

CHINLEY PRIMARY SCHOOL

SEND INFORMATION REPORT 2026

Our Commitment

Chinley Primary School is an inclusive community that welcomes all children and families. We believe that every child should have access to a high-quality education, that meets their individual needs to ensure that all children thrive and reach their own unique potential. At Chinley Primary School we prioritise places for children with an Education Health Care Plan, see our admissions policies for more details.

We currently support children with a range of needs, including:

- Communication and language difficulties (including social communication differences)
- Medical conditions
- Learning and cognitive delays
- Sensory needs and/or processing difficulties
- Social, emotional and mental health needs

Our SENDCO is Anna Portman and she oversees the provision for SEND.

Identifying Special Educational Needs and Disabilities

Children may be identified as having additional needs in several ways:

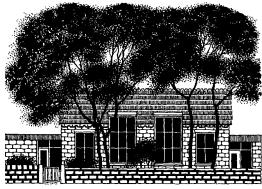
- Information shared by parents, health visitors or other professionals prior to starting school.
- Observations and assessments once a child has started at school and is settled.
- Concerns raised by families or teachers during the child's time at school if progress is not as expected and/or new issues emerge.

Working in partnership with Parents, Carers and the Child

We value parents as partners in their child's learning. When it is identified that a child may have emerging additional needs a meeting is held by the class teacher and the family, sometimes involving the SENDCO, to agree on next steps for the child. Together a plan is agreed, which outlines the next steps that will be taken in order to meet the child's needs. Targets are written which are achievable and measurable and interventions are planned. This is usually recorded in an 'Individual Education Plan'.

Plans are reviewed with the child and family and adjustments made to ensure the child achieves the targets set. Where appropriate referrals are made to outside agencies such as Speech and Language Therapy, the Inclusion Support Advisory Service, Joined Up Care Derbyshire for neurodiversity concerns, Paediatrician, Specialist Support teams such as the Hearing Impairment Service.

Parents are also signed posted to:



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DERBYSHIRE LOCAL OFFER

The Derbyshire Local Offer is in place to support children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. It provides clear information about available services and provision, including how to apply for an assessment, early years support, education and learning, care services, preparing for adulthood, health and wellbeing, financial support and travel and transport. The Derbyshire Local Offer contains useful resources for families. The Local Offer includes a directory of local SEND services, support groups, and activities, empowering families to make informed decisions and enhance the quality of life for children and young people with SEND in Derbyshire



Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.

[Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND](#)

Pupil voice is recognised as being highly important. Activities throughout the year are carried out to obtain children's views on the support that they are being offered in order to better meet their needs.

The Graduated Approach

We follow the assess-plan-do-review model:

Assess- gather information from parents, staff and other professionals

Plan- agree targets and support strategies

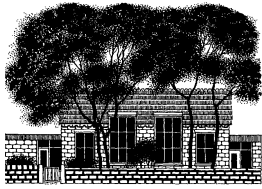
Do- implement interventions and adaptive teaching

Review- evaluate the impact with parents and children and adapt if necessary

If a child's needs are requiring a more intense level of support, we may apply for Inclusion Panel Funding. If a child's needs are complex and long-term, we may request an Education Health Care Needs Assessment (EHCNA).

Our Inclusive Environment

We aim for our school to be accessible and inclusive for all. We create an emotionally secure environment for our learners through supportive relationships where each child is valued and celebrated as an individual.



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We use visual aids to support understanding, such as visual timetables and visual symbols.

Resources such as wobble cushions, weighted items and fidget tools are used to support sensory and physical needs.

We have an accessibility plan, which supports us to continually improve the accessibility of our school for all our community. See the website for the accessibility plan and related policies. [DSEN Information - Chinley Primary School](#)

All our children will be encouraged to take part in all elements of the curriculum. When there is a barrier to a child being able to access an activity, staff will work hard to remove barriers to participation. An example of this is that all children are encouraged and supported to take part in residential trips and carefully selected staff are selected to ensure the appropriate support of individuals.

Support and Interventions

Children with SEND may receive:

- Adaptive, carefully planned and resources classwork
- Individual or small group support, both in and out of class
- Speech and language or communication programmes
- Sensory and physical therapy sessions
- Emotional and social development support through programmes such as Positive Play

Working with Other Agencies

We work closely with:

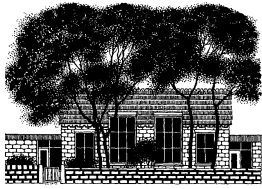
- Inclusion Support Advisory Service
- Speechwise, Speech Therapy Service
- NHS Speech Therapy Services
- Joined Up Care Derbyshire
- Educational Psychology
- Specialist Support Services
- Paediatricians
- CAMHS

Referrals are made with parental consent when additional expertise are needed.

Monitoring and Evaluation

The effectiveness of SEND provision is reviewed through:

- Regular monitoring of IEPs and termly progress tracking



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- Review meetings with families
 - Review of progress against the Inclusion Improvement Action Plan
 - Oversight by SENDCO, Headteacher, SEND governor and the Governing Board

Transitions

We plan transitions into and out of the school carefully to ensure that there is continuity of progress.

- When children join our school we liaise with parents, previous schools and settings and professionals who are involved.
- When children move to High School we hold transition meetings and a one page plan and other documentation is provided.

Staff training

We believe that staff continuing professional development is of the highest priority to ensure that we can meet children's needs as effectively as possible. As part of our Inclusion Improvement Plan we identify staff development needs and plan for this. Specialist advice is sought from relevant professionals as required.

We currently have staff who work in our school with a variety of expertise. This includes: Positive Play, Visual screening, Makaton, *Beat dyslexia* programme, ECAT, ECAM, we are an Attachment Aware school, we also have a trained Autism Advocate.

Complaints

We encourage open communication and aim to resolve any concerns informally. If you wish to make a complaint about our SEND provision, please follow our complaints procedure. See website.

Policy Reviewed by

Date: January 2026

Next Review: February 2027

Agreed by Governing Body: Date..... Minute Number:.....