



New Mills School

SEND Information Report

2025/2026

#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 with an above national average SEND cohort. 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.

Students at New Mills School are placed on the Special Educational Needs register if they are receiving provision that is '**additional to and different from**' their peers. This is provision that goes beyond the adaptive approaches and learning arrangements that are normally provided as part of Quality First Teaching. These provisions may be delivered by New Mills School staff or may require the involvement of external services or specialists. All teachers are teachers of 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



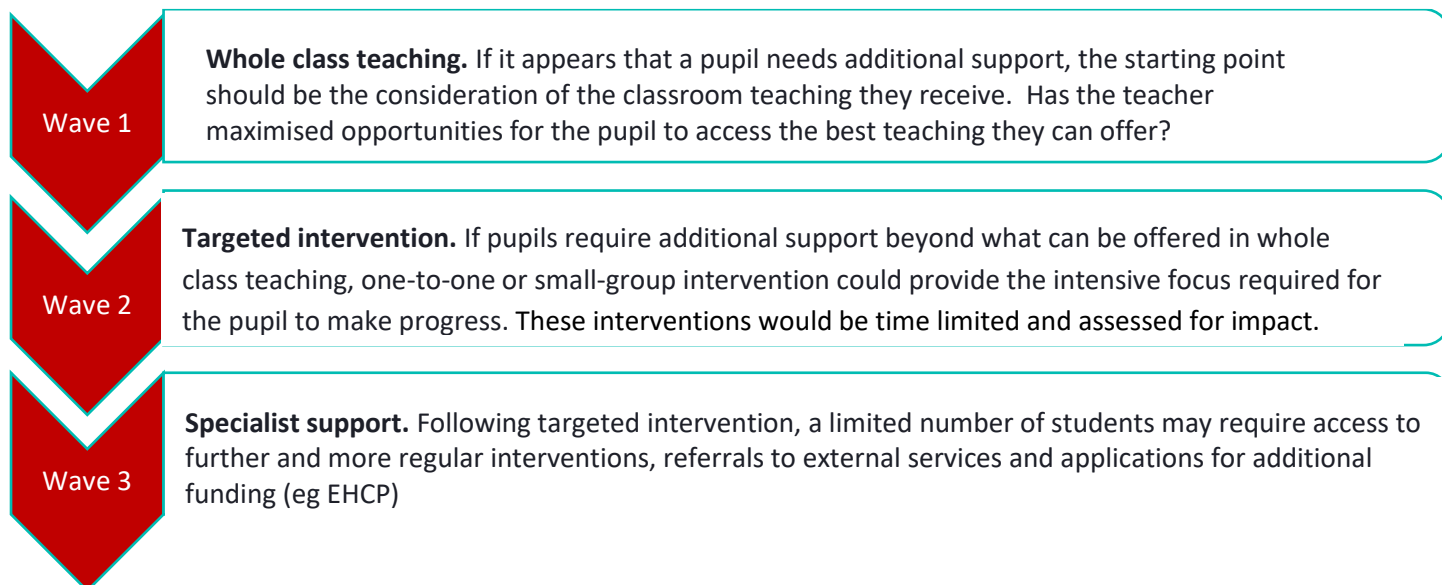
The boxes beneath highlight some potential areas of challenge and/or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
Communication & Interaction	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 the use of social rules of communication. Learners may have: Attention / Interaction skills: • May have difficulties ignoring distractions. • May need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Interaction may not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. Understanding / Receptive Language: • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • May require repetition of language and some basic language needs to be used to aid their understanding. Speech / Expressive Language: • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Grammar / phonological awareness delays and therefore their literacy can be affected.
Cognition & Learning	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: • Recall, retention and reasoning skills • Processing difficulties such as sequencing, coherence and elaboration • An understanding of numbers • Problem-solving and concept development skills • Information processing • Reading, writing and spelling • Comprehension and inferencing • Working memory • Short term memory • Executive functioning difficulties

Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These difficulties may lead to or stem from: • Social needs; Building and maintaining relationships, developing empathy and social communication. • Emotional needs; Self-regulation, emotional awareness and resilience. • Mental health needs; Managing stress, wellbeing and self-esteem. • Behavioural needs; Self control. • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
Sensory and / or Physical	These learners may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

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

Who is the Special Educational Needs Coordinator?	The Strategic lead for SEND and Inclusion (SENDSCO) is Emma Maslen. 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. The Operational lead for SEND (Deputy SENDSCO) is: Abby Heywood-Brown. She is a qualified teacher, a senior mental health lead and is currently completing her National Professional Qualification – SENCO – which leads to qualified SENCO status. The Assistant SENDSCO is: Roxy Verdon. She has teaching experience, including drama and singing as specialties, has a keen interest in Nurture, is the school's Autism awareness advocate and is a youth mental health first aider. The contact details for the Inclusion team are: Phone: 01663 743284 Email: send@newmillsschool.co.uk
How accessible is the school site?	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 building 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. New Mills School Accessibility Plan
How will staff support my child?	All teachers will be informed of your child's individual needs via their pupil passport, student spotlight and weekly inclusion briefings. Within the school, there are a variety of staff roles to support your child. 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 bespoke curriculum to meet their individual needs, interests and abilities. Bespoke curriculums will be implemented through discussions with the Headteacher, Senior leadership team, Deputy SENDCO and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded. Where the school considers it necessary, a learner may be offered additional intervention, consent forms will be sent out digitally for this. 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). Wave 1 interventions: The majority 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: - Flexible grouping - Cognitive and metacognitive strategies - Explicit instruction - Scaffolding - Use of technology 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 and the SEND register are reviewed termly. Any updates will be shared with parents/carers. Wave 2 interventions include: - Nurture Group - Friendship group - Lego Therapy - Touch-typing intervention

	- Phonics and Reading Box - Sensory circuits - Bushcraft - Technology interventions - Circle of Friends - Gardening - Anger Management - Social stories - SDQ based interventions in the Wellbeing Centre - Zones of regulation - ELSA - Wave 3 interventions: - A bespoke timetable including more than 50% small group teaching within our 360 provision. - Referrals to Derbyshire Inclusion Support Service - SALT referral - Referral to Sensory and Physical support. - Referrals to the Educational Psychologist. - Referral to External alternative provisions. We anticipate that a very limited minority of pupils will require Wave 3 interventions, with some students accessing Wave 2 interventions when required.
How will the school identify if my child has a specific need?	Following completion of baseline assessments on entry to New Mills School the results will be analysed by the inclusion team as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. 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. 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. We also follow the referral processes for ASC and ADHD referrals for the various local authorities that we work with. All students at the end of year 9 (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 at the end of Year 9 or early in Year 10.

How are resources allocated and matched to children's special educational needs?	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. The SEND team includes: Assistant Headteacher for Developing teaching & Strategic lead for inclusion and SENDCO – Emma Maslen Deputy SENDCO: Abby Heywood-Brown Assistant SENDCO: Roxy Verdon Grade 7 Intervention teaching assistants Grade 5 class based teaching assistants 3 x HLTA's (English Maths and Science) Our teaching assistants are allocated according to EHCP requirements under Section F. In addition, our Grade 7 teaching assistants offer interventions for those students accessing Wave 2 levels of support.
How will I know how my child is doing and how will you help me to support my child's learning?	All KS3 Parents receive two reports during the year with progress updates and KS4 parents receive three reports with progress updates. Parents' evenings are held at specific points in the year and in addition to these the SENDCO/Deputy SENDCO and Assistant SENDCO are available to meet with parents. Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the inclusion team 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.
How will my child be able to contribute their views?	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 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. All students on the SEND register are allocated a link TA who will meet with them 3 times per year. 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. This information is then shared with parents/carers for your views to be added. We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with: - Form tutors - Subject teachers - Their year manager (Y7: Mrs Quigley / Y8: Miss Brooks / Y9 Miss Barker / Y10 Miss Tabbenor / Y11 Mrs Nield) - Deputy SENDCO - Assistant SENDCO

