



# New Mills School

## SEND Information Report

2024/2025

#thinkbig

#dotherighting

#teamspirit

## Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: [Derbyshire Local Offer](#)

You can find the most up to date SEND Code of Practice via:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our SEND policy can be found on the school's website: [New Mills School Policies](#)

New Mills School is a mainstream setting and Associate Member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective school. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs, and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

## The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



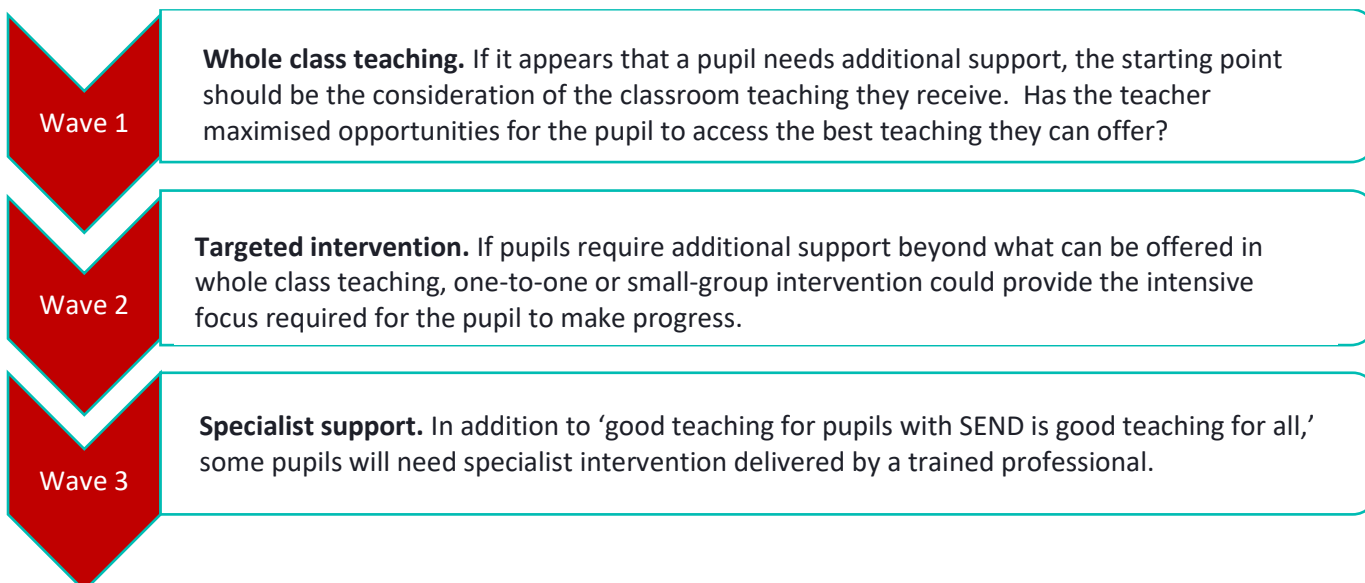
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication &amp; Interaction</p>	<p><b>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may 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 understanding use of social rules of communication. Learners may have:</b></p> <p><b>Attention / Interaction skills:</b></p> <ul style="list-style-type: none"> <li>• May have difficulties ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending the whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding / Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> <li>• Repetition of language and some basic language needs to be used to aid their understanding.</li> </ul> <p><b>Speech / Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas / conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar / phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
<p>Cognition &amp; Learning</p>	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul>

<p><b>Social, Mental and Emotional health</b></p>	<p><b>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 or disturbing behaviour.</b></p> <p><b>These difficulties may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties (ODD/EBD/PDA)</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school avoidance (EBSA)</li> </ul>
<p><b>Sensory and / or Physical</b></p>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.</li> </ul>

## Waves of Intervention

New Mills School provides a range of "ordinarily available provision" to meet the needs of all our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



## Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Emma Maslen (Assistant Headteacher for Inclusion). She has been in post since January 2022 and has worked at New Mills for many years. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination and is a qualified assessor for Access Arrangements.</p> <p>The two Assistant SENDCOs are Abby Heywood-Brown and Roxy Verdon.</p> <p>The contact details for the Inclusion team are:          Phone: 01663 743284 ext: 121/164          Email: send@newmillsschool.co.uk</p>
<p>How accessible is the school site?</p>	<p>New Mills School opened in 1912, and the site is spread across multiple levels. The original Edwardian school building is listed, but the school now includes several buildings that reflect a range of architectural periods and styles. The science block is two stories and the school playing fields are off-site. There are ramps to ensure that students can access all buildings on site and there are disabled toilets in the Inclusion Block. There is a lift and handrails in the main building to ensure students can access the rooms on the top corridor. Any additional use of technology for HI / VI children that is ordinarily available.</p> <p><a href="#">New Mills School Accessibility Plan</a></p>
<p>How will staff support my child?</p>	<p>All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the school, there are a variety of staff roles to support your child.</p> <p>As an academically focused school, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be implemented through discussions with the Headteacher, SENDCO and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the school considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available, and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).</p>

	<p><b>Wave 1 interventions:</b></p> <p>Most of our students will have their needs met through Quality First Teaching. Quality First teaching is quite simply ‘good teaching’ that is responsive to the varying needs of every child in the classroom. The research suggests that teachers should emphasise a group of teaching strategies that they already possess to support pupils with SEND. The strategies that can be used flexibly, in response to the needs of all pupils as part of whole class teaching include:</p> <ul style="list-style-type: none"> <li>- Flexible grouping</li> <li>- Cognitive and metacognitive strategies</li> <li>- Explicit instruction</li> <li>- Scaffolding</li> <li>- Use of technology</li> </ul> <p>All students on the SEND register have a pupil passport which is shared with all teaching staff and all students with an EHCP have a Support Plan. This information can be accessed by teaching staff through ClassCharts and Provision Map. Passports are reviewed termly and will be emailed to parents for their contributions.</p> <p><b>Wave 2 interventions include:</b></p> <ul style="list-style-type: none"> <li>- Nurture Group</li> <li>- Friendship group</li> <li>- Lego Therapy</li> <li>- Touch-typing intervention</li> <li>- Phonics and Reading Box</li> <li>- Sensory circuits</li> <li>- Bushcraft</li> <li>- Technology interventions</li> <li>- Circle of Friends</li> <li>- Gardening</li> <li>- Anger Management</li> <li>- Social stories</li> </ul> <p><b>Wave 3 interventions:</b></p> <ul style="list-style-type: none"> <li>- Zones of regulation</li> <li>- ELSA</li> <li>- Internal Alternative Provision</li> <li>- SDQ based interventions in the Wellbeing Centre</li> <li>- Referrals to Derbyshire Inclusion Support Service</li> <li>- SALT referral</li> <li>- Referral to Sensory and Physical support</li> </ul>
<p>How will the school identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to New Mills School the results will be analysed by the SENDCo as the ‘Assess’ element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p>

	<p>We use a variety of tests to assess the needs of the pupils. CATS are completed by all pupils on entry, including in year admissions. NGRT is used to test the reading of all pupils in years 7-11. The assessments are completed regularly and are used to inform us of interventions that are required.</p> <p>We use internal assessments such as mock examinations to assess the needs of the pupils and students from all year group can be referred to the Inclusion department for assessment and additional support by teaching and pastoral staff. We can also provide a range of initial screening assessments for pupils with potential SEND to determine the correct pathway of support for the pupil.</p> <p>We also work closely with Derbyshire Local Authority, including their Inclusion Support Advisory Teachers and their Educational Psychology team to provide advice and support for staff to support our pupils. We also work with the Derbyshire's Sensory and Physical Support Services. External assessments from these services will be requested by the school if required.</p> <p>We also follow the referral processes for ASC and ADHD referrals for the various local authorities that we work with.</p> <p>All students in year 10 (including those on the SEND register) will be considered for access arrangements in preparation for their GCSE examinations in Year 11. This process takes place during Year 10.</p>
<p>How are resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the school's ability with the funds available.</p> <p>The SEND team includes:</p> <p>Assistant Headteacher Inclusion / SENDCO – Emma Maslen</p> <p>Assistant SENDCOs – Abby Heywood Brown / Roxy Verdon</p> <p>Level 7 Intervention LSAs</p> <p>Level 5 In-class support LSAs</p> <p>3x HLTS (English Maths and Science)</p> <p>Our Learning Support Assistants are allocated to classrooms based on pupil need within the classroom.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>All KS3 Parents receive two reports during the year with progress updates and KS3 parents receive three reports with progress updates. Parents' evenings are held at specific points in the year and in addition to these the SENDCo or Assistant SENDCO is available for parents to request a meeting.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015. We consider that the parents/carers' views are a vital part of the review and therefore request parental/carers' attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be</p>

