



SEND Information Report

Let Your Light Shine

Our Special Educational Needs and Disabilities
Information Report.

What we can offer to the children at
Codnor Primary School

Meet the Team

Contact Us

What is the
SEND
Information
Report
about?

SEND
provision at
our Primary
School

My Child's
Progress

Partnership
with
Parents

Outside
Agency
Work!

Miss! Miss!
What does
this mean?



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Reviewed and Updated October 2025





Codnor Primary School is an Inclusive School.

We work within the Local Authority Offer (which can be found at <http://www.derbyshiresendlocaloffer.org/>) and we follow the guidelines from the Revised Code of Practice 2014.

We ensure that all of our children are included in every aspects of learning and school life from Nursery to Y6. From time to time some, children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs and/or disability (SEND). This will be discussed with parents / carers, the child (if appropriate) and the class teacher.

Following this, the child will be placed on the SEND support register. The final decision to do this, is made by the school, after consultation with the parents and is based on each child's individual needs.

Our school's definition of SEND is " Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies".

This SEN Information Report describes the provision we offer and the support available.





We would like to hear from you!

Do you have suggestions about how we can improve our service to you?

Is there a topic you would like to know more about?

Can you recommend places where you take your child with SEND that you have enjoyed?

For example; dentists, opticians, restaurants, play areas etc Please contact: missmckirdy@codnor.derbyshire.sch.uk

To see parent's suggestions – [click here](#)

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Let Your Light Shine



Breakfast
club

Teachers

External
Agencies

Head teacher

SENDCO

SEN
Governor

Contact Us

Sensory
room

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Parent Suggestions!

Derbyshire Information Advice and
Support Service for Send
<https://www.derbyshireiass.co.uk/>

Derbyshire Autism Services
[http://www.derbyshireautism
services.org](http://www.derbyshireautism
services.org)

Derbyshire Inclusion Support
Advisory Service

[ISAS](#)

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Miss Harriet McKirdy
SENDCo

Our SENDCo – (Special Educational Needs Co-ordinator)

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the schools SEND policy
- coordinating and sometimes delivering provision for children with SEND
- advising teaching and support to all staff in school for pupils with SEND
- liaising with parents/ carers of children with SEND
- liaising with early years providers, other schools, the Local Authority, educational psychology services, health and social care professionals and independent services and voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents / carer are informed about options and a smooth transition is planned
- being a key point of contact with external agencies, especially the local authority and support services
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance> regarding reasonable adjustments and access arrangements
- maintain the SEND register and records for all children with SEND and monitor and evaluate progress of SEND pupils
- coordinate school strategies for identifying and reviewing children with SEND
- support teachers in setting targets and recommending resources for SEND students and contribute to staff training
- ensuring that an agreed, consistent approach is adopted

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Mr James Blake
Headteacher

Our Headteacher

Responsible for:

- the day to day Leadership and Management of **all** aspects of the school, this includes the support for children with SEND
- meet weekly with the SENDCo to discuss SEND children and their provision
- they will delegate responsibility to the SENDCo and Class Teachers but is still responsible for ensuring that your child's needs are met
- they must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND
- alongside the Governing Body and in conjunction with the SENDCo, the Head teacher has responsibility for allocating the SEND budget and deploying staff to support SEND children

If you would like to contact the Head teacher please either email through enquiries@codnor.derbyshire.sch.uk or Telephone 01773 742537 to make an appointment.

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Mrs Michelle Steeples
SEND Governor

Our SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Alongside the Head teacher has responsibility for allocating the SEND budget.
- Review the SEND policy and amend considering any recent changes.

If you would like to contact our SEND Governor please either email through enquiries@codnor.derbyshire.sch.uk or Telephone 01773 742537 to make an appointment.

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Do children with SEND
(Special Educational Needs
and Disabilities) come to our
School?

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Special Educational
Needs & Disability
Provision at Codnor



We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. We may struggle to facilitate pupils with physical needs as our school building has many steps.

