



## Acorn Partnership Information Report 2025-2026

*At the Acorn Partnership we are interested in the development of every child in our care. We provide a caring and supportive environment which promotes spiritual, academic and personal development.*

All maintained schools, whether an academy or run by the LA, are legally obliged to have a Local Offer. The offer sets out the expectations on meeting the needs of pupils with Special Educational Needs. Further information regarding Derbyshire's Local Offer can be found on their website: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Policies referred to in the completion of this Local Offer

The Local Offer is written in line with the SEND Code of Practice. Other school policies relating to SEND are:

- o Special Educational Needs Policy
- o School Accessibility Policy
- o School Admissions Policy
- o Management of Medical conditions/ administering medicines policy.
- o Looked After Children Policy
- o Curriculum Policy
- o Subject Policies

The Special Educational Needs Coordinator (SENCO) is Miss Samantha Ross.

Contact details:

Long Lane C.E. Primary School – 01332 824339

Marston Montgomery Primary School – 01889 590373

Schools must ensure that all pupils, regardless of their specific needs, make the best possible progress. They are expected to be as inclusive as possible, with the needs of pupils with Special Educational Needs or disabilities being met in a mainstream setting wherever possible, if families choose this option.

## Identification of SEND

The Acorn Partnership has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly more reduced than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.
- Children that have a confirmed diagnosis which is a barrier to learning. However, we recognise that not all children with a diagnosis will need the support of the SEND process.
- Children that need the support of outside agencies to support their behaviour and mental health.

## SEND and Safeguarding

At the Acorn Partnership we understand that some children with SEND may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

In addition, points to remember may concern:

- Behaviour: subtle changes may be attributed to their condition so are overlooked.
- Physical disability: bruising can be common but never be complacent "does this look slightly different?"
- Wrongly attributing signs of abuse e.g. withdrawn, reluctant to form relationships, repetitive behaviours, behaviour that challenges to their condition or disability.
- Diagnosis is usually the first thing that we look at, sometimes called "diagnostic overshadowing"
- To keep children safe, we must therefore have professional curiosity, we can't assume it's because of their special needs, we must delve deeper.
- We need good communication with parents and be able to challenge their responses – gain feedback on what may have caused the injury or change in behaviour (often before speaking to the child), gauge response from there (be aware of disguised compliance).

- All adults need to understand that just because it could be due to their special need it could also be a sign of abuse and need to be open to this.
- Other professionals also need to be made aware of this and push and challenge as necessary.

## **Graduated Response**

Once a potential SEND has been identified, the school will employ the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Use school online support documents for specific needs and strategies to support them in the classroom.
- Planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Provide Quality First provision within the classroom environment.
- Implementing any interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions, using class provision maps.
- Make any necessary applications for funding and outside agency support.
- Support parents in the application for EHCP if applicable.

## **Areas of Need**

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

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

SEND could mean that a child has difficulties with:

- cognition understanding such as reading, writing, maths or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to others
- behaving appropriately in school
- sensory or physical needs which may affect them in school
- speech, language or communication

## **Involvement of Parents and Child**

At each stage of identification and support, the class teacher will contact the parent as soon as an area of difficulty arises. Parents must be informed as soon as a child is being considered for an individual education plan.

Parents can also discuss with a teacher what they think should be on the learning programme. Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the Head of School and SENCOs will aim to give them the confidence that their views and contributions are valued and will be acted upon. The Partnership promotes and welcomes co-production for IEPs' and EHCP's.

Once a child has a programme, parents will be kept informed on how the child is progressing towards their identified targets. It is also important to involve the child as much as possible in their support plan and for them to help to formulate their targets.

The review will be carried out by the class teacher or teaching assistant that works with that child alongside the child themselves; the school SENCO can be present at these meetings. Where appropriate, alongside the child themselves.

If a child has an education and health care plan (EHCP) or is receipt of inclusion funding, then there will also be an annual review where other professionals involved with supporting the child will also be invited to submit a report and attend the meeting.

The processes and procedures that The Acorn Partnership implement will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together on the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and parents/carers of pupils receiving SEND support up to three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

### **Assessment and Reviewing**

Children with SEND are tracked by the class teacher termly to ensure that they are making progress from their individual starting points towards their outcomes. This will be done using FFT and Brackenfield Trackers.

The teacher's review IEP's termly to ensure that the plan is still meeting the child's needs. Progress towards targets is discussed with:

- The child;
- The child's class teacher;
- Parents;
- Any other professionals working with the child.

