



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT FOR PARENTS AND CARERS 2026-27

At Cotmanhay Junior School, we strive to support **all** children to enable them to achieve their full potential in all areas of development in order for them to be prepared for the next steps in their future. This report answers some common questions that you may have. It details our approach to identifying and supporting children with special educational needs.

We provide support across the four broad areas of need as detailed in the Special Educational Needs Code of Practice (2014). These are:

- Communication and Interaction Needs;
- Cognition and Learning Needs;
- Social, Emotional and Mental Health Needs;
- Sensory and/or Physical Needs.

Further detail about these four broad areas of need can be found in Appendix 1.

Each child at Cotmanhay Junior School is valued as an individual with unique strengths to be celebrated and unique needs to be catered for.

The SEN Code of Practice states,

*'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely **provision different from or additional to** that normally available to children of the same age.'*

(1) How does Cotmanhay Junior School know if children need extra help and what should I do if I think my child may have special educational needs or disability (SEND)?

A child has a learning difficulty or disability if he or she:

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

'Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

At Cotmanhay Junior School, we access a range of methods to identify SEND and assess by:

- Liaising with previous settings through our transition process;
- Involving parents and children;
- Staff referral;
- Identifying medical needs;
- Assessing children's skills and levels of attainment (on entry and throughout the year);
- Identifying barriers of learning;
- Monitoring behaviour and attendance;
- Involving specialists.

All teachers at Cotmanhay Junior School are teachers of SEND; all teachers have both training and experience to teach children with a variety of different needs.

The child's viewpoint forms the basis of our provision as it is their unique plan. We believe giving children their voice promotes self-esteem and self-worth. By sharing their concerns, choices, opinions, feelings and emotions children can develop and learn they are important and valued.

Parents/carers are encouraged to talk to the class teacher, SENDCO or Headteacher if they have new concerns or worries about any aspect of their child's development. In most circumstances, the child's class teacher will be the first contact, and will pass this on as needed, but our senior staff are available to discuss any matter with parents/carers who need to do so. You can contact all staff through the school office.

(2) How will Cotmanhay Junior School staff support my child?

The majority of children have their needs met through universal provision, known as '**High Quality Teaching**'. This describes the ability of the teacher to plan and organise their teaching in different ways matched to the needs of different children

Our guidance, shared with teachers, states that to meet the needs of all children we:

- Plan the structure of the day in order to give individual and group help as appropriate;
- Where possible use visual support;
- Match child and task very carefully;
- Have additional extension material available to extend learning;
- Build success into tasks to give confidence and reduce any risk of failure;
- Introduce new skills in small stages;
- Build on what is 'known' to make steps forward;
- Use practical demonstration where possible;
- Ensure skills can be applied to other tasks where appropriate;
- Ensure continuity and progression;
- Set realistic targets for completing work;
- Give specific praise and reward appropriate to the child;
- Evaluate and review the work set and the achievement made;
- Accommodate different learning styles.

Adaptation of tasks to make teaching meet the needs of individual children includes varying the following aspects:

- **Content** - by changing font size, providing coloured overlays or working on different coloured backgrounds. By reducing the length and reading level of text and use of a multi-sensory resource (e.g. additional visuals or actions);
- **Pace and delivery** - by presenting information in different ways (spoken, drawn and written), chunking information, offering examples of what is expected, scaffolding learning with multiple choice options, demonstrating and modelling repeated as necessary, and allowing children additional time to respond;
- **Learning objectives** – by making them relevant to children's learning needs and/or level of development;
- **Group sizing** – by using additional adult support to work in groups, pairs, or individually on a flexible basis;
- **Opportunities to evidence learning** – by writing, drawing, mind mapping, video or other style of presentation.

We have a large team of skilled teaching assistants who support learning in a variety of ways to make it accessible and to ensure progress.

Children might need to access a specific intervention to target a particular gap in their learning or a particular need. Interventions are planned, delivered and reviewed by teachers and learning support assistants with the SENDCO's advice and oversight. They are time-limited. Research and continuing professional development (CPD) inform the interventions we choose to deliver, and we carefully assess their impact by looking at the children's progress. We also use the advice of outside agencies, such as the Educational Psychologist, Derbyshire's Inclusion Support Advisory Service (ISAS), Speech and Language (SALT), Occupational and Physical Therapists and other NHS staff to plan the right sort of provision (ongoing support) or intervention (time-limited support) for a child.