A small number of our pupils do have special educational needs and/or disabilities. We identify a child as having SEND if they receive any support which is additional to or different from everyday practice and/or receive support from outside agencies.

We have an **SEND policy** in place to support these children.

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External Agencies

We work very closely with a number of external agencies and professionals. The people we work with most often are:

[EPS](#) – Educational Psychology Service

[Derbyshire Autism Services](#)

[SLT](#) -Speech and Language Therapy

OT/PT – Occupational Therapy/ [Physiotherapy](#)

[CAMHS](#) – Children and Adolescent Mental Health Service

[DIASS](#) – Derbyshire Information Advice and Support Service

[School Nurse](#)

Please click on the above for more information or [click here for more external agencies](#)





The role of Class Teachers:

- providing Quality First Teaching for all children which may include differentiating for pupils with SEND and adaptive teaching
- responsible and accountable for the progress and development of all pupils in their class
- liaise about concerns of children in their class with the SENDCo, who will offer advice. If SEND support is needed, then the child will be placed on the SEND register
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, through providing an appropriately differentiated curriculum
- reviewing Education Health Care plans, in conjunction with the SENDCo, as applicable
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- liaising with parents of children with SEND and being the first point of contact of parents/ carers who have concerns about their child
- If you would like to contact your child's class teacher, please find their email [here](#).





How does the school know if a
child has SEND
(Special Educational Needs)?

Special Educational
Needs & Disability
Provision at Codnor



Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENDCo (Special Educational Needs Co-ordinator) as soon as they have concerns about any of their pupils.

The SENDCo may then suggest activities such as small group work or special programmes to help the child. Examples of such groups in school are: precision teaching, toe-by-toe, First Class at Number, numicon, Project X reading, ELSA provision and Lego therapy. See all the provision we offer by [clicking here](#).

If the child continues to have difficulties, the SENDCO and Class Teacher would suggest additional support and/or assessment. At this point, the child may be placed on the SEN Support Register after consultation with parents / carers.





How does the school support pupils' social, mental and emotional health and development?

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Provision at Codnor



Each class teacher teaches PSHE (Personal, Social and Health Education) in class each week so that children have time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives.

We have two trained Emotional Literacy Support Assistants (ELSA teachers) who are trained to deal with certain social and emotional issues. This work can focus on specific issues or concerns or can be in place to develop friendship and communication skills. [Click here to see more information.](#) The ELSA team also run a KS1 and KS2 wellbeing club at lunchtime to support children's mental health. [Click here to see more information.](#)

At playtimes, we have mini leaders and a buddy system for children who feel lonely, and for new children starting at school.

For children with specific social, mental or emotional health difficulties we may need to refer to services such as: The Educational Psychologist, the school nurse or [CAMHS](#) (Children and Adolescent Mental Health Service).

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What process does the school follow once SEN has been identified?

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Step 1: Class Teacher, SENDCO and parents and/or carers make the joint decision to place the child on the SEND Support Register. The SEND register is purely for the SENDCO to track and monitor SEND pupils. Pupils may be moved off and on the register during their time at Codnor Primary School. This will be in consultation with parents.

Step 2: Individual targets and strategies or interventions are identified and put into place.

Step 3: These are reviewed at termly meetings with parents and/or carers, following the SEN Code of Practice 2014 format of Asses, Plan , Do and Review. External agencies may be involved for support and/or assessment where required. Children may stay on his step for while as this may be appropriate to their needs.

Step 4: Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. For more information on the above (EHC's) [please click here.](#)

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Do children with SEND
come to Codnor
Primary School?

How will I know if my child
is receiving SEN support?
Will I receive information
about this support?

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What process does
the school follow
once SEN has been
identified?

What kinds of
SEND does
the school
make provision
for?

Special Educational
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Provision at Codnor



How are
children with
SEND
supported in
school?

What do I do if I think
my child needs
additional support
/ referral /
diagnosis?

How do you help
class teachers to
support children
with SEND?

How does
the school
know if a
child has
SEN?

How does the
school support
emotional and
social
development?