	<p>aware of, including how to best support them within the classroom. This will be added to their Passports and be available for all staff to view and implement.</p> <p>All students on the SEND register are allocated a link TA who will meet with them on a termly basis. During link meetings, pupils review and update the content of their passports. Discussions focus on areas of strength, goals and aspirations, barriers to learning and strategies that teaching staff can use to support them with their learning.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <ul style="list-style-type: none"> <li>- Form tutors</li> <li>- Subject teachers</li> <li>- Their year manager (Y7: Ms Brooks / Y8 Ms Barker / Y9 Ms Tabbenor / Y10 Mrs Nield / Y11 Ms Quigley)</li> <li>- Assistant SENDCOs (Mrs Heywood Brown / Mrs Verdon)</li> <li>- SENDCo (Emma Maslen)</li> <li>- Assistant Headteacher Safeguarding (Emma Adrio)</li> <li>- Assistant Headteacher Behaviour (Adam Hill)</li> </ul> <p>Learners are encouraged to:</p> <ul style="list-style-type: none"> <li>- Attend extra-curricular clubs</li> <li>- Take an active role within group activities</li> <li>- Take part in pupil voice activities</li> <li>- Attend parents evenings / review meetings</li> <li>- Contribute to target setting and reviewing</li> </ul>
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. New Mills School adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>Our Year Managers specialise in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing. Furthermore, our Safeguarding and Attendance Officer is highly skilled in providing support to pupils and families.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by our Safeguarding and Attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <ul style="list-style-type: none"> <li>- ELSA</li> <li>- SQD based interventions in the Wellbeing Centre</li> <li>- School counsellor support</li> <li>- School Nurse referrals</li> </ul> <p>New Mills School is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p>



	<p>The school also writes health care plans with parents and shares all relevant information with staff. Health care plans are written by Year Managers and an appointment can be requested with them to discuss your child's medical needs.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space such as the Inclusion department to support this.</p>
<p>What specialist services and expertise are available or accessible by the school?</p>	<p>We have access to the following specialist services and expertise:</p> <p>School nurse</p> <p>Counselling</p> <p>ELSA</p> <p>Derbyshire's Inclusion Support Advisory Teachers</p> <p>Educational Psychologist</p> <p><b>We can also support external referrals to:</b></p> <p>Bereavement Counselling</p> <p>Mental Health – CAMHS / Healthy Young Minds</p> <p>Where a learner has an EHCP, the school maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by New Mills School. There is a programme of training for Teaching assistants within SEND.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the school and the SENDCO works in collaboration with the Associate Assistant Headteacher for Teaching and Learning to deliver whole-staff CPD on Inclusive teaching strategies. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p>

