



Croft Infant School SEND Information Report 2025 - 2026



The SEND information report has been written in response to the revised Special Education Needs Code of Practice (2014), The Children and Families Act 2014/5 and The Equality Act 2010. It aims to publish information about the implementation of our SEND Policy at Croft Infant School. Our full SEND EMET Policy is available on our school website. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence. Our SEND information report reflects Derbyshire Local Offer which can be accessed through <https://localoffer.derbyshire.gov.uk/#!/directory>

Who is responsible for overseeing Special Educational Needs provision at Croft Infant School?

Mrs Chloe Curtis is the school SENDCo. Chloe has achieved the National Award for Special Educational Needs Co-ordination. Chloe works with our teaching team, pastoral assistants and our teaching assistants, to oversee the SEND provision across all year groups.

Miss Rachael Newton is our SEND Governor.

If you have any questions regarding SEND at Croft Infant School please contact Chloe on 01773 832307.

The responsibilities of the SENCO include:

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with Special Educational Needs
- Liaising with teaching staff, offering advice and support as required.
- Monitoring the use of SEN and General Teaching Assistants
- Overseeing the records of all children with Special Educational Needs
- Liaising with parents of children with Special Educational Needs
- Organising and attending meetings to review interim and annual Statements of Special Educational Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authority's support and educational psychological services, health and social services and voluntary bodies.



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What educational needs do we provide for?

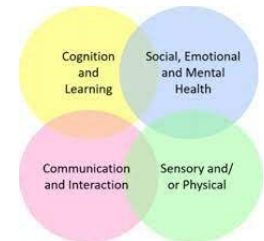
At Croft Infant School, we are committed to meeting the needs of all pupils in an inclusive way. We want each of our pupils to develop a love for learning to ensure that they succeed and are fully prepared for the next steps in their education. At Croft Infant School every child is an individual and their needs are catered for in the same way. All staff rigorously monitor all needs.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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:

1. Has a significantly greater difficulty in learning than the majority of others the same age, or
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided.

Special Educational Needs are categorised into four broad areas according to the SEND Code of Practice (2014):

- Communication and Interaction.
- Cognition and Learning.
- Social, emotional and mental health
- Sensory and physical needs.





What policies and procedures are in place for identifying and assessing the needs of children with SEND?

At Croft Infant School, we identify children with SEND as early as possible. This may be through initial contact with parents or our colleagues in our feeder early years settings. We may be contacted by an external agency who is supporting a child. Our experienced EYFS team work closely to assess children who are new to our school to identify any SEND concerns that maybe present.

We are currently working towards becoming a Prem Aware school and so ask parents to share with us information about their child's birth which may have an impact on their learning and development.

At Croft Infant School we believe that all children have the right to feel valued and access a broad and balanced curriculum within a learning environment and ethos of equality and inclusion. Regular assessment within the National Curriculum for Key Stage 1 and the Early Years Foundation Stage Curriculum, as well as building a picture of the whole child, are carried out and are used to identify any areas of need a child may have.

The 'Triggers' for further intervention:

We use a range of need specific assessments that are delivered by our SENDCO and teaching and learning assistants where appropriate as we recognise that there is a wide range of SEND amongst our children. It is crucial that we assess appropriately to ensure the correct intervention is in place. We have adopted a graduated response set out in the SEND Code of Practice (2014) where our level of intervention increases and adapts to the level of needs within the child and when the required progress is not being made.



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The triggers for further intervention are one or more of the following:

- Baseline scores indicating poor early learning skills at the start and the end of EYFS.
- Ongoing teacher and TA observation and assessment within the classroom
- The attainment gap between the child and their peers is getting wider
- A previous rate of attainment has not been maintained
- Little progress has been made despite interventions that have been mapped through our teaching intervention plans.
- The child is working below the age-related level for the year group.

Children are placed on our SEND monitoring and concern register while assessment and additional provision is implemented. A discussion will be held between the SENDCO, parents and the class teacher if it is felt that longer-term provision is required. It is at this point the child may be placed on the SEND Register. The class teacher will develop an Individual Education Plan (IEP) with the SENDCO, parents and if appropriate the child themselves.

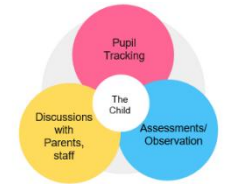
Our Special Educational Needs Policy can be found on our school website.

