

Shelton Junior School



SEND INFORMATION REPORT

Headteacher Approval  Name: Mr Jon Bacon Date: 03/2026	Governor Approval DELEGATED TO HEADTEACHER Name: Date:	Shelton Junior School <i>SEND Info Report</i> Last Reviewed: March 2026 Review date: March 2027
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Policy review dates and changes

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Contents

Contents

Contents.....	3
Shelton Junior School Inclusion Statement	4
What is SEND and SEND support?	5
Derby's Local Offer	5
Who are the best people to talk to at our school about my child's difficulties with learning / SEND?	5
How are Pupils with SEND identified at our school?	6
What are the different types of support available at our school?	7
Phase 1 – Universal Support	8
Phase 2 – Targeted Support	8
Phase 3 – Specialist Support – In addition to all of the above.....	8
Outside agencies.....	9
What arrangements are there for supporting children and young people who are looked after by the local authority and have SEN?	9
How do we measure progress?	9
Evaluating Effectiveness.....	9
How can I let the school know I am concerned about my child's progress in school?	10
What support is there for my child's overall wellbeing?	10
How is SEND support allocated to Pupils at our School?	10
Who else could support your child with SEN&D?	11
What support do we have for you as a parent/carers of a child with SEND?	11
How does the school support Pupils with medical conditions?	12
How is our school accessible to Pupils with SEND?	12
How will my child be supported through transitions?	12
How will my child be able to share their views?	12
What training have the staff had this academic year?	13
What if I want to complain?	13
Documents on the school's website include:	13

Shelton Junior School Inclusion Statement

This document (which uses the Derby City Council suggested format) outlines the ways in which our school ensures that we support all of our pupils, including those with SEND, in order that they can succeed. **It does not detail** every resource or technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.

Here at Shelton Junior School we have an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception. We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

The teaching and learning requirements of all pupils with SEND is primarily the responsibility of the class teacher. This reflects the principle that SEND (provision for pupils with special needs and disabilities) is a whole school responsibility and a recognised aspect of all curriculum planning. We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

If we suspect a child might have SEND barriers, then we talk to the people who know the child best – the parents/ carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning.

Name Of Setting	Shelton Junior School
Address	Carlton Avenue, Derby, DE24 9EJ
Telephone	01332 701212
Email	SEND@sheltonj.derby.sch.uk
Website	https://sheltonj.derby.sch.uk/
Name of Headteacher	Mr Jon Bacon
Name of SENDco	Miss Danni Barnett
SEND Governors	Mr Mark Insley and Ms Bansari Ruparel
Areas of SEND that are provided for	• Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs.

What is SEND and SEND support?

SEND stands for special educational needs and, or a disability.

The Code of Practice 2014 states that:

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

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Derby's Local Offer

Within Derby there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the adapted curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

If you feel your query or worries need to be further addressed please then contact the SENCO and/or the SEND Governor.

They are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving

- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

How are Pupils with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/class teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the Parent, Senco and Class Teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- the pupils areas of strengths and difficulties
- any parent/carer concerns
- plans for any additional support your child may receive
- any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEND support will take the form of a four part cycle:

Assess	an analysis of pupils need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.
Plan	if the school decides to provide the pupils with SEN support parents/carers will be notified. All staff involved with the pupils will be informed.
Do	interventions & support will be delivered.
Review	the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the pupil and parents through this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all pupils in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of all pupils, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of pupils with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention:

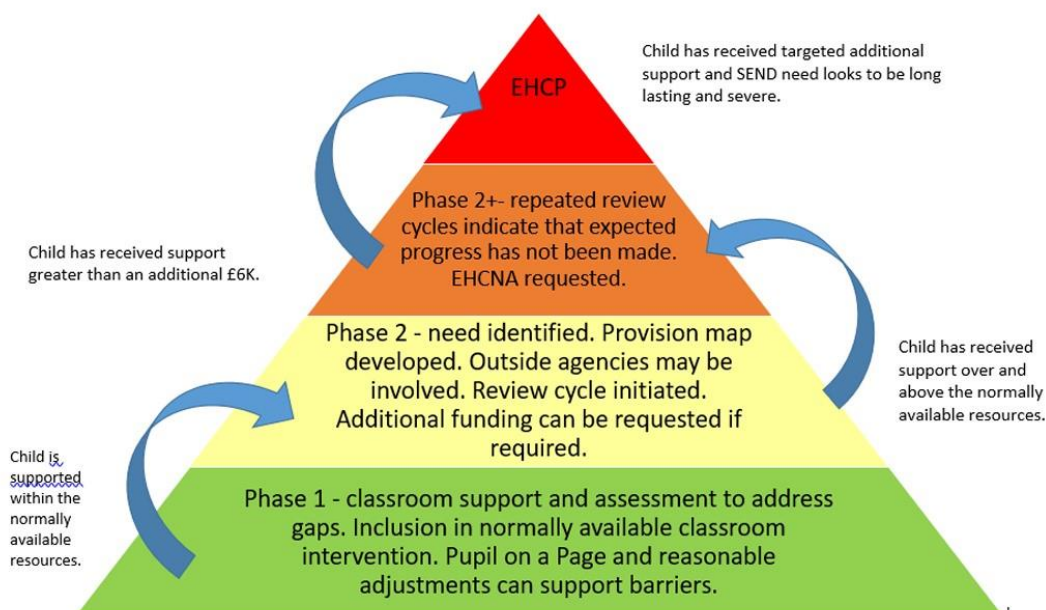
- We offer a range of interventions for Academic and Social and Emotional support run by Teachers, Teaching Assistants and supporting staff in school.