	- Strategic lead for Inclusion/SEND/CO: (Emma Maslen) - Deputy Headteacher & DSL (Emma Adrio) - Assistant Headteacher Behaviour (Adam Hill) - Safeguarding and attendance officer (Sarah Hyde) Learners are encouraged to: - Attend extra-curricular activities - Participate in enrichment activities - Take part in pupil voice activities - Attend parents evenings / review meetings
What support will there be for my child's overall wellbeing?	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. Our Year Managers specialise in the area of child welfare and are 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. 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 support to increase your child's attendance. We also offer the following Wellbeing Interventions: - ELSA - SQD based interventions in the Wellbeing Centre - School counsellor support - School Nurse referrals - EBSA toolkit interventions 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. The school also writes individual health care plans for pupils with medical needs in collaboration with parents. This information is then shared with all staff. Health care plans are written by Year Managers and an appointment can be requested with them to discuss your child's medical needs. If your child finds lunch or break times difficult or overwhelming, they may be given access to a quiet space such as the Inclusion department to support this.
What specialist services and expertise are available or accessible by the school?	We have access to the following specialist services and expertise: School nurse Counselling

	ELSA Derbyshire's Inclusion Support Advisory Teachers Educational Psychologist We can also support external referrals to: Bereavement Counselling Mental Health – CAMHS / Healthy Young Minds 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.
What training have staff supporting learners with SEND had or are having?	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 regular training for Teaching assistants within SEND. SEND forms part of the new staff induction programme for ECTs or teachers that are new to the school and ensuring inclusive teaching happens in every lesson is a priority recognised in the School Improvement Plan. In addition, there is regular training in first aid, child protection and safeguarding, prevent and behaviour support strategies. 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. 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.
How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?	All staff running trips must complete risk assessments including specific details of how to support learners with EHCP'S or physical disabilities. 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. 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. Where a learner has physical/medical needs, any issues around trips and activities will be discussed in advance and discussed with parents. This includes overnight and residential visits.
How will New Mills School prepare and support my child to transition to and from the school?	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