As a school we acknowledge that children with SEND may make progress at a different rate to a child without SEND; at the Acorn Partnership we celebrate all successes and progress.

Pupil and parental views are important to us, and we seek to collect their opinions about the effectiveness of our provision via discussion and questionnaire as part of our annual SEND monitoring cycle.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

### **Teaching Pupils with SEND**

The class teacher is responsible for ensuring that all the children make progress in their class. First quality teaching has the most impact on a child's ability to progress. Quality teaching ensures that the child is adequately catered for in the class by differentiating every lesson so that all children can progress at their own level.

In some instances, the child may be taught in small intervention groups by other members of staff, but the teacher always retains responsibility for the pupil. The SENCO is there to help and support the teachers with assessing needs, finding resources and as a point of contact for any issues arising.

Subject leaders are all expected to consider suitable adaptations to their subject to ensure all pupils with SEND can have equal access.

If a child needs adaptations to their environment to ensure that they can equally access the curriculum, the school will do everything possible to ensure that this can happen.

### **Class/subject teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Track progress against outcomes using Brackenfield Trackers to celebrate the small steps of achievement.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment by using reasonable adaptations and adjustments.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full National Curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

### **Transition between Different Phases of Education**

The key transfers are the following:

Early years provider to school

Primary school to secondary school

The school will ensure there is a thorough transition procedure in place for all children with SEND transferring to secondary school, including meeting with professionals, transferring records and informing parents.

Children who are on a support plan will be given extra support in year 6 before the move to secondary school. This will include:

- Liaising with the SENCO from the chosen secondary school.
- Visiting the School
- Transition Lessons within School
- Transition Days at the New School

Children who are on an Education and Health Care Plan will receive all the above plus:

An EHC plan must be reviewed and amended in sufficient time prior to pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase. A year 5 review to help support their transition, and to support parents in choosing the right secondary school. All key professionals are invited to attend this review.

### **Adaptations to the Curriculum and Environment**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of the child where necessary.

Specific resources and strategies will be used to support the child individually and in groups.

Planning and teaching will be adapted, daily if needed, to meet the child's learning needs.

Subject leaders are all expected to consider suitable adaptations to their subject (using progression grids) to ensure all pupils with SEND can have equal access. These adaptations might include:

- Providing children with topic linked word banks/ pre-teaching of key vocabulary
- Oral presentations/ expectations are supported with diagrams, pictures or real objects to make the information accessible to all.

### **Participation in Extracurricular Activities**

All children with SEND are welcomed at our breakfast and after school club provision.

### **Staff Training**

The SENCO's job is to support the class teacher by delivering appropriate and effective training to ensure the needs of the children are met.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training in regular staff meetings, on SEN issues, such as Autism, epilepsy and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g., from the Inclusion Advisory Support Service.

## **Securing Funding**

- The school budget includes money for supporting children with SEND. The Acorn Partnership will allocate the appropriate amount of core per-pupil funding and notional SEND budget for the SEND provision of its pupils.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - \* The children who receive extra support already
  - \* The children identified as needing extra support

They will then decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as necessary.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

SENCO in collaboration with class teachers will secure funding from the Inclusion Panel.

## **Evaluation of Provision**

Children with SEND are tracked by the SENCO and class teacher termly to ensure that they are making progress from their individual starting points.

The class teacher reviews IEP's termly to ensure that the support plan is still meeting the child's needs. Progress towards targets is discussed with:

- The child
- The SENCO, if necessary
- Parents
- Any other professionals working with the child.

As a school we acknowledge that children with SEND may make progress at a different rate to a child without SEND; at The Acorn Partnership we celebrate all successes and progress.

Pupil and parental views are important to us, and we seek to collect their opinions about the effectiveness of our provision via discussion and questionnaire.

## **Accessibility**

We have an accessibility plan to ensure the building layout meets the requirements of the pupils and adults with additional needs. We provide a disabled toilet and ensure that all equipment used is accessible to all children regardless of their needs. Accessibility Policy is available on the school website.



We aim to ensure all children have the chance to take part in extra-curricular activities.

Subject Leaders ensure that the curriculum is tailored to ensure that all children, regardless of their need, have access and opportunity to participate in a wide range of activities and experiences.

## **Support Services**

The Acorn Partnership is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

The Acorn Partnership assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

When a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school.