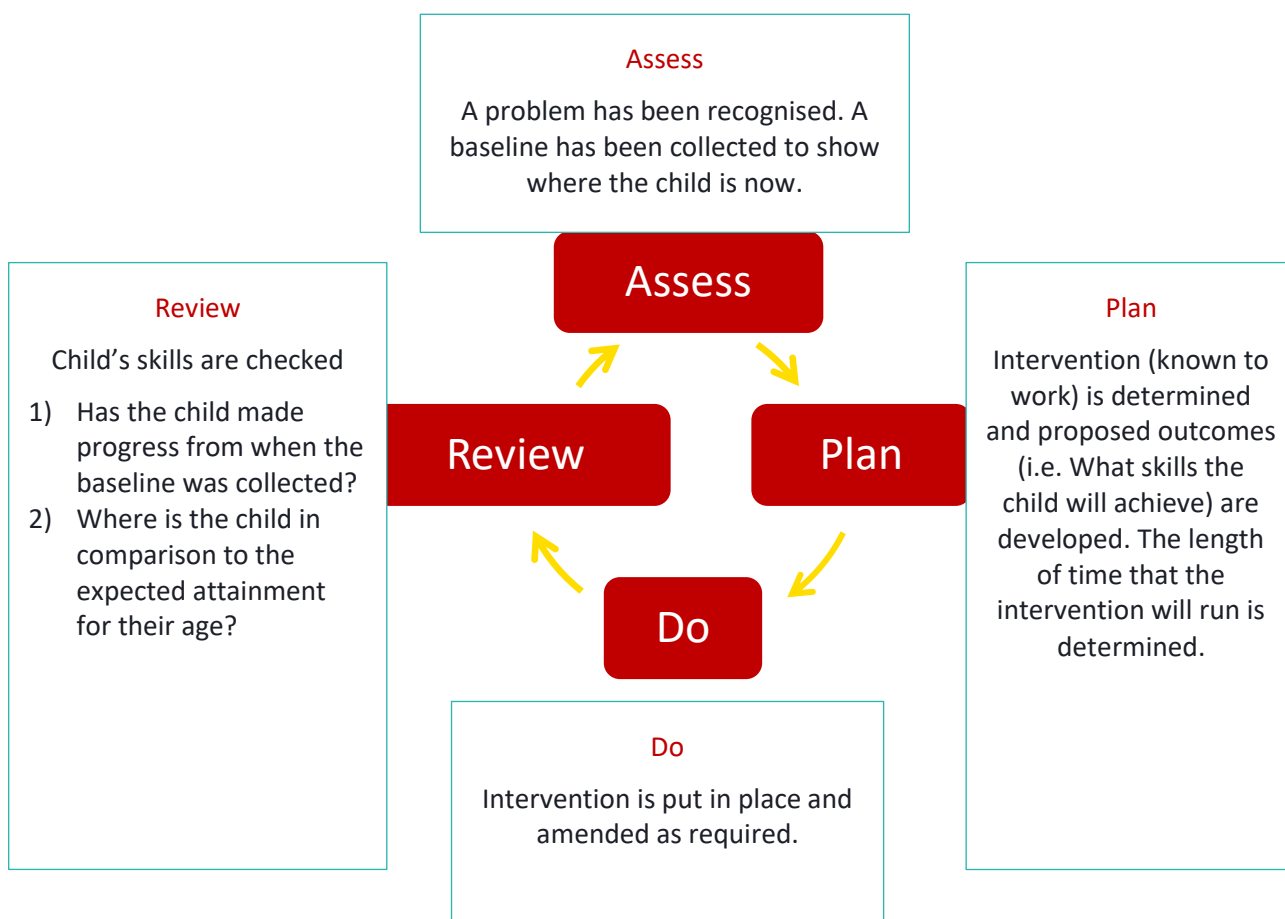
	<p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p><b>How will New Mills School prepare and support my child to transition to and from the school?</b></p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo / Assistant SENDCCO are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>If a learner has an EHCP then a representative of the Inclusion team would aim to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p> <p>Throughout year 6 we provide a variety of events to ensure a seamless transition:</p> <p>An open evening is held at New Mills School in September. This is an opportunity for prospective students and parents to come and visit the school, hear about our vision and ethos, and then experience the various subjects and talk to staff. The evening is open for families with children in Y6, Y5 and even younger.</p> <p>From the spring to the summer terms, once places are confirmed from the local authority our families will receive a comprehensive transition package. This will include:</p> <ul style="list-style-type: none"> <li>- Visits to all primary schools from our Year Managers and Assistant SENDCOs. They will speak to all children making the move to New Mills School, getting to know them and gathering information on interests, strengths and any specific needs.</li> <li>- Regular mailshots / videos sent home to families with information to prepare students for their transition. This will include information regarding uniform, rules and extra-curricular activities</li> <li>- A welcome to Year 7 evening where information is shared with families about how to prepare for Year 7.</li> <li>- Opportunities for parents / carers to attend drop ins, where families can share key information with staff members about how to support their child in Year 7.</li> <li>- Taster days where all students will be invited into school to spend the day with their new groups and meet key members of staff.</li> </ul> <p>For our Year 11 pupils we provide: college visits, 1:1 interview support and 1:1 careers advisors meetings.</p>