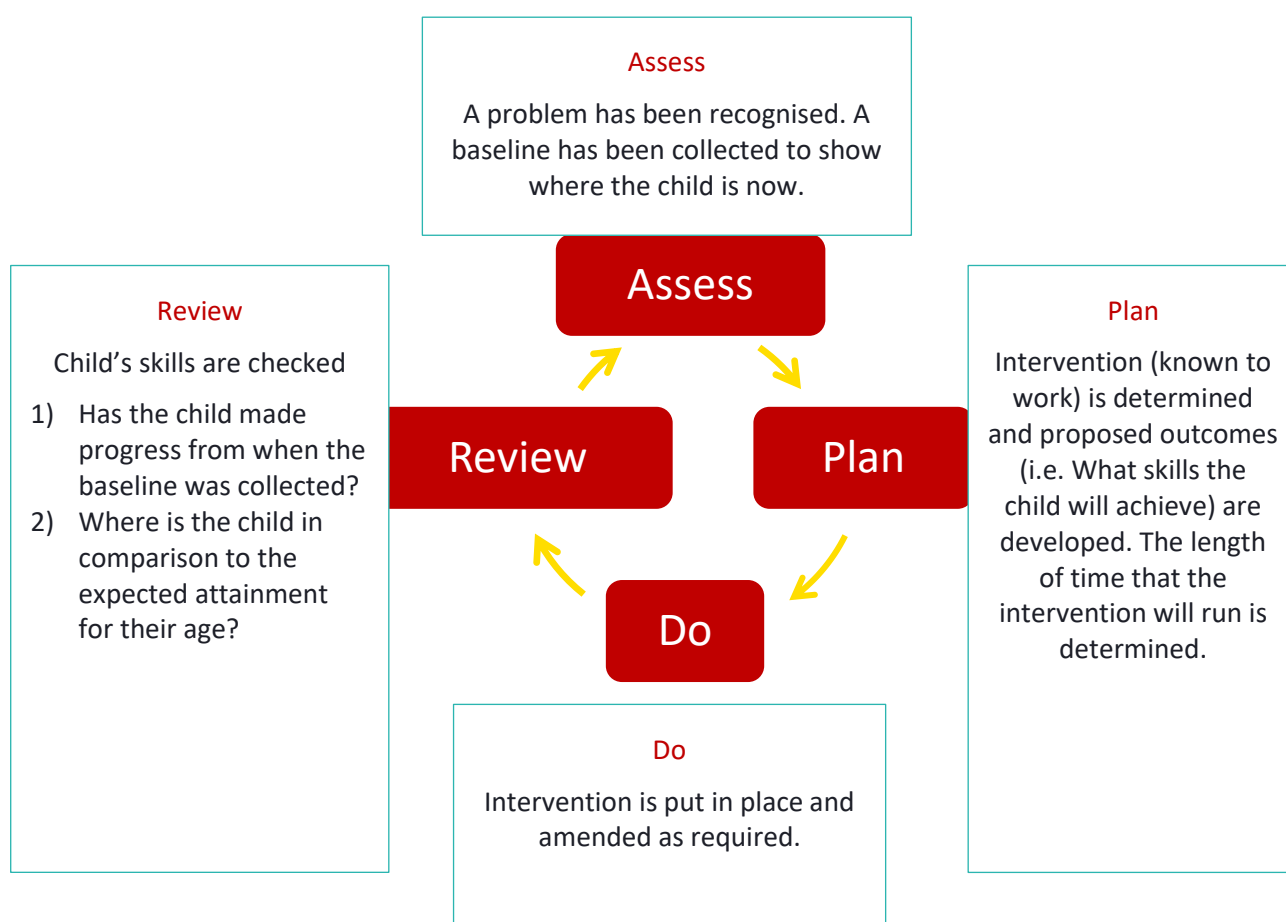
	learner/s. Meetings with the Deputy SENDCO/Assistant SENDCO are available at parents' request and encouraged for all learners attending with an EHCP. If a learner has an EHCP then a representative of the Inclusion team would aim to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship. Throughout year 6 we provide a variety of events to ensure a seamless transition: 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. 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: - Visits to all primary schools from our Year Managers and Deputy SENDCO/Assistant SENDCO. 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. - 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 - A welcome to Year 7 evening where information is shared with families about how to prepare for Year 7. - 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. - Taster days where all students will be invited into school to spend the day with their new groups and meet key members of staff. For our Year 11 pupils we provide: college visits, 1:1 interview support and 1:1 careers advisors meetings. We also support those pupils with EHCP's on college transition days where required.
Who can I contact for further information?	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. 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: Email: send@newmillsschool.co.uk For pastoral concerns, please liaise with your child's Year Manager who will direct your enquiry to the most appropriate member of staff: Year 7 Nicola Quigley nquigley@newmillsschool.co.uk

	Year 8 Dani Brooks dbrooks@newmillsschool.co.uk Year 9 Amy Barker amybarker@newmillsschool.co.uk Year 10 Libby Tabbenor ltabbenor@newmillsschool.co.uk Year 11 Kore Nield knield@newmillsschool.co.uk 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: Complaints Policy
How else can I be involved?	We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent's meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
What support is there for improving behaviour, attendance and avoiding exclusion?	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. In addition, weekly meetings are held between attendance, inclusion, behaviour and year managers to discuss interventions and supportive strategies that could be implemented. The attendance of every learner is monitored daily. Lateness and absence are recorded and reported. 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.
How are the school's Governors involved and what are their responsibilities?	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. The SENDCO provides reports to the governing board on a regular basis and the board of governors is kept informed about development in SEND provision and Inclusion throughout the school.

The SEND link governor does not have access to information about individual learners or become involved in individual cases.

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

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