Our Whole School Provision Map details our school SEND Support offer at a universal, targeted, targeted plus, and specialist level. The majority of children with SEND access a formal curriculum pathway. Due to developmental stage, some children require a semi-formal curriculum or an informal curriculum. Other children have their needs met on a more bespoke pathway designed to reduce their individual barriers to learning.

Some of the interventions in our school include:

- Little Wandle Rapid Catch Up
- Little Wandle SEND Programme
- Precision Teaching
- Speech and Language Therapy
- Lego Therapy
- Counselling
- Play Therapy
- ELSA
- Good to be Me
- Gross and Fine Motor Skills Programme
- Memory Games and Activities

Some children at Cotmanhay Junior School may have needs that necessitate a different sort of provision to their peers on a more long-term basis, perhaps due to a disability. This is planned by the SEND team working with class teachers, outside agencies and your views as a parent/carer. Some examples of our SEND provision are:

- 1:1 and small group learning
- Autism support and adaptations

- Having a specific work station with bespoke tasks
- Specialist equipment to support learning and routine.
- Pre-teaching of vocabulary
- A bespoke Speech and Language Plan overseen by the NHS Speech and Language Therapists
- A sensory plan and sensory diet
- Zones of Regulation™
- Learning Mentor sessions with practical tasks in the Workshop or STEM Lab
- Access to an informal curriculum
- Access to a semi-formal curriculum
- Gentle arrival
- Access to a quiet environment to support rest and regulation

A designated SEND governor – Miss Laura Hardwick - monitors the effectiveness of SEND provision at the school in liaison with the SENDCO and Headteacher.

(3) How is the decision made about what type and how much support the child will receive?

Where a child is identified as having SEND, we act to remove the barriers to learning and put effective educational provision in place. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as **'the graduated approach'**. Teachers, TAs and the SENDCO are involved in this process. Appendix 2 shows the graduated approach.

Many children with SEND require a combination of provision *and* intervention in order to thrive. We use SEND Support Plans to record barriers to learning and plan targeted support to meet children's needs. Children's and parents'/carers' views are central to this process. If targets are not met, or only partly met, we discuss together how to change what we are doing to improve outcomes. We consider whether to refer to outside agencies for further assessment and/or support.

Some children require a SEND Profile in place of a SEND Support Plan. In these cases, the child is achieving well with minimal barriers to learning evident, yet they may have an existing diagnosis or condition that requires full awareness. Examples of this are for children diagnosed autistic who are progressing in line with or beyond age-related levels as a result of inclusive universal provision in each broad area of need.

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

We are an inclusive school that values the diversity of society. Children with SEND are taught alongside children without SEND, and we are ambitious for all children to achieve great things.

Teachers are required to make reasonable adjustments to the curriculum based on a good understanding of each child in their care. Extra resources, more physical help, different recording methods and multisensory approaches are some of the ways that we adapt our curriculum. Ongoing assessment of needs informs the level of adaptation we need to make. This is the graduated approach (appendix 2). For some children, a different pace of learning is required, with increased opportunity to revisit and repeat their new knowledge or skill in order to commit it to long-term memory.

Children with complex needs may have a more individualised curriculum and access a semi-formal, informal or bespoke pathway of learning informed by external agency advice and matched to their level of development. Further information about each pathway can be requested through the school office. We always maximise opportunities for inclusion in class and school activities for each child.

We use a research-informed approach and best practice to guide the adaptations we make. This includes guidance from the Education Endowment Fund. Flexible grouping is one such strategy that we use in order that children learn well. There are times that we group children according to their developmental stage so that they can learn in a social context with objectives adapted from their year group expectations so that gaps in learning can be closed and all children can make good progress from their starting points.

Our approach to SEND is strength-based. This means that we prioritise thinking about what a child *can* do in order to support them with what they find hard. We make sure that children's own views are sought regularly and built-in to their SEND support plan. The views of children with SEND are part of whole school child feedback in a variety of areas, which helps to shape our ongoing school improvement.

