# School Special Educational Needs and/or Disability Information Report 2025-2026

At Bolsover Church of England Junior School we strive to support all children to enable them to achieve at school. This report provides parents/carers with information about how the school will provide for disabled children and children with Special Education Needs and enable them to make decisions about how to best support their child's needs.

At Bolsover Church of England Junior School, we are constantly looking at ways to improve the provision for our pupils. To this end, the information in these responses will be regularly reviewed and updated as necessary.

It is through our vision ***'With Faith, Hope and Love we grow together'*** *that we can achieve the greatest outcomes in life.* We focus on the right of every child to receive an education that enables them to make progress so that they achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.

## Our school's approach to supporting pupils with SEND

The school uses a graduated response for supporting pupils with SEND consisting of 'review', 'assess', 'plan' and 'do'. This underpins our provision and is at the heart of our SEND Policy.

### What is SEND and SEND support?

SEND stands for Special Educational Needs and, or disability.

The Code of Practice 2015 states:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

## Derbyshire's Local Offer

Every local authority must publish a Local Offer. The SEND Code of Practice identifies the purpose of a Local Offer which is:

- To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, parents and service providers in its development and review.

The Derbyshire Local Offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). It also includes information for parents and carers as well as practitioners and professionals. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It includes information about education, health and care provision. It will also tell you about training, employment and independent living for young people with special educational needs and/or disabilities. More information can be found on: www.derbyshiresendlocaloffer.org/

## Our Approach to Teaching Learners with SEND

At Bolsover Church of England Junior School, we ensure that all pupils in our school are valued by having equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities. We reflect what is outlined with the New Code of Practise *'All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education'* (5.1:2015):

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015).
- Successful communication between teachers, pupils with SEND, parents of SEND pupils, Teaching Assistants who run intervention groups and outside agencies takes place regularly.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through the Person Centred Review meetings, the children are encouraged to take an increasingly active role in their targets, progress and next steps.

- We are committed to developing the knowledge and skills of all the staff to ensure a personalised curriculum to meet the needs of all pupils through inclusive practice.
- We have an effective review cycle throughout intervention groups that allows us to monitor, review and plan for the next steps of development based on the Asses, Plan, Do, Review cycle.
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

## Catering for different kinds of SEND

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:

- **Communication and interaction**
  Children with a speech, language and communication need. This includes social communication need.
  Children who may have a speech delay, stammer or stutter.
  Selective mutism.
  Children who have Autism Spectrum disorder with difficulties in social communication.

- **Cognition and learning**
  Support for a wide range of learning difficulties including MLD (moderate learning difficulty) or SLD (severe learning difficulty)
  Specific learning difficulties including dyslexia, dyscalculia and Developmental Co-ordination Disorder (DCD).

- **Social, mental and emotional health**
  Support for children who is withdrawn, isolated, displaying challenging, disruptive behaviour
  Anxiety, depression, physical symptoms

- **Sensory/physical**
  Supporting children with a personal sensory diet.
  Children with a range of medical conditions .
  Children with visual impairment / hearing impairment .
  Fine / Gross motor including hypermobility and other physical disability.

## Identifying the Special Educational Needs of Pupils

Bolsover Church of England Junior School knows that a pupil has SEND needs in a variety of ways:

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns including progress or behaviours and SLT, SENDCO, Teaching Assistants may become involved in a school based programme
- Class teachers make regular assessments of the progress of all children. From this the school is able to identify children who are making less than expected progress given their age and personal circumstances.
- When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo and class teacher.
- It maybe that the school seeks additional information from a specialist teacher e.g. assessments completed by outside agencies like an Educational Psychology, CAMHS, Paediatricians, Speech and Language Therapists, school health.
- At different times in their school life, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others the same age, or*

- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided*

## What should I do if I think my child may have special educational needs?

The **class teacher** has responsibility for all of the children in the class. **'Every teacher is a teacher of SEND'** and it is through their expertise and training which will enable them to identify children in their class who have particular needs. Where a pupil is identified, action is taken to put effective special education provision in place.

The Class Teacher is responsible for:

- Promoting high standards for all children with SEND and for them to achieve their full potential through an aspirational curriculum
- Personalised teaching and learning
- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENDCO and parents as necessary.
- Using Brakenfield Linear assessment tool to track progress and set SMART targets.
- Collaborating with the SENDCo to plan a provision map to support individual needs.
- SEND Learning Programmes which may be planned for specific needs.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants.
- To follow the Equality Act in the classroom.

**How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. They are available before and after school. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo (Mrs Richardson).