This support may be from the Inclusion Advisory Support Service as well as other outside agencies including:

Educational Psychology Service

Speech and Language Therapists

CAMHS (Children and Adolescent Mental Health Service)

Family Support workers

School Nurse

Paediatrician

Occupational Therapy

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

## Handling Complaints

If you are unhappy about your child's provision, we will make every effort to listen to your concerns and put things right. Any complaints from parents of children with SEND about the provision made at school should be raised with the class teacher, the SENCO or head teacher. As we use a person-centred approach with partnership and full engagement with parents, we aim to be able to discuss and alleviate any concerns quickly to avoid the need for a complaint. However, if the situation cannot be resolved, the head teacher will inform parents of the formal procedures for raising a complaint.

In the first instance you should talk to your child's class teacher. After this, if you are still unhappy you should arrange an appointment to see Miss Ross, the school SENCO.

If the matter is not resolved as you would like, parents can then request to see Mrs Bosley, our Head of School; please telephone the school office to make an appointment.

## The Local Offer

Each Local Authority is responsible for writing 'A Local Offer'. This is what is available to children locally. Derbyshire's local offer is available on <https://www.localoffer.derbyshire.gov.uk/home.aspx>

## Frequently Asked Questions

[Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability \(SEND\)?](#)

At the Acorn Partnership, the SEND Policy is updated annually and is available on the school website. The Special Educational Needs Coordinator (SENCO) is Miss Samantha Ross. As the SENCO, Miss Ross has day-to-day responsibility for:

- co-ordinating the support for children with special educational needs so all children get a consistent, high-quality response to meeting their needs in school.
- liaising with all the other people who may be coming into school to help support children's learning e.g., Inclusion Advisory Support Service, Speech and Language Therapy, Educational Psychology, Family Support, Hearing Impairment Service.
- updating the school's SEN register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of a child's progress and needs.
- Ensuring that parents and carers are:
  - \* Involved in supporting their child's learning
  - \* Kept informed about the support their child is getting
  - \* Involved in reviewing the progress they make and take part in planning ahead

Your child's class teacher is responsible for:

- ensuring that all children have access to the curriculum and that the curriculum is adapted to meet your child's individual needs
- monitoring children's progress and identifying, planning and delivering any additional help your child may need (this could involve targeted work, additional support or differentiated activities) and sharing this information with the SENCO.
- writing IEP's and sharing and reviewing these plans with parents

The Head teacher is responsible for:

- the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- giving responsibility to the SENCO and class teachers but is still responsible for ensuring that a child's needs are met.
- ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor and governing body are responsible for:

- ensuring that appropriate support is available for any child who attends the school who has SEN.
- liaising with the SENCO to ensure that the school's SEN policy is up to date

[What are the different types of support available for children with SEND in our school?](#)

Excellent targeted classroom teaching (Quality First Teaching) by the class teacher

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is built on what your child already knows, can do and can understand.
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- those specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- that your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Interventions may be:

- run in the classroom
- run by a teacher or a teaching assistant (TA).
- We employ staff to provide support at break times and lunch times and for PE. SEND pupils are fully included in after school club should they wish to attend.

### Specified Individual support

For children whose learning needs are severe and complex, Derbyshire L.A. provide extra funding to schools via the Inclusion Funding Platform.

If your child has been identified as needing a higher level of individual support the school's SENCO, Miss Ross, will apply for this support. A review meeting will take place yearly where decisions will be made, based on your child's progress, whether to close or continue with the support or, if your child's needs are lifelong, whether the school will apply for an EHCP. (Education Health Care Plan Needs Assessment).

### EHCP

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

### How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially either by phone or email.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENCO).
- The school SEN Governor can also be contacted for support. Mrs Amanda Haymes.
- You can ask for support from groups such as DIASS (Derbyshire information Advice & Support Service-formerly Parent Partnership) or Umbrella.

### How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have. This may include a plan for additional support (IEP) your child may need and to discuss with you any referrals to outside professionals to support your child.

## Who are the other people providing services to children with SEND in this school?

- Teaching Assistants mainly work with either individual children or small groups.
- Teachers and Teaching Assistants offering support for children with emotional and social development through class.

Local Authority Provision delivered in school through support from the Inclusion Service.

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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Meetings with outside agencies include parental input and consent.

Staff can signpost parents to online information and support.

School IEP's will be reviewed with your involvement every term

## How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways including behavioural difficulties, anxiousness and difficulties in expressing themselves.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Lunchtime support with midday staff.

If your child still needs extra support, with your permission, the SENCO will access further support through the SPOA or Early Help Advice process.

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