Some children will have extra support in areas of learning linked to wellbeing, such as how to stay safe; grow emotional maturity; develop social skills or develop independence. The Jigsaw scheme that we use to teach PSHE and Relationships is relevant to all children, and teachers will adapt the curriculum according to a child's specific needs in the ways already detailed further above and in consultation with the SENDCO and parent/carer voice.

(4) How will I know how my child is doing and how will you help me to support my child's learning?

At Cotmanhay Junior School, we communicate with parents/carers in a variety of ways, including:

- Online communication via messages on Class Dojo with class teachers in the first instance. Every teacher is a teacher of SEND.
- Online communication via Class Dojo messages or email with the SENDCO;
- The SENDCO is available to parents/carers as needed by appointment;
- There can be brief end of day handover discussions as teachers dismiss classes;
- Reading Records allow short messages to be written;
- Termly reviews of your child's SEND Support Plan;
- Parent meetings;
- Telephone conversations;
- Longer meeting as requested by either parents or staff;
- End of year reports;
- Some children have specifically supported meet and greet and handover sessions with a teaching assistant, or a home-school book.

We share our curriculum on the school website, alongside information about SEND.

Children with identified SEND will have a SEND Support Plan or SEND Profile. The SEND Support Plan includes long and medium term outcomes broken down into SMART targets identified by school and any outside agencies. The reviewed plans are shared with parents/carers on a termly basis.

Children with an Education, Health and Care Plan (EHCP) have a SEND Support Plan where the outcomes of the EHCP are broken down into short-term steps.

Review points happen three times a year, and targets are considered as met, partly met, or not yet met. Targets are changed as relevant to the child. Child and parent/carer views, alongside the teacher's assessment, guides the next steps.

Parents/carers are encouraged to approach the school at any time if they require more detail about their child's attainment, their progress or more resources to help them learn at home. Our school website contains information about each broad area of need and suggested links that you may find supportive.

(5) What support will there be for my child's overall wellbeing?

Child wellbeing is paramount. At Cotmanhay Junior School, we have a whole school approach to mental health and wellbeing. We use SMILERS as an acronym to educate about ways to wellbeing in our school community. SMILERS stands for:

S – Stay Connected

M – Move

I – Interests

L – Look

E – Eat Well

R – Rest

S – Support

Our school has a team of children who are trained as 'SMILERS Ambassadors' to bring about long term awareness of good mental health and wellbeing and spread a message of friendship and support.

We use the Zones of Regulation™ within our whole school approach to develop emotional literacy, including children's vocabulary to describe their feelings, along with their understanding about how to 'get back to green' when they experience difficult feelings or different energy levels. Children are taught that it is part of being human to have a wide range of feelings and that there are many drivers for this, including lifestyle choices alongside life events. Zones of Regulation™ materials are shared with parents and personalised to the child as required.

At Cotmanhay Junior School, we view all behaviour as communication and strive to understand and address the root of any concerning behaviour that we see. Risk management plans are in place to support specific children with a proactive approach to reducing risk. We make every effort to promote positive behaviour through our relational approach, school rules, routines and communication.

All practices adhere to our safeguarding policy with regard to keeping children and our staff safe. Our Family Support Workers – Mrs Charlotte Burton and Mrs Laura Craig – support families, liaising with social workers and multi-agency teams as required.

In addition to the whole school approaches outlined above, children are supported in a range of more personalised ways according to any identified social, emotional or mental health (SEMH) needs.

Some children may have medical needs and have an Individual Health Care Plan (IHCP) managed by our medical team. All teaching assistants have received first aid training. Our medical Appointed Person is Helen Robinson, who supports all staff in delivering medical care. We have a team of four enhanced first aiders who are trained in paediatric first aid and

the specific procedures relevant to our children. Teachers and learning staff are made aware of medical needs and emergency procedures related to a child's medical needs. We use Medical Tracker to record illness and injury and maintain a medical register. A child with an identified medical need may not be identified as having SEND; this is determined on a case-by-case basis.