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What kinds of SEND does the school make provision for?

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Provision at Codnor



Children with SEND in our school have difficulties in the following areas:

- **Communication and Interaction** (e.g. Speech and Language, ASD)
- **Cognition and Learning** (e.g. Dyslexia, GLD)
- **Social, Mental and Emotional Wellbeing** (e.g. Attachment disorder, ADHD, Anxiety)
- **Sensory and/or Physical Difficulties** (e.g. Visual / Hearing impairment, mobility difficulties)





How are children with SEND supported?

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Special Educational Needs & Disability Provision at Codnor

We know that quality-first teaching and well-matched support make a big difference to the progress of children with SEND. We make sure that all teachers and teaching assistants (TAs) have a clear understanding of their children's learning needs.

We support children by:

- teachers' planning of differentiated tasks through our chilli system which ensure that all children can make progress
- the use of a variety of teaching approaches, including guiding learning through demonstration and providing visual support material
- providing a stimulating, rich and interactive classroom environment
- the use of assessments which help teachers to track pupils' progress and identify gaps in their understanding; this will inform their individual SEND provision map
- providing additional adult support where appropriate from well-trained TAs
- making specialist equipment and digital technology available where necessary to support access and participation in learning
- following our whole school provision document

Each teacher will put specific strategies in place, suggested by the SENDCO or outside agencies, to enable your child to have access to the learning task or activity. As a school, we provide staff with training on areas of SEND that will support the children in their care.

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Let Your Light Shine

How will I be
involved in
reviewing my
child's work
and
progress?

How do you make
sure that the SEN
support is helping
my child make
progress?

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Provision at
Codnor

How will you
support my child
when they move
to a new class or
school?

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How will I know if my child is receiving SEN support?

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Provision at Codnor



Class teachers will discuss pupils progress at regular parents evenings and in their yearly written reports.

Class Teachers will differentiate work and use adaptive teaching within the class to meet the needs of individual children.

If children continue to have difficulties, the SENDCO and Class Teacher would suggest additional support and/or assessment.

At this point, you will be invited into school to discuss your child's needs, at which point the child may be placed on the school's SEND Register.

If your child is placed on the school's SEND Register, there will be termly meetings to discuss individual targets, strategies and progress.

At the start of each year, you will be informed if your child remains on or is taken off the SEND register.

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Special Educational Needs & Disability Provision at Codnor



How will I be involved in reviewing my child's work and progress?

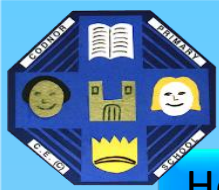
We are excited to share your child's progress with you! Our goal is to provide regular updates throughout the year, so you can see the growth and development your child is making.

Throughout the year, we hold parent evenings, offering you the chance to meet with your child's class teacher to discuss their strengths and any areas that may need improvement. Additionally, we provide annual reports to detail whether your child is working at, above, or below the expected level for their age in each area of learning.

We also arrange extra meetings for pupils that are on the SEND register to discuss their SEND provision map, highlighting the progress they have made with each.

Should you have any questions or concerns at any point during the year, feel free to reach out to your child's class teacher. You can arrange a meeting through the school office. If your child is on the SEND register, or if you have specific concerns, you can also contact the SENCO.





How do you make sure that the SEN support is helping my child make progress?

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Provision at Codnor



At our school, we have established effective assessment and tracking systems that support teachers in planning the next steps for their teaching. These assessments also allow us to monitor each child's progress over time.

We carefully monitor interventions to ensure they are having a positive impact and adjust strategies as needed to find what works best for each child.

Progress is regularly reviewed, and updates are shared with parents and carers to keep them informed.





How will you support my child
when they move to a new
class or school?

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Provision at Codnor



We understand that transitioning to a new class or school can be a stressful and anxious time for both children and their families.

All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of the term. SEND children may require additional support during this transition, which will be tailored to their individual needs. This could include extra time with their new teacher, additional classroom visits, or providing social stories to take home over the Summer Holidays.