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<p>How do we work in partnership with parents/carers of children with SEND?</p>	<p>Our aim is to ensure that parents and carers feel fully involved in their child’s SEND provision at Croft Infant School. Regular discussions are held with parents when concerns need to be raised and when additional provision needs to be provided. Parents will be invited into school to discuss the needs of their children if they have an Individual Education Plan and a Pupil Passport. During these meetings, targets will be reviewed and new targets are set. If the support of other professionals is required, the school will always seek permission from parents before approaching outside agencies.</p> <p>If a parent is concerned about their child’s progress, they are encouraged to speak with the child’s class teacher in the first instance. If concerns are ongoing, a meeting with the SENDCO will be held.</p>
<p>What arrangements do we have in place to involve children with SEND to involve them in their education?</p>	<p>We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs.</p> <p>Teachers will share the child’s IEP with the child in an age-appropriate way and always ask for their input when reviewing the targets and progress.</p>
<p>How are children with SEND assessed and reviewed to ensure they are making progress?</p>	<p>Every teacher closely tracks the additional provision for the children in their class through our class provision maps. The SENDCO takes overall responsibility for monitoring the success of the provision across the school. Individual provision plans are maintained by the SENDCO.</p> <p>As a school, we use the graduated approach to interventions as outlined below:</p>





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- **Assess:** The class teacher working with the SENDCO carry out a clear analysis of the pupil's needs. Parents experience and the view of specialists may be sought at this point.
- **Plan:** Where it is decided to provide a pupil with SEN support, the parents MUST be formally notified. The teacher and SENDCO should agree in consultation with the parent the reasonable adjustments, interventions and support to be put in place with clear dates for review.
- **Do:** The class teacher should remain responsible for working with the child in a daily basis. Even if not delivering the intervention Class Teachers remain responsible for the child. Teachers and Teaching Assistants should work closely to assess the impact of intervention and how they can be linked to classroom learning.
- **Review:** The effectiveness of support and intervention and the impact on the pupil's progress should be reviewed in line with agreed date. In light of reviewing the impact, staff and parents make changes to provision and plan new steps.

Your child's progress is continually measured by the class teacher. In the Foundation Stage this is by continuous assessment of independent learning. More formal assessment is also undertaken during focused group activities, as may be appropriate.

In Foundation stage, progress in all aspects of learning are tracked termly.

In Key Stage 1, progress in reading, writing and maths is more formally assessed on a termly basis and carefully tracked by subject leads and SLT.

Through the use of 'Rainbow Jobs', children have many repeated opportunities to show their own learning and progress independently, which they document themselves within their Learning Journey book.

All children have the same opportunities to succeed.



<p>How do we support children with SEND with transition points?</p>	<p>Joining our school:</p> <ul style="list-style-type: none"> • We fully appreciate that transitions can be particularly difficult with children with SEND and we will ensure we address this carefully for each individual child so that it can be as smooth as possible. • We will contact the pre-school / nursery / current school to find out as much information as we can prior to your child joining us. • We will arrange for any additional visits to us to be made, with parents too if that is appropriate, so we can get to know your family, and your child’s needs, better. • We will liaise with external agencies who may already be involved with your child & plan for any further meetings to be made when appropriate. <p>Leaving us & joining another school:</p> <ul style="list-style-type: none"> • We will contact the SENCO at the new school and ensure they know about any special arrangements or support that your child needs or may need. • We will make sure all records about your child are passed on to the new school as soon as possible. • We can arrange additional transition visits for your child to visit their new school before they move so that they can become familiar with their new surroundings. • Outside agencies working with your child will be informed that they have moved to a new school in order for their support to continue.
<p>How do we support looked after children (LAC) with SEND?</p>	<p>The Headteacher Mrs Sally Swain is the designated person for Looked After Children. Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. Following the identification of need an Individual Education Plan or EHCP will be followed to meet the requirements of the pupil. In addition a PEP (Personal Education Plan) will also be compiled and followed to help to support the child.</p> <p>When a child becomes looked after his/ her social worker must ensure that the child’s needs and the services to meet these are documented in the Care Plan. The Care Plan, of which the PEP is an integral part, is made before the child becomes looked after or in the case of an emergency placement within ten working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP or Individual Education Plan. The PEP</p>



	<p>should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.</p>
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How do we approach the teaching of children with SEND and ensure reasonable adjustments are made?

At Croft Infant School our vision is that ‘Together, we are a rainbow of possibilities, so let’s all sparkle and shine’ Our strength lies in our ability to provide high quality teaching strategies across the school that are personalised and adapted for each child. Every teacher rigorously plans and considers the needs of ALL the children in their class adapting learning to consider differing abilities, aptitudes and interests of the children.