**How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen and record any concerns that you may have;
- plan any additional support your child may need including social and emotional support;
- discuss with you any referrals to outside professionals to support your child's learning.

**Staff with specific responsibility for SEND**

SENDCo: Mrs C Richardson
SENDCo details are: 01246 822324
Email: senco@bolsover-jun.derbyshire.sch.uk

The SEND Co is responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually
- Coordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plan.
- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENCO, DDAT and external agencies as appropriate.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Inclusion Support Service.

They are also responsible for ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting and the impact
- Involved in reviewing how their child is doing and the next steps
- Liaising with other agencies which may be involved with the child e.g. Educational Psychologist, Inclusion Support Team, Social Care and Health Service

Headteacher: Mrs C Bailey
Telephone: 01246 822324
Email: headteacher@bolsover-jun.derbyshire.sch.uk

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the Local Academy Committee is kept up to date about issues relating to SEND

SEND Governor - Mrs Pamela Hall
Email – info@bolsover-jun.derbyshire.sch.uk and include FOA SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life.

**What are the different types of support available for children with SEND in our school?**

Class teacher input via 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.
- 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 including visual aids to support class work.
- specific strategies (which may be suggested by the SENDCO or other agencies) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress (Pupil progress meetings) 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:

- Led in the classroom or outside.
- Led by a teacher, a Teaching Assistant (TA) or specialist agency.

- Intervention Programmes at Bolsover Church of England Junior School include but are not limited to: Fine Motor skills work, Nurture Group, Phonics Intervention, Little Wandle Phonics, Toe by Toe, Anger and Anxiety Gremlin, Talking and Drawing.

**SEN Code of Practice 2015: SEND support**

- This means they have 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 Inclusion Support Team or Sensory Service (for pupils with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).

  What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

**The SEND support will take form of a four-part cycle:**

1. **Assess**

The graduated approach involves using the information teachers gather from on-going, day-to-day assessment to make judgements about the progress a child is making and to alert SENDCO to any barriers that may be getting in the way of them making comparable progress to their peers. There will be a discussion on previous progress and achievement including any concerns expressed by parents. The assessment phase includes high quality teaching, support, interventions and a differentiated curriculum for the individual alongside observations, assessments and pupil progress meetings.

2. **Plan**

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning involves the child, parents and staff from the school who know the pupil well. Where other professionals are working with the child, they should also contribute to

planning. The initial step of the planning process includes agreeing targets for the child in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work.

The targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.
- One-page profiles.
- SEND Learning Plans (SLPs).
- Provision maps.

A timescale for reviewing the plan, and details of how progress will be monitored. Needs will also be identified.

### 3. Do

The Code of Practice makes it clear that it is the responsibility of class and subject teachers to implement the plan on a day-to-day basis. In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the pupil in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the SLP.
- Managing any teaching assistants who are supporting pupils with SEND in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the pupil’s progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the pupil their parents, the SENDCO and any other staff involved in order to establish how things are going and whether any changes are required.

## 4. Review

The SEND review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the pupil. The reviews are incorporated as part of parents' meetings and dedicated meetings with the SENDCo and class teacher are also be planned. When the review meeting between the child, parents and any relevant professionals takes place, we consider:

- What progress has the pupil made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the pupil's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

A record of the outcomes of the review discussions should be kept and used to update the provision map or SLP.

## A continual process

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a pupil has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the pupil is likely to be taken off the SEN record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

## Additional support

- If review of the action taken indicates that "additional to and different from", support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher or teaching assistant with advice from the SENDCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- SEN support will be recorded on a SEND Learning Plan (SLP), which will identify a clear set of expected outcomes, including relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Parents will be given a copy of the targets.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from appropriate external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and referral forms completed in conjunction with parents/carers. A referral may be made to one or more of the following agencies:

1. Specialist Support Centres
2. Inclusion Support Teacher
3. Hearing Impairment team
4. Visual Impairment team
5. Educational Psychologist Service
6. Educational Welfare Officers
7. Physical and Disability support service
8. Social Services
9. School Nurse
10. CAMHS (Child & Adolescent Mental Health Service)

**Education, Health and Care Plans**

- For pupils who, despite relevant and purposeful action taken to meet their specific needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment which will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHC) plan being provided following an in depth assessment from the Local Authority.

**How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating work to ensure work is appropriate for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Additional support may include specialised
- To further support access to the curriculum, a wide range of interventions are used and targeted to individual needs. They are evaluated equipment or resources, ICT and/or additional adult help.
- Progress is recorded on agreed school formats; if an intervention isn't suited to the needs of the learner it is swiftly changed.
- When children are placed on interventions to support their learning and work towards specific targets, these interventions are reviewed termly with the class teacher and SENDCo with feedback from the member of staff who delivers this intervention. Detailed discussions ensure that 'next steps' for the children are relevant to their needs.