Staff will hold transition meetings to ensure that key information about each child, including specific details for children with SEND, is shared with the next class teacher. Any relevant assessments, provision map targets, and information will be passed on.

For children moving to a new school, transition meetings will be arranged with the new school to share information about the child's needs. Where possible, visits to the new school will be arranged.

For secondary school transitions, the SENDCO will meet with the secondary school SENCO to discuss the child's specific needs, and appropriate arrangements will be made based on the level of support required.





How do you help class teachers to support children with SEND?

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The entire school participates in training on various SEND topics throughout the year. This training allows us to share knowledge, strategies, and experiences, ensuring a consistent approach to supporting children with SEND across the school.

Teachers and support staff attend relevant training sessions provided by external agencies to address the specific needs of the children they are currently working with. These sessions may include courses offered by agencies like the Educational Psychologist or medical and health training to help staff implement care plans effectively.

The SENDCO works closely with specialists who offer regular advice and direct support to ensure the best outcomes for children with SEND.

Also, the SENDCO works closely with the Inclusion Support Advisory Service.





Let Your Light Shine

What extra
curricular activities
are available for
pupils with SEND?

I would like to suggest
something...

How can I
support my
child at
home?

Help!

Who should I
contact if I am not
happy with my
child's progress
or learning?

How can I
keep in touch
with my
child's teacher more
regularly?

How will my
child be
involved in
their own
learning?

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How can I keep in touch with my child's teacher?

In partnership
with parents



At times, a child may face various challenges, which can cause concerns not just for them, but for you as a parent as well.

In certain cases, additional arrangements are made beyond the regular termly meetings to ensure the child's needs are properly addressed.

To reach your child's teacher, please feel free to email or call the school office. For contact details, visit our contacts page. Teachers email address can be found [here](#).





What extra curricular activities
are available for pupils with
SEND?

In partnership
with parents



We are an inclusive school, and as such, all of our extra curricular activities and clubs are available to all children.

Some of our clubs include:

- Discovery club
- Various sports club
- Film club

[Click here to
see SEND and
Sports](#)





How can I support my child at home?

In partnership
with parents



Your child's class teacher will assign bucket list homework tasks, spellings and reading weekly. These tasks (if needed) will be differentiated to meet SEND pupils needs.

As discussed during your child's SEND provision map meetings, there may be specific ways you can support your child at home, and these will be shared with you.

If you're unsure how to best support your child at home, or if you need further guidance and advice, please feel free to speak with the class teacher or the SENDCO.





How will my child be involved in their own learning?

In partnership
with parents



We strive to involve our children in making decisions about their own learning whenever possible.

Before SEND/EHC review meetings, we gather children's opinions about their learning and what strategies work best for them.

Also, we regularly update pupil voice through our one-page profiles.

Teachers regularly listen to and respond to children's opinions, either through informal discussions or a more structured approach, as appropriate.





What happens if my child needs specialist SEND equipment or other facilities?

What other services are available for my child with SEND?

Outside agency help

Who should I contact to find out about other support and services?



Outside Agency
Help



Who should I contact to find out about other support and services?

There are various support services available for families of children with SEN and disabilities.

- **DIASS** – This service provides information, guidance, and support on parental rights regarding SEN and disabilities. They also host coffee mornings and various information and support sessions. [\(Click here\)](#)
- The Local Authority offers a **Local Offer** website with details on services that may be available to you. [\(Click here\)](#)
- The **Inclusion Support Advice Service (ISAS)** offers a range of helpful resources on their website. [\(Click here\)](#)





What happens if my child needs specialist SEND equipment or other facilities?

Outside Agency Help



Our SENDCO collaborates closely with specialist agencies and services that provide or loan equipment to support specific learning difficulties. For example, Occupational Therapy (OT) may lend resources and equipment to improve posture, writing, and other areas of learning.

The Local Authority will supply specialist equipment, such as I-pads and standing frames, when prescribed by a healthcare professional.

If auxiliary aids, equipment, or other resources are needed to support learning, these will be provided.





