



Chilwell Croft Academy

All Different, All Equal, All Achieving

Chilwell Croft Academy

SEND Information Report

September 2025

The Equitas Academies Trust consists of two schools: Chilwell Croft Academy a Primary provision for children from 4-11 years old, and Aston Manor Academy for children and young people aged 11-16, and 16-18 in our 6th form. Both Academies have high expectations for our children's attainment and personal development.

We are a mainstream primary school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Chilwell Croft Academy, we aim to identify problems as early as possible and to provide teaching and learning contexts that enable each child to achieve their full potential both socially and academically. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling. As well as a challenging learning environment, we provide support, acceptance and real opportunities for friendships and positive relationships.

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1. What kinds of Special Educational Needs does our school make provision for?

Special educational provision should be matched to the child's identified special educational need and disability (SEND). Children's additional needs are generally thought of across four broad areas of need and support:

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, including Asperger's Syndrome and ADHD, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD). Children may 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.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive behaviour which results in pupils being unable to self-regulate. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Children that have physical difficulties are supported through physio and OT programmes. We offer a range of provisions and interventions to support children who present with needs which are additional to, or different from other children of the same age.

We also engage with the help and advice of professionals from external agencies who work with our children and visit them in school

For example: Pupil and School Support Service, The Communication and Autism Team, Educational Psychologists, Counsellors, Occupational Therapists, The Physical Difficulties Team, Speech and Language Therapists etc.

2. How does our school identify and assess Special Educational Needs and Disabilities?

Identification begins with information and data collection from a range of sources. Class teachers, supported by the senior leadership team, make regular observations and assessments of progress for all pupils and identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Parent and pupil views are an essential part of the process.

A clear analysis of individual needs will be carried out by staff with the support of the Special Educational Needs Co-ordinator (SENDCo).

Children will be monitored by their class teacher and also the SENDCo through the 'Assess, Plan, Do, Review' Cycle.

What is the 'assess, plan, do, review' cycle?

Assess – a clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCo, parent/carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support, and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support, and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupil and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

If children are still not making progress, or needing additional support, then they will be placed on the SEND register. As a result of a child being placed on the register, they will have One Page Profile. This will be reviewed for them each term with individual targets. These will be discussed with parents. Further support may be required from external agencies named above. For the very few children who have complex and significant SEND then they may have an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan. The decision made to provide support for pupils with additional needs is made through collaborative working with all agencies, including parents/carers and pupils.



The Early Years Foundation Stage (EYFS) and SEND at Chilwell Croft Academy

The Early Years Foundation Stage (EYFS) is the statutory framework for children's early education aged 0 to 5 years providing standards for all children's learning (including those with additional needs), development and care in early years settings.

In our EYFS setting, those who work with our young children will be alerted to children who have already identified additional needs before they arrive and a support package will be put in place. Children whose difficulties gradually emerge over time will be assessed and individual support plans will be put in place. The schools SENDCo will be made aware and ensure early concerns are communicated to parents/carers, and equally if parents/carers express any concerns, the EYFS team, along with the SENDCo will listen and act because parents/carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.

Staff in our settings are knowledgeable in relevant law and policy and know how to apply it in their practice with regards to the SEND Code of Practice. We ensure children's needs are identified early, appropriate support is given, and children are referred onto external agencies if their learning and development continues to be a concern.

We have enhanced transition arrangements in place for children with SEND moving from a Nursery or Childcare setting. This will usually involve face to face meetings between current and welcoming settings, parents and any other professionals involved and well-planned phased transition times where appropriate.

As an inclusive school it is important to us that children with SEND are enabled to access activities available to and with children without SEND

3a. What is the range of provision for SEND children?

All our children are taught through effective Quality First Teaching. Our teachers have high expectations, considering the different learning styles of children in their class and continually assessing them through assessment for learning. Differentiating the curriculum helps children to achieve their full potential. When children with SEND need more than Quality First Teaching, interventions are delivered in a variety of ways to meet the needs of the individual. These may be small group or individual time limited interventions that will either be delivered by a teacher, school teaching assistant or an adult from an outside agency. This type of support can also be available for any child who has specific gaps in their understanding of a subject/area of learning.