<p>Who can I contact for further information?</p>	<p>For academic concerns, in the first instance contact the subject teacher or your child’s tutor who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s or is in relation to your child’s Education and Health Care Plan, please contact the Inclusion team directly:</p> <p>Email: <a href="mailto:send@newmillsschool.co.uk">send@newmillsschool.co.uk</a></p> <p>For pastoral concerns, please liaise with your child’s Year Manager who will direct your enquiry to the most appropriate member of staff:</p> <p>Year 7 Dani Brooks <a href="mailto:dbrooks@newmillsschool.co.uk">dbrooks@newmillsschool.co.uk</a></p> <p>Year 8 Amy Barker <a href="mailto:amybarker@newmillsschool.co.uk">amybarker@newmillsschool.co.uk</a></p> <p>Year 9 Libby Tabbenor <a href="mailto:ltabbenor@newmillsschool.co.uk">ltabbenor@newmillsschool.co.uk</a></p> <p>Year 10 Kore Nield <a href="mailto:knield@newmillsschool.co.uk">knield@newmillsschool.co.uk</a></p> <p>Year 11 Nicola Quigley <a href="mailto:nquigley@newmillsschool.co.uk">nquigley@newmillsschool.co.uk</a></p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the school website: <a href="#">Complaints Policy</a></p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>• Full attendance and good punctuality</li> <li>• Supporting with reading at home</li> <li>• Completion of homework</li> <li>• Attending parent’s meetings</li> <li>• Attending any meetings specifically arranged for your child</li> <li>• Ensure that any interventions to complete at home are encouraged and supported</li> </ul>
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>We have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties the relevant Year Manager will work in conjunction with the pupil and parents, and under the direction of the Assistant Headteacher for Behaviour to put relevant support in place and set targets.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below desired levels (see Attendance Policy), contact will be made by the school in the form of a letter / telephone call.</p>

<p><b>How are the school's Governors involved and what are their responsibilities?</b></p>	<p>Everyone on New Mills School's governing board has a responsibility for SEND, but the SEND link governor has a specific oversight of the school's arrangement for pupils with SEND. The SEND link governor for New Mills School's role is to monitor SEND arrangements and to act as the governing board's specialist on SEND and to champion the needs of pupils with SEND at board level and to provide both support and challenge to the SENDCO.</p> <p>The SENDCO provides reports to the governing board on a termly basis and the board of governors is kept informed about development in SEND provision and Inclusion throughout the school.</p> <p>The SEND link governor does not have access to information about individual learners or become involved in individual cases.</p>
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## Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



## Glossary of SEND Acronyms & Abbreviations

<b>ADD</b>	Attention deficit disorder	<b>LAC</b>	Looked after child
<b>ADHD</b>	Attention deficit hyperactivity disorder	<b>LO</b>	Local offer
<b>ASD</b>	Autistic spectrum disorder	<b>MLD</b>	Moderate learning difficulty
<b>CAMHS</b>	Child and adolescent mental health service	<b>ODD</b>	Oppositional defiant disorder
<b>CIN</b>	Child in need	<b>OT</b>	Occupational therapist
<b>CoP</b>	Code of practice	<b>PDA</b>	Pathological demand avoidance
<b>CP</b>	Child protection	<b>PEP</b>	Personal education plan (for looked after child)
<b>CYP</b>	Children and young people	<b>PEEP</b>	Personal emergency evacuation plan
<b>EAL</b>	English as additional language	<b>PMLD</b>	Profound and multiple learning difficulties
<b>EHCP</b>	Education health care plan	<b>PP</b>	Pupil premium
<b>EP</b>	Educational psychologist	<b>SALT</b>	Speech and language therapy
<b>EYFS</b>	Early years foundation stage	<b>SDQ</b>	Strengths and difficulties questionnaire
<b>FAS</b>	Foetal alcohol syndrome	<b>SEND</b>	Special educational needs and disabilities
<b>FASD</b>	Foetal alcohol spectrum disorders	<b>SENDCo</b>	Special educational needs and disabilities coordinator
<b>GLD</b>	Global learning delay	<b>SLCN</b>	Speech language and communication need
<b>HI</b>	Hearing impairment	<b>SLD</b>	Severe learning difficulty
<b>HLTA</b>	Higher level teaching assistant	<b>SpLD</b>	Specific learning difficulty
<b>IEP</b>	Individual learning plan	<b>SPDs</b>	Sensory processing disorders
<b>IRP</b>	Independent review panel	<b>TA</b>	Teaching assistant
<b>ISP</b>	Individual support plan	<b>VI</b>	Visual impairment