**What support will there be for my child's overall well-being and emotional and social development?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum, which aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil voice mechanisms are in place through the School and Church Councils.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and playground "buddies" help pupils who may find playtimes problematic.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.
- The school also has a Nurture provision which can be accessed for those children struggling with their well-being.
- Children can access the school's 'The Orchard' provision throughout the day.

**Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. These are discussed with all staff involved with the pupil.
- All necessary staff will receive training for any specific medical needs and those who administer medicine complete training from appropriate medical staff.
- A number of staff have first aid training and two or more are available at all times. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions.**

**What training do staff supporting children and young people with SEND undertake?**

- Staff receive a range of training at three levels; awareness, enhanced and specialist. Relevant information from courses is fed back to staff during staff development time.
- The SENDCo attends termly update meetings with other SENDCo's within the academy chain.
- The school has regular visits from outside agency teams who advise staff in supporting the success and progress of individual pupils.
- The NHS Speech and Language Therapist is in regular contact to assess, plan support for targeted pupils and advise and train staff. Programmes for targeted pupils are delivered by a trained teaching assistant.

**How will my child be included in activities outside the classroom including school trips?**

- We commit to ensuring all learners make a full and active contribution to all elements of school life. Wherever possible, steps are taken to adapt learning opportunities so that no learner is excluded. Parents are engaged in supporting learners in this area, including being consulted before activities which are likely to present specific challenges for the learner in question.
- Risk assessments are carried out and procedures are put in place to enable every child to participate in all school activities.
- If it is deemed that an intensive level of support is required, a parent or carer may be asked to accompany their child during the activity.

**How accessible is the school environment?**

At Bolsover Church of England Junior School:

- Disabled parking spots marked.
- All of the school is on one accessible level.
- One adapted toilet is available for visitors with a disability.
- Doors are wide enough to accommodate wheelchairs.
- A medical room is provided in order to enable a safe place for insulin testing/injections etc.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

**How will the school prepare and support my child when joining Bolsover Church of England Junior School?**

A number of strategies are in place to enable effective pupil's transition:

- A planned programme of visits for children are provided in the summer term for pupils starting in September. Additional visits are arranged for pupils who need extra time in their new school.
- Pupils transferring at other times have the opportunity to attend transition sessions when they are able to spend time with their new class.
- Parent/carers are invited to meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with new parents of pupils who are known to have SEND, or about whom they have concerns, in order for solutions to any perceived challenges to be considered prior to entry.
- When pupils transfer from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.
- The records of pupils who leave the school are transferred within five working days of the parents notifying their child has been enrolled at another school.

**Transition to secondary schools**

- Bolsover Church of England Junior School liaises closely with The Bolsover School, and other schools to which pupils may be transferring, to ensure a smooth transition for all children.
- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
- In the Summer Term, a representative of the Special Needs team from The Bolsover School come in to school to see, in the classroom or individually, children who have special needs. Those children who may be particularly vulnerable are offered additional visits to The Bolsover School.
- For pupils transferring to other local schools, the SENDCo's of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The annual review for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

**How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The National SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- in-class support from teaching assistants
- small group support from teaching assistants e.g. English and Maths support
- provision of specialist resources
- staff training relating to SEND

**How is the decision made about how much support my child will receive?**

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent.
- Decisions are based on tracking of pupil progress, termly standardised scores and as a result of assessments and advice from outside agencies.
- For pupils with an Education, Health and Care plan, this decision will be reached when the plan is being produced or at annual review.

**How will I be involved in discussions about and planning for my child's education?**

This may be through:

- Discussions with the class teacher, SENDCo, senior leadership team member or other professionals
- During termly meetings to discuss your child's progress against their SEND Learning Programme targets (SLP's)

**Who can I contact for further information or if I have any concerns?**

The first point of contact for any concerns or queries is the class teacher. Mrs Richardson (SENDCo) is also available. The school office is available on 01246 822324 or email senco@bolsover-jun.derbyshire.sch.uk.

You can also contact Derbyshire Information Advice and Support Service for SEND (DIASS) who provide impartial advice for special educational needs and disability.

The link to their website is here. Their advice line can be accessed on 01629 533668 Monday to Friday from 9:30am to 3pm.

**Who should I contact if I have a complaint regarding the provision made at Bolsover Church of England Junior School?**

Our Complaints Procedure Policy is available on our school website - there are clear procedural steps detailed.

Approved by: The Local Trust Committee
Date: 17/12/2026