



Crich Church of England Infant School SEN Information Report

October 2026

Welcome to our Special Educational Needs (SEN) Information Report. All governing bodies of maintained schools have the legal duty to publish information on their website about the implementation of the school's policy for pupils with special educational needs and/or disabilities (SEND). Following new government legislation we are required to publish a SEN Information Report describing the provision we make for pupils with SEND.

Crich Church of England Infant is a fully inclusive mainstream Infant School. We treat each child as a unique individual regardless of their gender, ethnicity, social background, religion, physical ability or special educational needs. Our 'Vision & Aims' are for all children at Crich Church of England Infant School and enable them to the best version of themselves.

Our vision at Crich Church of England Infant school is the school's aim is to enable all children to flourish within a loving family community, widening children's aspirations and nurturing their connections with the natural and wider world.

"In the same way, let your light shine before others, so that they may see your good work and give glory to your Father in heaven"

(Matthew 5:16)

Our school aims:

- Promote the highest standards of teaching and learning to enable all our children to achieve and maintain their full potential in all areas of their development
- Develop good self esteem and confidence
- Develop in our children a positive sense of moral responsibility and self discipline
- Develop our children's spiritual awareness
- Develop our children's Christian values of caring, sharing, loving, giving, helping, trusting, praying, obeying and forgiving

- Create a school where children are well behaved showing respect to each other and to all members of the school community and their environment
- Help our children live together within our local community and the wider multicultural society
- Continue to develop the skills of all our staff to enhance the quality of teaching and learning
- Provide a secure, safe and stimulating environment for everyone with effective and efficient employment of resources
- Develop the skills and knowledge of our governors to lead the school forward in close partnership with the Head teacher and all the staff
- Promote the success of the school to the wider community and encourage parents/carers to play an active and effective role in their child's education

In conclusion

We believe that our school must be a happy, caring place where friendliness, respect and understanding exist between staff, children, parents/carers and governors. A place where all our children have equal access to a broad and enriched curriculum embedded within a strong Christian ethos.

This report gives you information regarding the ways in which we ensure we support all of our pupils with SEND in order that they can achieve their full potential. Provision may change and develop over time.

Question	School Response
What kinds of Special Educational Needs does Crich	The broad areas of Special Educational Needs (Pg.86 SEND Code of Practice, 2014) catered for at Crich Church of England Infant school are: 1. Communication and Interaction

Church of England Infant School make provision for?	• Speech, language and communication needs • Difficulty saying what they want because of poor articulation or use of language • Difficulty in understanding what is being said to them • Difficulty in understanding or using social rules of communication • Children with Autistic Spectrum Disorders (ASD) including Asperger's Syndrome or Autism which impacts on social communication. 2. Cognition and Learning • Learning at a slower pace than their peers, even though the work is adapted for their needs • Levels of difficulty may vary and include moderate learning difficulties (MLD), Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) • Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia. 3. Social, Emotional and Mental Health Difficulties • Children who are withdrawn • Children displaying challenging, disruptive or disturbing behaviours • Children who have mental health difficulties, such as anxiety, depression or self-harming • Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. 4. Sensory and/or Physical Needs • Vision impairment • Hearing impairment • Multi-sensory impairment • Physical disability
How would Crich Church of England Infant School identify and assess my child's Special Educational Needs?	At different times in their school life, a child may have a special educational need. The Code of Practice 2014 defines SEN as follows: "A child or young person has SEN 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 learning difficulty or disability 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 for others of the same age in mainstream schools or mainstream post 16-institutions Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rates of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the view of parents and the pupil, as well as from teachers and assessments. There can be many reasons for pupils 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. We understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable pupils have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.
Where can I find information about the school SEN Policy?	Our SEN and Inclusion Policy will give you the information you need about how we make provision for all pupils with SEND. This is available from the school office. If you would like to discuss our SEN provision or find out more, please contact Miss Kirk, the Special Educational Needs Co-ordinator (SENCO), through the school office.
How does Crich Church of England Infant school evaluate the effectiveness of provision for pupils with Special Educational Needs?	We have a robust system of reviewing our provision each term using the Ofsted framework to self-evaluation. Governors are involved in this process and receive regular reports. This includes looking at: 1. Pupil Achievement 2. Behaviour and Safety 3. Leadership and Management 4. Quality of Teaching Any interventions used will be those that are proven to make a difference for most pupils. A baseline assessment will take place at the beginning of an intervention; this will provide the point of reference for measuring progress made by a child and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

	Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, Educational Psychologist or health services such as a paediatrician. Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.
How do staff at Crich Church of England Infant School check and review the progress of my child and how will I be involved?	When your child is put onto the SEN register, they are registered at 'SEN support'. Children are assessed on a daily basis, however each half term teachers formally review children's progress and attainment; next steps are decided during Pupil Progress meetings. Teachers meet with parents to discuss the progress made by children with SEN at least once a term. At these meetings progress and targets will be shared and reviewed. Parents can bring family members or friends to review meetings, or contact Derbyshire Information Advice & Support Service for SEND (DIASS), formally Parent Partnership, for advice and support. We also communicate with you regularly through our reading record diaries and by telephone. In addition to review meetings and bookmark evenings you will also receive three reports each year.
How do teachers help pupils with SEN?	There are a range of ways that pupils with SEND are supported in class: a) Class teacher input, through excellent targeted classroom teaching (Quality First Teaching). For your child this would mean: • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. • That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or a group room
- Run by a teacher or a teaching assistant (TA)

b) Specialist groups run by outside agencies

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the ASD Outreach Team or Behaviour Support Team
- Outside agencies such as the Education Psychology Service (EPS)
- Speech and Language therapy
- School Support (SSSEN)

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via Enhanced Temporary Additional Early Years Support (ETAIEYs), Graduated Response for Individual Pupil (GRIP) or an EHCP plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behavior Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

What adaptations are made to the curriculum and the learning environment of children with SEN?	Differentiated teaching through the 'Waves of intervention': Wave 1: Quality first, inclusive teaching Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programmes Wave 3: Wave 1 and 2, plus increasingly individualised programmes. Individual Education Plans (IEPs), or Provision Plan, identify any adaptations which may need to be made to the curriculum or learning environment to meet the child's needs. In terms of adaptations to the learning environment we feel our school is safe and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have many different facilities to help SEND children throughout our school including handrails , an easy access toilet etc. An accessibility plan is in place and available from our school website.
Is there any extra support available to help pupils with SEN with their learning?	If a pupil is identified as having SEN, we provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do, Review: Assess: this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. Plan: this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis of termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff conferences. Do: providing the support, extra assistance for learning or learning aids, as set out in the plan. Review: measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved: pupil, their parents or carer, teacher and SENCO contribute to the reviews. This stage then inform the next cycle, if necessary. Meetings with teachers and teaching assistants to discuss progress of pupils are held weekly, as well as termly Pupil Progress meetings with the Senior Leadership Team (SLT)

	This additional support or 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of pupils with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers. While the majority of pupils with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. For a small number of pupils, their needs may require access to technology e.g. modified ICT equipment, recording devices etc. Listed below are a few of the wide variety of interventions and support we use in school: • Physical literacy • Precision teaching • Nurture group • Positive Play
How will my child be included in activities outside the school curriculum including trips?	At Crich Church of England Infant school every child has the opportunity to access trips. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. Risk assessment are written and shared prior to external visits. Vulnerable children are identified on any risk assessment. Any support identified is arranged as needed, e.g. 1-1, small group. No child is excluded from activities at Crich Church of England Infant school.
How does your school support pupils' emotional and social development?	At Crich Church of England Infant school we feel that all children's emotional and social development is important. All children participate in Personal, Social and Health Education lessons (PSHE) in their classes; however for children with specific social, emotional or mental health difficulties we facilitate access through school resources to nurturing activities. We also facilitate support from various outside agencies including: the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies.

