or Assessment Grids are used. These enable the small steps of progress that a child makes to be identified. The SENDCo oversees all these referral, monitoring and evaluative processes for children on the SEND register.
- Observations and discussion of the new Reception children took place between the SENDCo and the class teacher during the Autumn term, so that decisions could be made about children who may need early additional assessment or support. Meetings have also taken place with the main feeder nursery to discuss children with SENDs who will be transitioning to school the following year, so that advance planning for their needs can take place.

- Regular discussion has taken place with the school Family Support Workers regarding children on the SEND register, so that relevant SEND information can be included in Team Around The Family or Child in Need plans.
- The SENDCo has successfully supported a parent of a child with an EHCP in securing agreement for a special school place and has been successful in obtaining increased funding whilst a special school is being sought. She has also managed the setting up of a part-time placement for a child with an EHCP at an alternative provision, reducing his risk of exclusion. A substantial increase in funding has also been obtained to fund this placement.
- 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.
- Reviews of the children's Individual Provision Plans have taken place for all children on the SEND register once per term. These involve the child's class teacher, parents/carers, and the SENDCo.
- Three Derbyshire Local Authority SENDCo information days and 3 online twilight meetings, have been attended. These have enabled the SENDCo to keep up to date with the latest developments within the Local Authority.
- The annual SEND report has been produced and the SEND policy and information report have been reviewed and updated.

Teaching, Learning and Assessment

1. Inclusive Practice

- 2 children from the Shining Start KS1 inclusion base successfully reintegrated into the main class. 2 more children completed a graduated transition back to their main class and will be educated full time in their main class during their coming new school year.
- A looked after child with extremely challenging needs was successfully included in a main class with support as part of a gradual inclusion plan. He has now successfully transferred to another mainstream school closer to his home. Social Care and Virtual School complimented the school on the quality of support provided.
- Several children with highly complex needs and EHCPs pending have been successfully included in Wrens / Robins classes in combination with their placement in Shining Start inclusion base.
- A Year 4 child at very high risk of exclusion is now successfully managing a combined placement, comprising of time in the school's The Nest KS2 inclusion base, and part-time

attendance at an alternative provision.

- A Year 6 child with highly complex social and emotional needs and challenging behaviour, and at risk of exclusion, continued to attend school and benefitted from a bespoke timetable which he co-produced, giving him sense of ownership. He had an enhanced transition plan prior to starting at 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 Key Stage 1 inclusion base 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. Children can be based in the class full-time with opportunities to integrate into their main class on a daily basis. The classroom provides a calm relaxed environment with a 2:5 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 2.
- The Nest Key Stage 2 inclusion base has also continued to develop. Children attend for 4 afternoons per week, although some may access lessons in their main class for some of the time. The inclusion base provides reduced environmental and social demands, with a 2:4 teacher/child ratio. The group is designed for children who are finding the main classroom environment challenging due to their social and emotional or neurodevelopmental needs. The base 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- eg anti-bullying crew, student council, Go Beyond residentials
 - Opportunities for targeted pupils- eg Magic Room, Positive Play, Nurture, Emotional Literacy Support sessions, Enrichment sessions, Sports Mentor, Drawing and Talking
 - Opportunities for individual high needs pupils- eg 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.
 - Use of speech to text systems and typing on a computer to record work, particularly in Year 6.
- Pupil's views have been collected for all EHCP applications/ reviews, PEP reviews, learning assessments by the SENDCo, and assessments by outside professionals. Pupils are included in EHCP and PEP review meetings. Alternative recording methods such as talking mats have been 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 pupils and SEND systems, enabling continuous improvement.
- A secure graduated response is in place, enabling children to access more specialised support if there is evidence that they require this. A whole school map outlining the support offered through the graduated response is available on the school website.
- Adaptive teaching and strategies to meet children's sensory needs, have continued to be embedded within the school this year. The SENDCo has completed learning walks in all classes, focusing on these areas and staff have been given feedback. The ISAT has support staff in development and application of skills in these areas.
- The SENDCo has completed assessments for special examination arrangements and ensured necessary applications are made for 3 pupils, all of whom were granted additional time for their Key Stage 2 National Tests.
- The SENDCo has continued to encourage the embedding of Formative Footprints and Combined Grids assessments. 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.

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 continues to suggest that our school is good at providing a graduated response to meeting children's needs.

6. 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.

Personal development, Behaviour and Wellbeing

1. Provision to support personal development, behaviour and wellbeing

- Specialist staff to offer support in these areas includes two Family Support Workers, Specialist ELSA TA, Designated Teacher for Looked After Children, Senior Mental Health Lead, Anti-Bullying Lead and a SENDCo. The School has 6 Designated Safeguarding Leads.
- Several staff members trained as Mental Health First Aiders (Children and Adult), and a Senior Mental Health Lead is in place.
- Provision in school includes :
 - ELSA sessions,
 - Positive Play Sessions,
 - KS1 and KS2 Nurture sessions,
 - Anti-Bullying Team,
 - Play Leaders,
 - Shining Start and The Nest inclusion bases,
 - Drawing and Talking,
 - Sport mentors
 - Enrichment sessions.
 - Specific interventions such as Circle of Friends or Socially Speaking also take place as required.
 - 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 includes the Positive Play Magic Room and Go Beyond residential breaks.

2. Risk Assessments

- 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.
- All risk assessments are currently in the process of being converted into Safety Plans, in line with the requirements of the Academy Trust.

3. Whole School approaches to support personal development, behaviour and wellbeing

- The SLT and SENDCo have worked with the ISAS team to embed restorative practice centrally school's behaviour policy. Comprehensive training has been delivered by ISAS to the whole staff team. Aspects of the whole school behaviour management system have been changed, including the introduction of restorative conversations.
- The staff team have also received training in trauma informed approaches and relational planning. Relational plans have now been introduced to replace behaviour plans.
- The SENDCo is also the Senior Mental Health Lead and has completed her training. A school mental health policy has been written and is currently in draft awaiting approval. The SENDCo has worked closely with Compass Changing Lives and the school Take Care Team to develop mental health and wellbeing support at individual and whole school levels. Initiatives underway include KS2 anxiety support groups, and a wellbeing ambassador team. Plans were on hold last year due to lack of availability of the Compass Changing Lives school link, but are now moving forward.

Priorities for 2024 – 25

1. To ensure that all teachers and TAs are consistently identifying those children who would benefit from using adaptive teaching methods and that they are consistently implementing these within the classroom.
2. To ensure that all teachers are consistently identifying those children who would benefit from small-steps teaching approaches and assessments of progress, and that they are consistently using Formative Footprints and the Combined Grids.

3. To ensure that all staff are consistently using agreed evaluation processes for specific interventions and are regularly analysing outcomes and adapting objectives and approaches accordingly.
4. To work with SLT to ensure that 'every teacher is a teacher of SEND' and that teachers are planning, teaching and monitoring progress for all children in their class who have SEND, and regularly communicating with and overseeing the work of TAs who are supporting these children.
5. To develop and embed use of restorative practice and relational planning across the school.