We will always gain consent from parents/carers before we request support from our outside agencies, and we will share any reports that are provided. Those children whose learning needs are significant, and complex may need individual, specific support provided by an Education, Health and Care Plan (EHCP). This means the class teacher and SENDCo will have identified your child as needing a particularly high level of individual or small group teaching which cannot be provided from the current resources available to the school. Applications for EHC Plans are sent to the Local Authority for consideration. Only children with the most complex and significant needs are given an EHCP.

3b. How does the school know that progress is being made by pupils with SEND?

In accordance with the SEND Code of Practice (2014), the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

- Assess - The child is assessed thoroughly to identify key areas of need.

- Plan - Plan provision that is needed to scaffold the child's learning.
- Do - The support plan is put in place and monitored over a period of time.
- Review - Review progress against the child's targets.

Your child's progress is continually monitored by his/her class teacher. Their summative progress is reviewed every term and an age-related assessment is given. This is the case for all children in school. Children on the SEND register will have a One Page Profile and One Page Profile Plus which will be reviewed termly and the plan for the next term made. Children on the SEND register for learning difficulties have a Language and Literacy Continuum which provides ongoing formative assessment and the targets feed into the One Page Profile Plus. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The Class Teacher and SENDCo will also, through progress meetings, check that your child is making good progress within any individual work and in any group that they take part in.

3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Here at Chilwell Croft Academy we provide a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Through carefully planned lessons, we provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / needs of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offer small group support to promote skills identified in the child's SEND Support Plan

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

The Equality Scheme and Disability Access Plan is regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, ICT).

3e. What additional support is available for children with special educational needs?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

3f. What extra-curricular activities can a pupil with SEND access at school?

We plan all activities in an inclusive way, so that whenever possible all pupils join in activities unless participation may cause distress, anxiety or risk. These pupils will be provided with alternative provision. They are always involved, along with their parents/carers, in any decisions made and steps taken. There are many opportunities for pupils to participate in a variety of activities, some of which will be specifically arranged for SEND pupils.

3g. What support is available for improving the emotional and social development of our pupils with special educational needs?

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and all staff, including the pastoral team monitors happiness and well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support.

4. Who is responsible for SEND at Chilwell Croft Academy?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the Director of SEND or Headteacher.

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5. What specialist services and expertise are available at or accessed by our school?

All staff who work with children with SEND receive ongoing training. Across the trust, we provide broad training for all staff to ensure inclusive practice in every classroom, while also offering specific training tailored to individuals working directly with pupils with particular needs. This ensures that staff are continually upskilled, confident, and equipped to meet the wide range of SEND needs within

our school community. Training is coordinated and supported by the Teaching and Learning Team and reviewed regularly to reflect the changing needs of our pupils.

The school is fully committed to working with other agencies such as health, social care, local authority support services and the voluntary sector.

When a pupil needs specialist provision, we will endeavour to work with families to make sure that it is provided; specialist expertise or training will be secured. Any specialist equipment which may improve a pupil's learning experience will also be obtained from the relevant agency.

6. What are the accessibility arrangements at Chilwell Croft Academy?

The school site is accessible via ramp access in Early Years and Key Stage 1, and the Lodge classroom. Key Stage 2 classrooms are accessed by stairs. The school has a lift provision for pupils who cannot access the stairs.

Chilwell Croft Academy put in place reasonable adjustments to support pupils with physical difficulties (PD) and we work closely with the physical difficulties support service (PDSS).

Children with physical difficulties (PD) may require specialist support and equipment to access their learning. School will work with all outside agencies including health professionals to support the pupils with PD.

In addition to physical access arrangements, we also ensure that the curriculum is accessible for all pupils with SEND. This includes the use of assistive technology (such as laptops, iPads), providing learning resources in alternative formats (large print, visual supports, coloured overlays), adapted teaching approaches, and additional adult support where necessary. Staff are trained to adapt materials and use strategies that enable pupils with SEND to access all aspects of learning.