We deliver a range of interventions to support SEMH needs, delivered in small groups or 1:1. We employ a registered School Counsellor and a qualified Play Therapist who work in school weekly to see children for drop-in sessions or regular pre-arranged sessions. With your support and input, a specific Wellbeing Plan may be drawn up for your child and this may also include suggested support from outside agencies such as health (GP, school nursing team or paediatrician), the Inclusion Support Team or an Educational Psychologist. Again, we ensure a child-centred approach by involving the children with communication suited to their level of development and level of maturity. At times, and with your permission, we may refer on to more specialist support for SEMH needs, such as, COMPASS 'Changing Lives' Service or CAMHS (Child and Adolescent Mental Health Services).

(6) What specialist services and expertise are available at or accessed by Cotmanhay Junior School?

Mrs Pearson is a highly experienced and qualified SENDCO who coordinates the provision at Cotmanhay Junior School and the liaison between school and the specialist services who support us. She is supported in the SENDCO team by the Assistant SENDCO, Mrs Marshall, SEND Informal Pathway Teacher, Mrs Gotheridge, and SEND Consultant, Mrs Atkins. We have expert teachers and learning support staff who understand how to support children and meet their needs. In addition to this, we liaise regularly with:

- NHS Healthcare Providers, including paediatricians, school nurses, physiotherapists and occupational therapists
- Educational Psychologists (EP) from Derbyshire County Council and Noma Psychology
- Trained counsellor and Play Therapist
- Forest School Practitioner
- ISAS (Inclusion Support Advisory Service), including our Inclusion Support Advisory Teacher, Ellie Brown
- Speech and Language Therapists (SALT)
- Sensory Team Practitioners (Hearing, Visual, Physical)
- Counsellors and Mental Health Professionals, including CAMHS workers
- Social Workers
- Derbyshire Virtual School
- Derbyshire SEND Team
- DIASS (Parent/Carer Support Service)
- Feeder infant schools and local secondary schools.

Our leaders, SENDCOs and teachers research best practice and look to adapt and develop our school provision in light of this, as suited to the needs of the school and its children.

(7) What training have the staff received in supporting children and young people with SEND and disabilities?

All teachers abide by the Teaching Standards and SEND Code of Practice with an ongoing programme of support and training. Some staff undertake specific training according to their role. Our staff have training in:

- National SENDCO Award and NPQSEND
- Dyslexia
- Autism
- ADHD
- Speech and Language
- Cognition, Brain Development and Adverse Childhood Experiences
- Sensory Needs
- Physical Needs
- Mental Health, including Mental Health First Aid
- Supporting positive behaviour
- Nurture and Positive Play
- Little Wandle Letters and Sounds Rapid Catch Up and SEND Program
- Using Numicon
- Phonics and Early Years training
- Sensory Play and Multisensory Learning
- Outdoor Learning
- Precision Teaching
- Makaton
- Attention Autism

In addition to this, we work with local SEND Schools including Bennerley Fields Special School and Brackenfield SEND School to enhance our practice of supporting more complex, severe and profound special educational needs.

(8) How will my child be included in activities outside the classroom, including school trips?

Children with additional needs are fully included in the life of the school and encouraged to take part in activities outside of the classroom. This includes outdoor learning activities on site as well as off site, planned trips and local walks, swimming, and after school clubs and their associated visits, competitions or performances.

Teachers undertake risk assessments which bear individual children's needs into account and adaptations are made where necessary and possible to accommodate needs, remove barriers and avoid potential hazards.

(9) How accessible is the school environment?

Cotmanhay Junior School is fully wheelchair and walker accessible. There is a lift inside the main door, ramped access to the junior building and ramps to the playgrounds.

There is a large disabled toilet with shower facilities in the middle of the school. There is a toilet with a bar and a larger cubicle at the top of the school.

We can access interpretation services to support parents/carers with English as an additional language.

There are blinds in each classroom. Teachers are encouraged to consider ways in which to reduce visual and sensory stress in their use of resources.

We work with Occupational and Physical Therapists, and the Derbyshire Physical Impairment Team to ensure our site meets the needs of children.

Mrs Marshall is our Neurodivergence Advocate and leads practice in creating a neurodivergent-friendly environment across school.