Universal Provision:

This is the "ordinarily available" support that makes the learning environment and curriculum accessible and beneficial to every child. Universal provision refers to the high-quality teaching, reasonable adjustments, and inclusive practices that are available to all pupils in an educational setting, forming the foundation for all other support and interventions. When a teacher is concerned about a child’s physical or mental wellbeing, they will share their concerns with the SENDCO and if required the DSL. Concerns will be shared and discussed with parents, encouraging involvement to resolve an issue. All vulnerable learners, including those who are looked after children (LAC), with special educational needs will be included on a detailed whole school provision map, which outlines and monitors all additional intervention. All children in our school receive high quality teaching.

SEND Support: Targeted Provision

If a child continues to make inadequate progress despite the strategies the teacher and TA have used in class and the universal provision available, the teacher may decide to hold a discussion with the parent and SENDCO about possible next steps. It may be decided that the child will be placed on our Monitoring and Concern Register whilst further assessment and interventions take place. If progress is still inadequate, the teacher and SENDCO will look at the evidence of progress and decide on which strategies are additional to or different from those in the classroom could be implemented to support progress. An Individual Education Plan will be written and shared with the child and their parents. This document will detail targets, provision and interventions. The targets will be shared with the child at an age-appropriate level. Progress toward each target is monitored by the class teacher and parent at termly meetings. The SENDCO may join some of these meetings. Targeted provision will be provided in school through the implementation of appropriate interventions, group work or activities that would help the child to make progress and improve. Sometimes additional funding will be applied for from the LA to help the school to provide the appropriate provisions.



SEND Support: Specialist Provision

Specialist provision in mainstream schools provides a specialised learning environment and intensive support for pupils with specific special educational needs (SEN) that require more than the usual adapted support.



How do you apply for additional support for a child with SEND?

Additional funding can be applied for via the inclusion panel. School demonstrates through a costed provision map how the child's £6000 notional funding has been spent and details the proactive provision that further funding would support. A provision plan is written and SMART targets are set and then reviewed the following year. Within these plans we demonstrate the impact of the provision and then clearly identify the next steps. If the child's needs are still not being sufficiently met then the SENDCO can apply for additional, temporary funding from the inclusion panel to help school to successfully meet the child's individual needs.

Education Health Care Plan:

A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of a child are such that a multiagency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for and Education Health Care Plan will be taken alongside the SENDCO and parents. Information for the request will combine information from the school, parents and any external agencies. Parents have the right to appeal if they disagree with the decision to not assess.

An EHCP is a legally binding document which sets out the provision the child MUST receive to meet their needs. The local authority provides the school with additional funds to cover the costs of this provision. This money may be used for specialist interventions with a Teaching Assistant, additional equipment and/or specialist teaching resources. Each year the school must hold an annual review with the parents and outside agencies involved to assess the child's progress in line with the graduate response cycle. Some children may join our school with an EHCP in EYFS. The same procedure providing provision, target setting and reviewing are put in place as soon as the child starts our school. If required, the child would have a Care Plan or a Moving and Handling Plan drawn up by the school and specialist services.



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<p>How do we ensure children with SEND can access the same curriculum and additional learning opportunities as children without SEND?</p>	<p>At Croft Infant School, all children will participate in any outside trips or visits. Any support necessary for children with special educational needs will be provided to enable those children to access these activities along with their peers In class, our high quality teaching and universal provision enables an adapted curriculum that accommodates the needs of SEND children in the classroom.</p>
<p>What training do staff receive to support children with SEND?</p>	<p>Within our school, there is an ongoing programme of INSET training for all staff. The SENDCO provides an annual SEND refresher training session at the start of the year. Where specialist training is required to meet the needs of an individual, the SENDCO will ensure the relevant staff are fully trained.</p> <p>All staff are supported in their CPD and may attend courses to enable them to support children in their class with specific needs. Current staff are also highly experienced in supporting children with Autism, speech and language and hearing difficulties, physical disability and social, emotional and behavioural difficulties.</p> <p>The SENDCO regularly attends courses on SEND issues run by the Local Authority.</p> <p>The SENDCO works closely with the Head teacher to discuss and update on developments in SEND.</p> <p>The SENDCO has completed the National Award for SEND Coordination.</p> <p>The SENDCO holds regular meetings with the support staff to discuss pupil progress and any needs that are arising with pupils in the school.</p>