Adaptations to curriculum or learning environment may be made to remove barriers to learning.

Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Resources for sensory needs e.g. ear defenders/sensory equipment
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Having someone scribe your work

There are many more that may be put in place, depending on the individual pupils needs.



Below are examples of types of support that can be offered at each phase:

Phase 1 – Universal Support

Quality first teaching

Small intervention group support

Reasonable adjustments to support learning

Initial concerns process started

Outcome – Gaps will close with normally available intervention and support.

Phase 2 – Targeted Support

Provision map developed

Neurodevelopmental pathways (SPOA or Right to Choose)

Educational Psychology Team

Speech and Language Services

Sensory and Physical Support Service (visual or hearing impairment)

Outcome – Support from outside agencies help to further identify needs of learners. Structured support leads to good progress.

Phase 3 – Specialist Support – In addition to all of the above

Bespoke support in school

Individual timetable

Adapted national curriculum tailored to the child's needs

Multiagency meetings

A blend of small group and 1:1 support

Outcome – Support is focussed on individual learning goals specific to the learner. Goals include a range of advice provided from different services.
An EHCP may be considered at this phase.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist or Autism Outreach. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

What arrangements are there for supporting children and young people who are looked after by the local authority and have SEN?

The arrangements in this policy apply to all pupils – please also refer to our LAC and PLAC policy.

How do we measure progress?

Pupil's progress is continually monitored by all stakeholders. Progress is reviewed at regular intervals and formally with parents once each term. If your child is on the SEND register, we will regularly review their targets through our SEND Support Plans and update you termly on progress and next steps. You will also have the opportunity to speak to your child's class teacher at a parents'/carers' evening at two points of the academic year.

The progress of pupil's with an EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor the progress of pupils with SEND in any targeted work while also monitoring the effectiveness of the provision or interventions for each child on the SEND register.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes. This is known as the ***graduated approach***.

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, in the first instance, speak to your child's class teacher at the end of the day, by sending a dojo or by calling school.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher, you should contact the SENCo at the end of the day, by sending a dojo or by calling school.

What support is there for my child's overall wellbeing?

Our Pastoral Lead, Mrs Dunkley Smith and Inclusion Manager, Mrs Pamon, work collaboratively with the SENCO and supports with specialist Social, Emotional & Mental Health Support.

Our pastoral team is proactive in referring pupils and families to outside agencies provided by Derby City Council to support mental health and wellbeing.

How is SEND support allocated to Pupils at our School?

The Code of Practice 2014 states that:

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

- Pupils who are underachieving and failing to meet targets have interventions in and out of class for more than two terms.
- Pupils are moved on to SEND support, when, despite quality-first teaching and universal provisions in place, they are still not making expected progress and are not meeting their targets.
- For a minority of pupils who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Pupils with more complex needs who may also require support from outside agencies would be classified as SEND support.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Pupils already receiving extra support
- Pupils needing extra support
- Pupils who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Inclusion Manager
- Educational Psychology Service
- Autism Outreach

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- SENDIASS
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- ISAO (Attendance Officer at Derby City Council)
- Behaviour Support Service (LA)
- Multi-agency team
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Physiotherapy Service

Voluntary Sector Support:

- Umbrella
- Family Hubs
- Disability Direct
- Derby City Parent and Carer Forum

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carers of a child with SEND?

- All staff in school including the Senior Leadership Team are available to discuss issues, as appropriate to their roles in school.
- Your child's targets will be reviewed 3 times a year with you and we will work with you to plan and review these at parents meetings formally and informally throughout the year
- We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold year information evenings/open evening
- We will share information with you about parent/carers support groups

How does the school support Pupils with medical conditions?

The school follows ‘**Supporting pupils at school with medical conditions**
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England’ April 2014.

Our policy supporting pupils at school with medical conditions can be found on our website.

How is our school accessible to Pupils with SEND?

Our site is accessible for all pupils including wheelchair users please find our Accessibility Policy and Plan on our website.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for Pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school’s SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.

From Infant to Junior school

- Visits to school with class
- Extra, supported visits where necessary
- Parent sessions
- Sharing records and transition meetings between professionals (class teachers/Sencos)

How will my child be able to share their views?

We value and celebrate each Pupils being able to express their views on all aspects of school life and try to obtain their views in the following ways:

- Each child on the SEND register has their voice captured and featured on their ‘SEND Support Plan’ which tells their story and details the support they would like and need.
- At each parents’ meeting, we also obtain the pupils views of how things are going in school and ensure their voice is heard in their provision.

- If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own outcomes.
- Each year pupils have the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had this academic year?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

This year (2025-2026) we will cover:

Training	Staff	Date
AET Training delivered by an Autism Advocate	All teaching and learning staff	November 2025 and January 2026
De-escalation training re-cap	All teaching and learning staff	May 2026
Emotion Coaching re-cap	All teaching and learning staff	June 2026

Previous training has included: Adaptive teaching (Derby University), Relational Approach – Dave Whitaker, Trauma-informed practice, Team Teach (specific members of SLT)

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to our chair of Governors: Mrs Karen Phillips. Please see the complaints policy for full details.

Documents on the school's website include:

- [Complaints Policy](#)
- [Complaints Procedure](#)
- [Accessibility plan](#)
- [Supporting pupils at school with medical conditions](#)
- [Safeguarding Procedure](#)
- [LAC & PLAC Policy](#)

Find these on our school policy page on our website.