

Special Educational Needs (SEND) Information Report



2024-2025

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website, alternatively please follow this link: [Belper School SEND Policy](#)

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	<ul style="list-style-type: none">• Autism spectrum disorder• Speech and language difficulties
Cognition and learning	<ul style="list-style-type: none">• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia.• Moderate learning difficulties
Social, emotional and mental health	<ul style="list-style-type: none">• Attention deficit hyperactive disorder (ADHD)• Attention deficit disorder (ADD)• Attachment Disorder• Anxiety
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments• Visual impairment• Multi-sensory impairment• Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENCO



Our SENCO is Rosalind Conroy

"I am passionate about further developing our inclusive school environment, where all our young people feel they belong, are valued and can fulfil their potential. We have a strong focus on preparation for adulthood and believe all decisions about provisions and support must be made with young people and their carers".

Rosalind has worked as a classroom teacher and a special needs teacher for over 20 years. During this time, she has developed her knowledge through studies across a range of special educational needs and has gained level 7 qualifications in understanding and teaching young people with Dyslexia and young people with Autism.

Rosalind also holds the Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA). This allows her to perform psychometric testing to aid early identification of our young people's needs. Additionally, she has recently completed the Department for Education Senior Mental Health Led training to help develop and implement a whole school approach to mental health and wellbeing.

Rosalind achieved the National Award in Special Educational Needs Co-ordination in 2022 with a commendation and has 4 years' experience as a SENCO.

Assistant SENCO



Our Assistant SENCO is Amanda Warren

"I am passionate about a school being an inclusive environment, where every young person can experience success and create their future".

Amanda has worked with young people with special educational needs for 24 years. She is a qualified higher level teaching assistant (HLTA) and has been awarded a diploma in SEND. Amanda is also an emotional literacy support assistant (ELSA) and works with the Educational Psychology service to manage this provision for the school. Access Arrangements for examinations are coordinated by Amanda who holds the Award of Proficiency in Access Arrangement Coordination (APAAC). She has worked for the last 4 years as the Assistant SENCO.

Learning Support Co-ordinator



Our Learning Support Coordinator is Sharon Blount

Sharon has worked with young people with special educational needs for 16 years. In her current role Sharon coordinates a team of 15 teaching assistants who work with our young people in the classroom.

Alternative Curriculum Centre Coordinator



Our Alternative Curriculum Centre for Extended Student Support (ACCESS) is Becky Postlethwaite

Becky has worked with young people with special educational needs for 12 years and is a qualified ELSA and Mental Health First Aider. Becky co-ordinates the support staff and the alternative provisions that are offered through the ACCESS department. This is an area we are keen to develop to ensure our curriculum meets the needs of all our learners. Forest Schools, boxing, life skills and AQA Unit awards and behaviour support intervention sessions are some of the provisions we offer in ACCESS.

Class Teachers

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. We recognise that high quality teaching strategies benefit all students particularly those with special educational needs. In response we have made this a key focus, receiving additional training from the Deputy Regional Lead for the East Midlands Whole School SEND. Our Staff are also fortunate to have regular opportunities to receive training from the Behaviour Support Service, Autism Outreach, and the Educational Psychology Service.

Teaching assistants (TAs)

We have a team of 20 TAs, including 2 higher-level teaching assistants (HLTAs) and 5 specialist teaching assistants. All of our teaching assistants receive weekly in-house training sessions delivered by the SENCO. Our teaching assistants deliver a range of interventions including:

- Positive Support (Play)
- Lego Therapy
- Literacy Interventions (Fresh Start, Lexia, Word Wasp, Toe by Toe)
- Numeracy Interventions (Power of 2)
- Forest Schools
- Nurture Groups
- Life Skills
- AQA awards
- ELSA sessions (Emotional Literacy Support Assistant)
- Mental Health First Aiders

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Inclusion Advisory Service
- Educational psychologists
- Autism Outreach
- SEND Officers
- Occupational therapists
- GPs or paediatricians
- School nurses
- Compass Mental Health Support Team
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisation

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's form teacher.</p> <p>Please email your child's tutor or contact the school office on 01773 825281 and they will be in touch within 3 days.</p> <p>The form tutor will pass the message on to our SENCO, Rosalind Conroy, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO or Assistant SENCO directly.</p> <p>Rosalind Conroy senco@belperschool.co.uk Amanda Warren senco@belperschool.co.uk</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps. A Pupil Passport may be produced detailing your child's strengths and interests, difficulties and any reasonable adjustments and strategies we will put in place. This will be shared with staff.</p> <p>All decisions about provisions and support are made with the young people and their parent/carers.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>

4. How will the school know if my child needs SEND support?

Year 6 Transition procedure and information sharing

- The SENCO will visit all our feeder primary schools in the summer term and gather information about all the children on the SEND register, with the Year 6 teacher and the SENCO.
- If your child is on the SEND register, the SENCO will put a transition plan in place based on this information.
- The SENCO will then contact you for an initial meeting and we will work with you to put a Pupil Passport in place, in preparation for your child's September start with us.
- In this meeting we will identify additional provisions that will help your child at Belper school.
- Your child's passport will then be shared with all relevant staff before their arrival.
- We offer two transition days and additional visits are arranged for all young people who need this extra level of support.
- Additionally, there are 3 year 6 SEND evenings available to book for parents who have concerns around their child's needs.
- During the final week of the summer holidays we offer further 'Welcome Days' to our most vulnerable, with the aim to relive anxiety and make connections with key staff.

On entry to Belper School

We have a range of screening tests that provide us with an overview of each young person's abilities and help identify any areas of difficulty. These take place on entry to Belper School, and the results help inform us of any interventions that may help our young people. We will always discuss any additional support with parents/carers and the young person to see if you feel it would benefit your child.

In class identification of need

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning.

If they can find a gap, they will personalise their teaching for your child to try to fill it. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND.

The SENCO may observe the pupil in the classroom and administer additional assessments to identify the young person's strengths and difficulties are. The SENCO will have discussions with your child's teacher's, to see if there have been any issues with, or changes in their progress, attainment, or behaviour. The SEND team will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

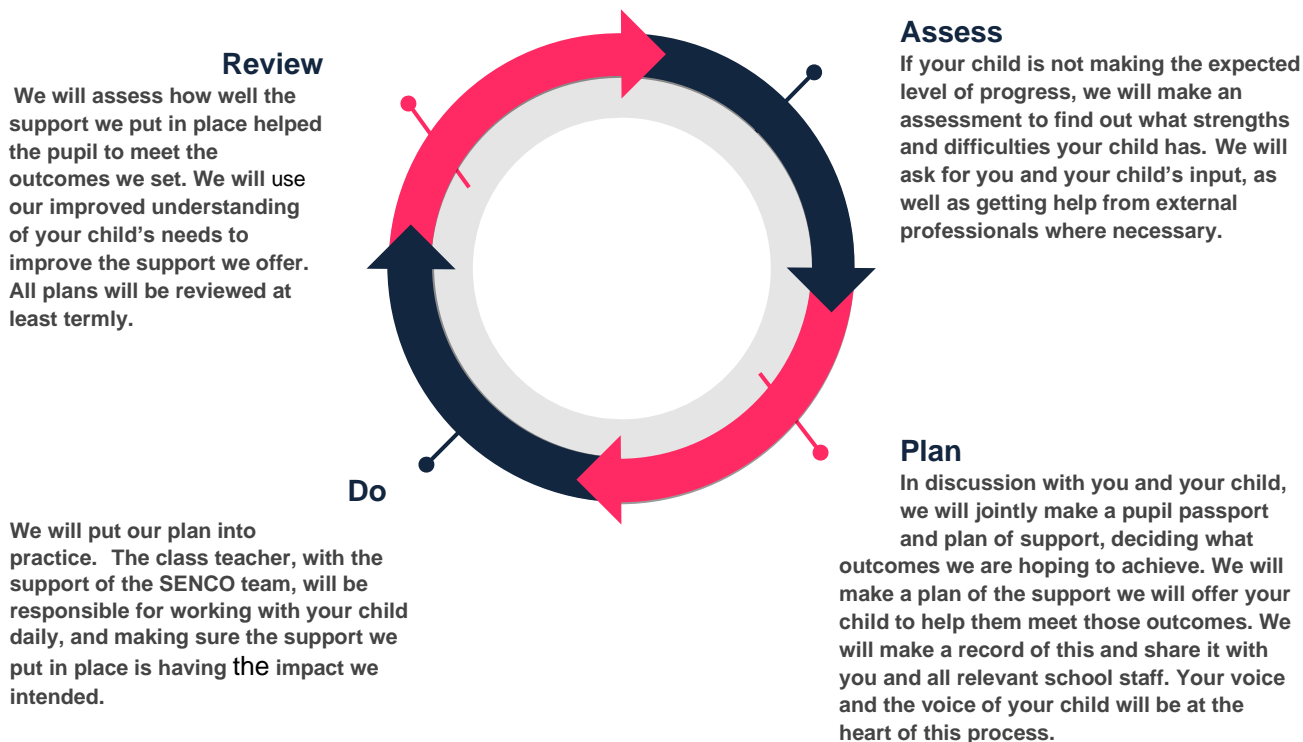
Based on all this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a Pupil Passport/SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly provision review meetings. At these meetings we will:

- Share information gathered from the subject teachers regarding your child's progress.
- Review progress towards those outcomes.
- Review how effective the current interventions are.
- Set clear outcomes for your child's progress.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.
- Set the next provision review date.

The Coordinator for Learning Support, ACCESS or the Assistant SENCO will be present at these meetings. The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations, therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact their Form Tutor through our office on 01773 835281.

Alternatively, our key Support Staff members:

- | | |
|--|--|
| • Rosalind Conroy (SENCO) | senco@belperchool.co.uk |
| • Amanda Warren (Assistant SENCO) | senco@belperschool.co.uk |
| • Sharon Blount (Learning Support Coordinator) | senco@belperschool.co.uk |
| • Becky Postlethwaite (ACCESS Coordinator) | senco@belperschool.co.uk |

7. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate and adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when required, however, they will work towards increasing independence by using techniques such as scaffolding and rotating roles with the class teacher.
- Teaching assistants will support pupils in small groups when a young person requires an intervention. The staff that deliver the interventions have received the relevant training and each intervention is evidence based.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	<ul style="list-style-type: none"> Autism spectrum disorder 	<ul style="list-style-type: none"> Visual timetables Social stories Social Skills Groups Positive Support Sessions ELSA interventions Forest schools Time out and a safe space Key Worker 'check ins' Meet and Greet Alternative Curriculum options at KS4
	<ul style="list-style-type: none"> Speech and language difficulties 	<ul style="list-style-type: none"> Speech and language therapy Speech and Language interventions
Cognition and learning	<ul style="list-style-type: none"> Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia 	<ul style="list-style-type: none"> Writing slope Literacy Interventions e.g. English Nurture Groups, Lexia, Fresh Start Programme, Toe by Toe, Word Wasp, Precision Teaching Numeracy Interventions e.g. Maths Nurture Group and the Power of 2 Assistive Technology Alternative Curriculum options at KS4
AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Cognition and learning	<ul style="list-style-type: none"> Moderate learning difficulties 	<ul style="list-style-type: none"> Assistive Technology Life Skills sessions Literacy Interventions Numeracy Interventions Maths Nurture Group Lessons English Nurture Group Lessons Alternative Curriculum options at KS4
Social, emotional and mental health	<ul style="list-style-type: none"> ADHD, ADD 	<ul style="list-style-type: none"> Quiet workstation Inclusion Advisory Support Service Interventions Physical Breaks ELSA interventions Forest Schools Boxing for Wellbeing AQA Awards Alternative Curriculum options at KS4