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	<p>Training for staff is timetabled throughout the year to support them with High Quality Teaching.</p> <p>We have completed Autism Advocates training and the school SENDCo is due to begin the PINS (Partnerships for inclusion of neurodiversity in schools) in October 2025.</p>
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<p>How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>Evidence of the effectiveness of our SEND Policy on progress in learning or improvements in behaviour for children with SEND will be shown by:</p> <ul style="list-style-type: none">• Ongoing observations from class teachers and teaching assistants in a classroom setting;• Adapted short term planning by the class teacher to meet the children's needs;• Book scrutiny to monitor progress towards the national curriculum objectives;• Individual Education Plan review meetings;• Termly tracking in Reading, SPaG and Maths;• Age-appropriate discussions with the child and regular updates of pupil's Pupil Passport;• Discussions with parents about their child's progress;
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	<ul style="list-style-type: none"> • Discussions with external agencies who support a child; • Successful funding requests/ EHCP requests. <p>The success of the policy will result in the needs of all children with SEND being met by:</p> <ul style="list-style-type: none"> • Having the systems in place to identify children with SEND as early as possible; • Making use of good practice in planning for teaching and assessing children with SEND; • Regularly reviewing of a child’s progress against targets set; • Providing additional intervention if the progress is not adequate
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<p>How do we support the social, emotional and mental health development of our children with SEND?</p>	<p>We believe that pupils achieve their best when they are happy and feel safe and secure. We celebrate children’s successes with positive learning experiences and reward effort and achievement relevant to them. At times, children may experience some setbacks or challenges and all staff at Croft Infant School are committed to ensuring that children are given the appropriate support in order to overcome these set backs. Their needs can present in a number of different ways including behavioural difficulties, anxiety, being upset or uncommunicative and withdrawn.</p> <p>We can offer a variety of support:</p> <ul style="list-style-type: none"> • The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this should be your first point of contact. If it is felt that further support is required, the class teacher will liaise with the SENCO/Headteacher for further advice. This could include working alongside outside agencies such as Health and Social services, the Educational Psychologist, Inclusion support teacher or Early Help services.
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	<ul style="list-style-type: none"> • Assemblies enable the children to celebrate their individuality, empathise with others, recognise diversity and learn about the wider world. • Our curriculum has discreet and integrated PSHE sessions • Circle time sessions • Positive Play sessions and/or Nurture Group activities
<p>How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?</p>	<p>We work closely with a variety of external agencies when supporting the needs of children with SEND. It maybe that the school seeks additional information from consultation or assessments completed by outside agencies.</p> <ul style="list-style-type: none"> • Educational Psychology; • CAMHS; • School Health including the children’s therapy team; • Paediatricians; • Speech and Language Therapists; • Occupational Health; <p>We work regularly with our local authority Inclusion Support Advisory Teacher</p>

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How accessible is the school for children with varying needs?

At Croft Infant School we ensure that we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our Equal Opportunities policy and accessibility plan ensures the requirements are outlined and fulfilled. We make sure that:

- All pupils are able to access and be a part of Croft Infant School regardless of disability.
- We ensure all information is readily available to all children where necessary.

Croft Infant School is situated in the town of Alfreton. The school was built in 1907 and is a Grade 2 listed building. The site is on one level and all parts of the school are accessible to all pupils, including wheelchair access as there are ramps into the hall and a Y1 classroom. There is an accessible parking space on the school drive. The school also has an accessible toilet, a bed and changing facilities for any pupils requiring this facility. Corridors are wide for ease of access and classrooms are organised carefully to ensure plenty of space for all children to move around.

What do we do to ensure disabled children are treated as equals?

Croft Infant School is an inclusive school that welcomes all who walk through our doors. All members of our school community are treated equally regardless of gender, race or disability. We encourage children to have the confidence to use their initiative and courage to show care and understanding to others and to be responsible. Bullying is not tolerated and incidents of discrimination or bullying are dealt with in accordance with the Antibullying policy.



Who to contact for further information or to report a concern.

We are always seeking to improve of the quality of education we provide for children with SEND and are keen to hear from parents about their child’s experience. We would also like your views about the content of the SEND Information Report. If you would like to comment please email our SENDCO, Chloe on chloec@croft.derbyshire.sch.uk

We hope that complaints about our SEND provision will be rare, however, if there should be a concern, please contact the following:

- Your child’s class teacher
- The SENDCO
- The Headteacher
- For complaints, please contact the Headteacher and follow our complaints procedure.