(10) How will my child be supported to join the school and then transfer to the next stage of education and life?

Parents/carers are invited to prospective and new parents' meetings. We can hold extra meetings for children with additional needs. We use strength-based child-centred profiles of need to support staff in getting to know children, alongside any other relevant documentation or information that needs to be shared. The SENDCO will discuss children before transition takes place to support them to settle. Children may make additional visits to their new school, supported by staff and/or their parents/carers. For some children, we will provide nurture-based intervention to support them in getting ready and coping with changes, either on entry or in getting ready to leave.

Information is shared with new schools in line with school policy and data protection law.

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

School funds are carefully managed and monitored to ensure children's needs are met, the majority of which funds staffing costs. Experienced and skilled staff are deployed to support both provision and intervention for children with additional needs. This consists of large group, small group, paired and 1:1 provision depending on the level of need and the type of support required.

Funding may be used to purchase or renew equipment and resources required by specific groups of children or by individuals.

Children with high level needs may be in receipt of additional funding which is used to fund the provision necessary to meet their long and medium term outcomes.

Funding for SEND is monitored by the SENDCOs, Headteacher and Governors.

(12) How are the parents involved in the school and how do you work with families?

We work in partnership with parents/carers for the wellbeing and success of all our children. Parents are encouraged to share their views through regular conversation, face-to-face where possible, and by telephone or via Class Dojo when not. We seek parent views on a termly basis via Microsoft Forms in response to sharing the children's SEND Support Plans.

Meetings provide opportunities to build relationships and share the information that we both need to know. They also offer a chance for us to take your feedback and suggestions about the delivery of our SEND service here at Cotmanhay Junior School.

Our website and Class Dojo are used to communicate with families about school events.

We invite parents/carers to Cotmanhay Café three times a year where we celebrate our community and parents/carers are able to join their children and take part in various creative and fun activities.

Our website includes signposting to other avenues of support within each category of need, including charities, local and national organisations. [Derbyshire Local Offer](#), and the [Derbyshire Emotional Health and Wellbeing website](#) are used as a gateway to explore further family support.

We warmly encourage parents/carers to approach us with any query or concern, no matter how small.

(13) Who can I contact for further information?

Your child's class teacher will usually be the first person to contact. You can book an appointment with the SENDCO, via the school office. Our Headteacher, Mr Robinson, is also available to speak to should you need. You can contact all staff via the school office on 0115 932 2011 or info@cotmanhay-jun.derbyshire.sch.uk.

Derbyshire Information Advice and Support Service for SEND (known as DIASS) can be found at <https://www.derbyshireiass.co.uk/home.aspx>. They offer independent advice to families with any matter regarding Special Educational Needs and Disability.