	<ul style="list-style-type: none"> • Adverse childhood experiences and/or mental health issues 	<ul style="list-style-type: none"> • Nurture groups • ELSA interventions • Positive Support Session • Key Worker 'check in' time. • Physical Breaks • Time out and a safe space • Forest Schools • Boxing for Wellbeing • Access to Mental • Alternative Curriculum options at KS4
Sensory and/or physical	<ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Multi-sensory impairment • Physical impairment 	<ul style="list-style-type: none"> • Access to Advisory teacher of the Deaf intervention • Access to Principle Advisory Teacher for Children with a Visual Impairment • Access to Physical Impairment Teacher • Alternative Curriculum options at KS4

These interventions are part of our contribution to Derbyshire's local offer.

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Initial assessment to gather baseline data.
- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions half termly.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

10. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including any residential trips.

All pupils are encouraged to take part in the range of extra-curricular activities that Belper School offer. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our young people are normally admitted for the first time in the September of the school year in which they become eleven. When joining a Year 7 class, we have a well-established induction procedure to ease transition into school life – it is important to us that your young person settles quickly and feels happy and secure.

Parents and carers who are considering applying for a place are welcome to visit the school by appointment.

Our Admissions Policy can be found on our website.

12. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum and school community.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students.
- Improve accessibility, as above and as applicable, for adult stakeholders, whether they are staff, school volunteers, or visitors of any kind.

Our school aims to treat all its students and other stakeholders fairly and with respect. This involves providing access and opportunities for all students and stakeholders without discrimination of any kind.

Our Accessibility Plan can be found on our website.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- We provide extra pastoral support for listening to the views of pupils with SEND by offering meet and greets, key workers, positive support, ELSA sessions, access to mental health First Aider support, 'safe space' for social times.
- We run a nurture club for pupils who need extra support with social or emotional development.
- Belper School is fortunate to have a Mental Health Support Team called Compass – Changing Lives, working with us to develop our whole school approach to Mental Health and Wellbeing
- We have a 'zero tolerance' approach to bullying. We have an Anti-Bullying Ambassador who coordinates our approach.
- There are several ways in which any person can report a case of bullying. Reporting routes include:
 - A student to any member of staff in person or through a written means.
 - A friend of a victim to any member of staff in person or through a written means.
 - Parents/carers via email, phone or letter to the tutor or class teacher in the first instance.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

- We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.
- The SENCO will visit all our feeder primary schools in the summer term and gather information about all the children on the SEND register, with the year 6 teacher and the SENCO.
- If your child is on the SEND register, the SENCO will put a transition plan in place based on this information.
- The SENCO will then contact you for an initial meeting and we will work with you to put a Pupil Passport in place in preparation for your child's September start with us. In this meeting we will identify additional provisions that will help your child at Belper school.
- Your child's passport will then be shared with all relevant staff.
- We set up new pupils with a buddy from the year above to help them get settled in and make friends.

On to Adulthood

We provide all our pupils with appropriate advice on paths into work or further education. All young people will have Careers meetings to help them consider all the options available.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEND?

Belper School's Designated Teachers for Looked After Children are Gavin Brookes and Rosalind Conroy (SENCO). They will work to make sure that all teachers understand how a looked-after or previously looked after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.



Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEND support?

[Belper School's Complaints Procedure](#)

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>. You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Derbyshire's local offer Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Derbyshire Information Advice and Support Service for SEND](#)

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

18. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams.
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs.
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **ELSA** - Emotional Literacy Support Assistant
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to
SEND
- > **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- > **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- > **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- > **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- > **SENCO** – the special educational needs co-ordinator
- > **SEN** – special educational needs
- > **SEND** – special educational needs and disabilities.
- > **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.

- **SEND information report** – a report that schools must publish on their website, which explains how the school supports pupils with SEND.
- **SEND support** – special educational provision which meets the needs of pupils with SEND.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.