	Support for children who have SEN in this area will be identified on their IEPs. The school will not accept any bullying, including any towards children who have SEN. Please refer to our Behaviour policy available on the school website or from the school office.
Who should I contact if I want to find out more about how the school supports pupils with SEN?	Our SENCO Miss Kirk can be contacted via the school office. The Governor with responsibility for SEN is Mrs Elaine Brennan and Kate Allen
How are the adults in school helped to work with children with an SEND and what training have they had?	All of the teachers at Crich Church of England Infant school are qualified and our school strives to provide high quality teaching and learning for all children, including those with SEN. Training needs are continually being identified and addressed. This may include whole school training on SEN issues or to support identified groups of pupils in school, such as autism, dyslexia, etc. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Our teaching assistants (TA) also have a range of expertise in a variety of specialised areas including autism, complex needs and behavioural needs. Staff also work closely with specialists from external support services who may provide advice or direct support as appropriate. The SENCO supports class teachers in planning for pupils with SEND.
What happens if my child needs specialist equipment or other facilities?	Our school is fully accessible with dedicated toileting facilities. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provides specialist equipment such as standing frames, steps, changing facilities, specialist ICT equipment etc. when prescribed by relevant health specialist.
How will I be involved with planning for and supporting my child's learning?	Following discussion with parents about the child's needs, it may be agreed that your child is put on the school's SEN register. The child will be placed on the register at 'SEN support'. Support which is additional and different to that which is provided through 'quality first teaching'. An Individual Education Plan (IEP) or Provision Plan will be written in consultation with the child's class teacher, the SENCO, child and parents. This plan describes what additional support is required for the child (from the

	school and the parents) in order for them to succeed. The IEP is reviewed each term and parents will be invited into school to discuss it. At these meetings progress and targets will be shared and reviewed.
How is my child involved in his/her own learning and decisions made about his /her education?	We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to: • State their views about their education and learning • Identify their own needs • Share in individual target setting • Self-review their progress and set new targets In addition pupils who are identified as having SEN are invited to participate in: • IEP review and setting IEP targets • Regular meetings with class teacher or teaching assistant • Working with adults in small groups and one-to-one sessions • Annual reviews
Who should I contact if I have concerns about my child's learning and/or progress?	If you have any concerns regarding your child's progress or well-being, then please in the first instance speak to either your child's class teacher as they are responsible for all children in their class. The majority of concerns can be addressed at this level. If your concern is not resolved then speak to: 1. The SENCO: Miss Kirk 2. The Head teacher: Miss Kirk 3. The Co Chair of Governors: Mrs Elaine Brennan/Mrs Claire Ganthony Please also refer to the school's complaints policy which can be found on the school website and from the school office.
Who else provides services in school for children with SEND?	The range of agencies and support services school works with include, but are not limited to: • Educational Psychology • Behaviour Support Service • Speech and Language Therapy • Occupational Therapy

	• Physiotherapy • Support Service for Special Educational Needs • Autism Outreach • Child and Adolescent Mental Health • School Nurse • Support services for Physical Impairment • The Children's Centre • The Derbyshire MAT team
Who should I contact to find out about other support for parents and families of children with SEND?	Your child's class teacher and the SENCO are always available to discuss your child's needs and progress. All outside agencies will contact parents to keep them informed of their involvement. Derbyshire Information Advice & Support Service for SEND (formally Parent Partnership) can be contacted on: Telephone: 01629 533660 /01629 533668 Email: derbyshireiass.gov.uk
How will you help my child make successful move into the next class or secondary school or other move or transition.	Transition is a part of life for all pupils, whether that involves moving to a new class or moving to a new school. We recognised that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Planning for transitions within the schools will take place in the summer term; arrangements for transition to junior school for pupils with SEN will be planned according to individual needs. During year 2, information, previously agreed with parents, will be shared with the SENCO of their next school. This information will outline needs and support that has proven effective. Where possible children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Crich Church of England Infant school or staff from Crich Church of England Infant school will accompany the child on visits to their new school.
Where can I find out about other services	Find out more about the local offer of support which is available for disabled children and young people and those who have Special Educational Needs on the Derbyshire County Council website:

that might be
available for our
family and my child?

http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/local_offer/default.asp