Appendix 1

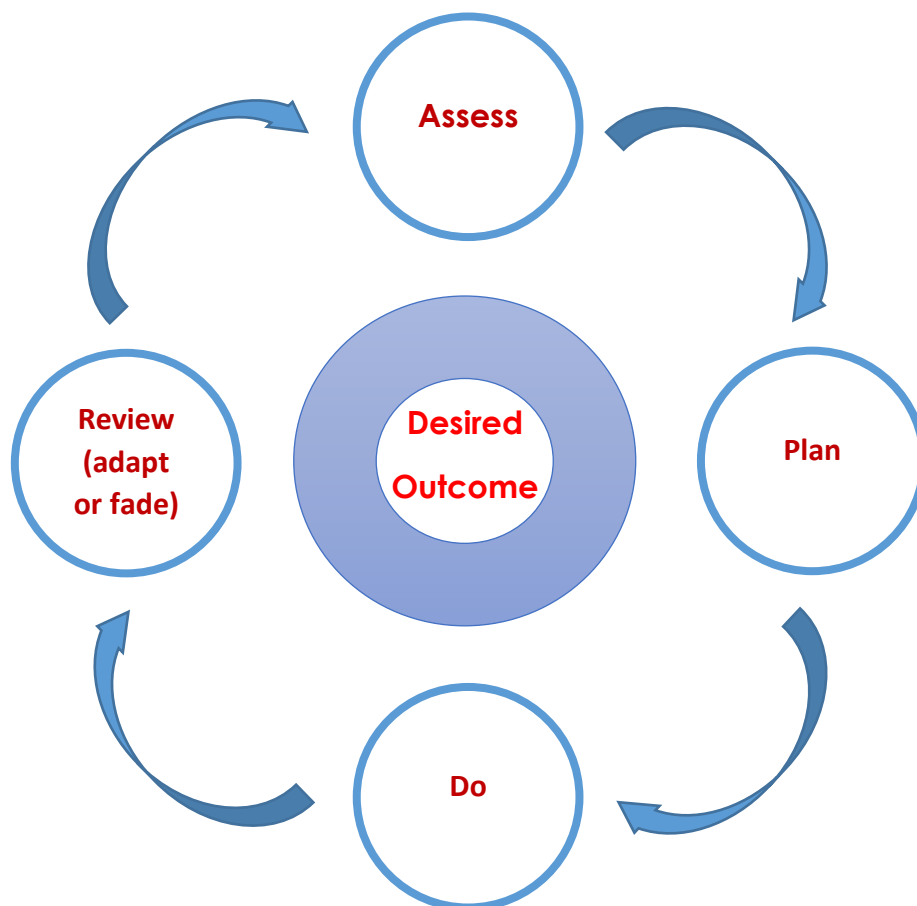
Categories of Need

Many children may have needs across more than one category and certain SEND may not fall neatly into one area of need. When reviewing and managing SEND provision, the four areas of need are helpful as guide to ensure we can provide holistic support.

Communication and Interaction	Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding and using social rules of communication. These issues may also affect their learning, socialising, making friends, behaviour and control of their emotions. They may experience speech and language delay or speech and language disorder.
Cognition and Learning	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and include Dyslexia, Dyscalculia and Dyspraxia.
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which lead to a special educational need. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Physical and /or Sensory	Children may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information such as touch, sound, hearing and sight. Hearing impairment (HI), visual impairment (VI) and multisensory impairment (MSI) fall within this broad area.

Appendix 2

The Graduated Approach



The Four Stages of The Graduated Approach

- **Assess** – where a child's needs are identified and fully assessed
- **Plan** – where the strategies to be used with the child are selected, and this information is shared with the learner and those who support them
- **Do** – where strategies are implemented to meet the child's needs and an agreed provision is put in place
- **Review** – where the impact of support is monitored, decisions are reviewed and support is continued, adapted or faded over time to ensure progress

Appendix 3

Relevant legislation, guidance and supporting documents

- **Childrens and Families Act 2014**
- **Equality Act 2010: advice for schools** (Feb 2013) *Last updated 2018*
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **SEND Code of Practice 0 – 25** (Jan 2015) *Last updated Sept 2024*
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Parent and Carer information about children with SEND**
[Children with special educational needs and disabilities \(SEND\): Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/children-with-special-educational-needs-and-disabilities-send-overview)
- **SEND and Alternative Provision Improvement Plan** (March 2023)
[Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan](https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan)
- **Statutory Guidance on supporting children at school with medical conditions** (April 2014)
Last updated August 2017
<https://www.gov.uk/government/publications/supporting-children-at-school-with-medical-conditions--3>
- **Mental Health and Behaviour in Schools** (Nov 2018)
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- **Education Hub: resources for supporting mental health**
[Mental health resources for children, students, parents, carers and school/college staff - The Education Hub \(blog.gov.uk\)](https://www.blog.gov.uk/2018/09/12/mental-health-resources-for-children-students-parents-carers-and-school-college-staff-the-education-hub/)
- **The Primary National Curriculum** (Sept 2013) *Last updated May 2015*
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- **Teachers' Standards** (July 2011) *updated December 2021*
<https://www.gov.uk/government/publications/teachers-standards>
- **Implementing Inclusive Education** (Department of International Development, 2018)
https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf
- Cotmanhay Junior School policies, key ones being:
 - **SEND Policy**
 - **Child Protection and Safeguarding Policy**
 - **Accessibility Plan**
 - **Behaviour Policy**
 - **Equality Policy and Public Sector Equality Duty Statement**