7. How are the families of pupils with SEND involved in the education of their child?

We are person centred in our approach and we always welcome parental involvement. We hope that families will participate as fully as possible in decisions regarding their child's education. Families know their children best, and we work closely to ensure that the views, wishes and feelings of the children and their family so that we can facilitate the development of the child and help them to achieve the best possible outcomes, preparing them effectively for adulthood.

Daily opportunities for dialogue are available via a home school diary if necessary. Your child may require a behaviour plan which will be drawn up in consultation with parents and reviewed regularly.

We hold various parent training sessions around Phonics, Reading and Speech and Language and SEND support. We welcome suggestions from parents if you feel there is a need for more, or if you would like to speak to the SENDCO about how you can support your child at home. The School can also signpost parents to local agencies that are able to support families.

8. How are pupils with SEND involved in their own education?

Children's views are highly valued at Chilwell Croft Academy and we use a variety of methods for seeking these. We listen to the wishes and feelings of all our children and involve them in planning and decisions through the process of creating a One Page Profile. Children attend Annual Review meetings with their parents.

9. If a parent of a student with SEND has a complaint about the school, how does the governing body deal with the complaint?

If a parent of a pupil with SEND has a complaint about the school and/or the provision being made to meet their needs, we would welcome and urge parents to approach school to discuss their concerns. In the first instance we would like them to contact the SENDCo who will aim to reach a successful outcome in partnership with the child and their family, by meeting and working together to find a solution.

However, if a satisfactory solution cannot be reached, the parents should follow the school's complaints procedure. For further information please see our Complaints Procedure on our website.

If, after following the school's complaints procedure, parents or carers remain dissatisfied, they have the right to contact the Local Authority or seek independent advice. In cases where disagreements cannot be resolved, parents may also appeal to the First-tier Tribunal (Special Educational Needs and Disability), which hears appeals about EHC plans and considers claims of disability discrimination.

10. How does the governing body involve other people in meeting the needs of pupils with SEND, including support for their families?

At Chilwell Croft, and across the Equitas Trust there is a designated Trust Member for SEND, Mr Simon Harris, who regularly liaises with the SENDCo and the school to ensure that the trustees are informed about the provision, progress, attainment and wellbeing of our pupils with SEND. SEND Trustees are updated by the SENDCo about the involvement of Health and Social Services bodies, Local Authority Support Services and voluntary organisations and the support they offer.

Amongst other responsibilities, the trustees have further SEND commitments, including:

- To appoint a trust member who is responsible for Special Educational Needs or Disabilities.
- To make sure that the school's SEND policy <http://www.chilwellcroftacademy.com/our-school/statutory-policies/SEND> is on the Academy website and is reviewed every year.
- To ensure that all appropriate safeguarding procedures are in place for all pupils, including those with SEND.

The Trust Member for SEND, evaluates the effectiveness of SEND provision regularly. This includes reviewing the progress of pupils with SEND, monitoring the use of resources, and ensuring that statutory duties are met. Trustees receive reports from the SENDCo and senior leaders and use this information to challenge and support the school in securing the best possible outcomes for pupils with SEND.

11. Who are the support services that can help parents with pupils who have SEND?

Birmingham City Council's information about SEND provision and support can be found at

<https://www.localofferbirmingham.co.uk>

12. How does the school support pupils with SEND through transitions?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. Chilwell Croft starts planning for any transitions early and will always consult with families and pupils about this so that their worries and concerns can be heard. Enhanced and personalised transition programmes will be developed for pupils who need them and pre and post monitoring takes place to make sure the transition has been a positive one.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new and current teacher.
- If a transition book would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.

In Year 6:

- The SENDCo, through arranged meetings, will discuss the specific needs of your child with the SENDCo of their secondary school
- Where possible your child will visit their new school no more than one occasion and, in some cases, staff from the new school will visit your child in this school.
- If a transition book would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.
- Your child will complete focused tasks about aspects of transition to support their understanding of the changes ahead.

13. How can families find the Birmingham Local Authority's local offer?

Please visit the SEND Local Offer website - <https://www.localofferbirmingham.co.uk/>

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