What other services are available for children with SEND?

EPS

The Educational Psychology Service provide specialist support, guidance and assessment for children.

Nurse

We have a school nurse team who supports families with a range of issues including dietary advice and bedtime routines.

SALT

We have access to Speech and Language Therapy services and can refer children for assessment and support.

DIAS

A Derbyshire support service to offer confidential support and advice for parents of children with special educational needs and disabilities

CAMHS

Children and Adolescent Mental Health Service to support children who have difficulties emotionally or socially.

TAF

This is a support process to help families where there are difficulties and involves a multi agency approach.

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Outside Agency Help



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Help! What does
this mean?



ADHD

Attention Deficit
Hyperactivity
Disorder

SENDCO

Special Educational
NeedsCo-ordinator

ELSA

Emotional Literacy
Support Assistant

EHCP

Education, Health
and Care Plan

ILP

Individual Learning
Plan

SEND

Special Educational
Needsand
Disabilities

ASD

Autistic Spectrum
Disorder

EP/EPS

Educational
Psychologist /
Services

OT/PT

Occupational/
Physiotherapy

SLT or SALT

Speech and Language
Therapy/Therapist

CAMHS

Child and
Adolescent Mental
Health Service

GLD

Global Learning
Delay

SLD

Specific Learning
Difficulty

DIASS

Special Educational Needs
Information and Advice
Support
Service

HI

Hearing
Impairment

VI

Visual Impairment





Who should I contact if I am concerned about my child's progress?

Getting help and advice



If you are concerned about your child, your first point of contact should always be your child's class teacher. Within school, the class teacher knows your child the best.

The class teacher will then liaise with the SENDCO if they feel that additional support would be of benefit.

You can contact the SENDCO on missmckirdy@codnor.derbyshire.sch.uk or [DIASS](#) if you need further advice or support. DIASS is an advisory service for parents of children with SEND.

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What else does Codnor Primary School offer?

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Provision at Codnor

Sensory room



Pupils who need sensory breaks, calming time or to de-escalate have access to our new sensory room.

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What else does Codnor Primary School offer?

ELSA trained staff

ELSA stands for Emotional Literacy Support Assistant, a school-based role that supports the emotional and social wellbeing of children and young people. ELSAs are trained by educational psychologists and receive ongoing supervision. ELSAs help children develop skills to manage anxiety, self-esteem, emotional regulation, and social skills. They also help children understand their emotions and respect the feelings of others. ELSA programs typically last 6 to 12 weeks and focus on helping children learn new skills or coping strategies. Sessions usually happen once a week and last between half an hour and an hour.

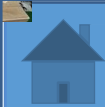
Our ELSAs are Tracey Day and Rachael Daynes.

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What else does Codnor Primary School offer?

Special Educational
Needs & Disability
Provision at Codnor

SEND Sports Competitions



Inclusion is at the heart of everything we do.

Throughout the year, our SEND pupils attend and compete in the AVSSP events. We want to include all our pupils at all ability levels and with a wide range of disabilities or additional needs. The events they attend range from competitive football fixtures to showcase events in Gymnastics and Dance.



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What else does Codnor Primary School offer?

Wellbeing Club

As part of their role, our ELSA's have set up a wellbeing club. This is for selected children and gives them an opportunity to discuss worries and concerns.

KS2 – Tuesday lunchtime.

KS1 – Thursday Lunchtime.

Our SEND governor also supports at the KS1 wellbeing club.



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What else does Codnor
Primary School offer?

Special Educational Needs &
Disability Provision at Codnor
Primary School



Breakfast Club

Our Breakfast Club opens at 7:45 am can be
accessed by all parents. Find more by [clicking
here.](#)

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Contact Us

We would like to hear from you.
Click here!

School Office: 0115 9322424

Email: enquiries@codnor.derbyshire.sch.uk

Head teacher: headteacher@codnor.derbyshire.sch.uk

SENDCO: missmckirdy@codnor.derbyshire.sch.uk



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