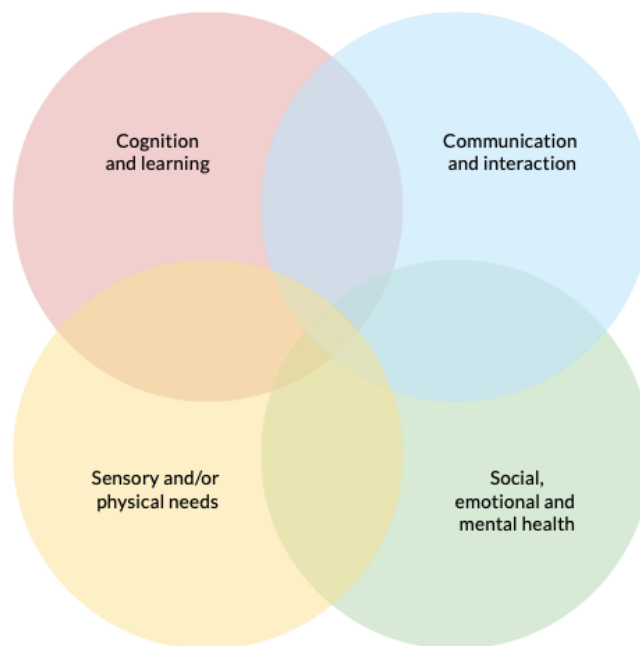


New Mills School's Special educational needs (SEN) information report (2023 / 24)

This is our Special Educational Needs school information report which shows parents and carers how the SEND policy is implemented. It is updated annually at the end of each academic year. It complies with the requirements of the Children and Families Act 2014 and the revised SEN code of practice 2015.

1. What types of SEND are provided for at New Mills School?

We provide for a wide range of Special Educational Needs and Disabilities, in accordance with the four broad areas outlined in the SEND Code of Practice. Considering the primary area of need is a useful first step in ensuring provision, but a more detailed understanding of an individual is required for action to be beneficial. We recognise that students often have needs that cut across these areas and their needs may change over time:



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

Special educational needs co-ordinator (SENCO)

Our special educational needs co-ordinator, or SENCO, is Ms 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 is working towards achieving the National Award in Special Educational Needs Co-ordination. She is also a qualified assessor for Access Arrangements.

Inclusion team

We have a team of 21 HLTA (Higher Level Teaching Assistants) and LSAs (Learning Support Assistants) who provide in-class support and deliver small-group and one-to-one interventions.

Subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Wellbeing Centre staff

We have a small team of staff delivering bespoke 1:1 SEHM interventions on a one-to-one and small group basis.

External agencies and experts

Sometimes our students require specialist support. Specialist services we work with include:

- Derbyshire Educational Psychology Service
- Local authority provided support services:
 - o Sensory and physical support services
 - o Autism Outreach
 - o Behaviour Support Service
- GPs
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Alternative provision providers

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

If you have concerns that your child has SEND needs, please contact the SEND team at New Mills school.

Email: send@newmillsschool.co.uk

Alternatively, raise concerns with your child's Year Manager who will forward concerns to the SEND team:

Year 7 Mrs Nicola Quigley Nquigley@newmillsschool.co.uk

Year 8 Ms Amy Wray Awray@newmillsschool.co.uk

Year 9 Ms Dani Brooks Dbrooks@newmillsschool.co.uk

Year 10 Mrs Louise Coker Lcoker@newmillsschool.co.uk

Year 11 Mrs Kore Nield Knield@newmillsschool.co.uk

4. How will we identify a child with special educational needs or disabilities and assess their needs.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all children. They will identify children who may or may not have special educational needs if:

- Their progress is significantly slower than that of their peers from the same baseline.
- Their attainment is significantly lower than that of their peers starting from the same baseline.
- Their rate of progress slows significantly.
- Their attainment is hampered because of an educational barrier or need.
- Medical professionals identify a disability.

This may include progress in areas other than attainment, for examples, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At New Mills School, children are also identified as having Special Educational Needs and/or a disability in the following ways:

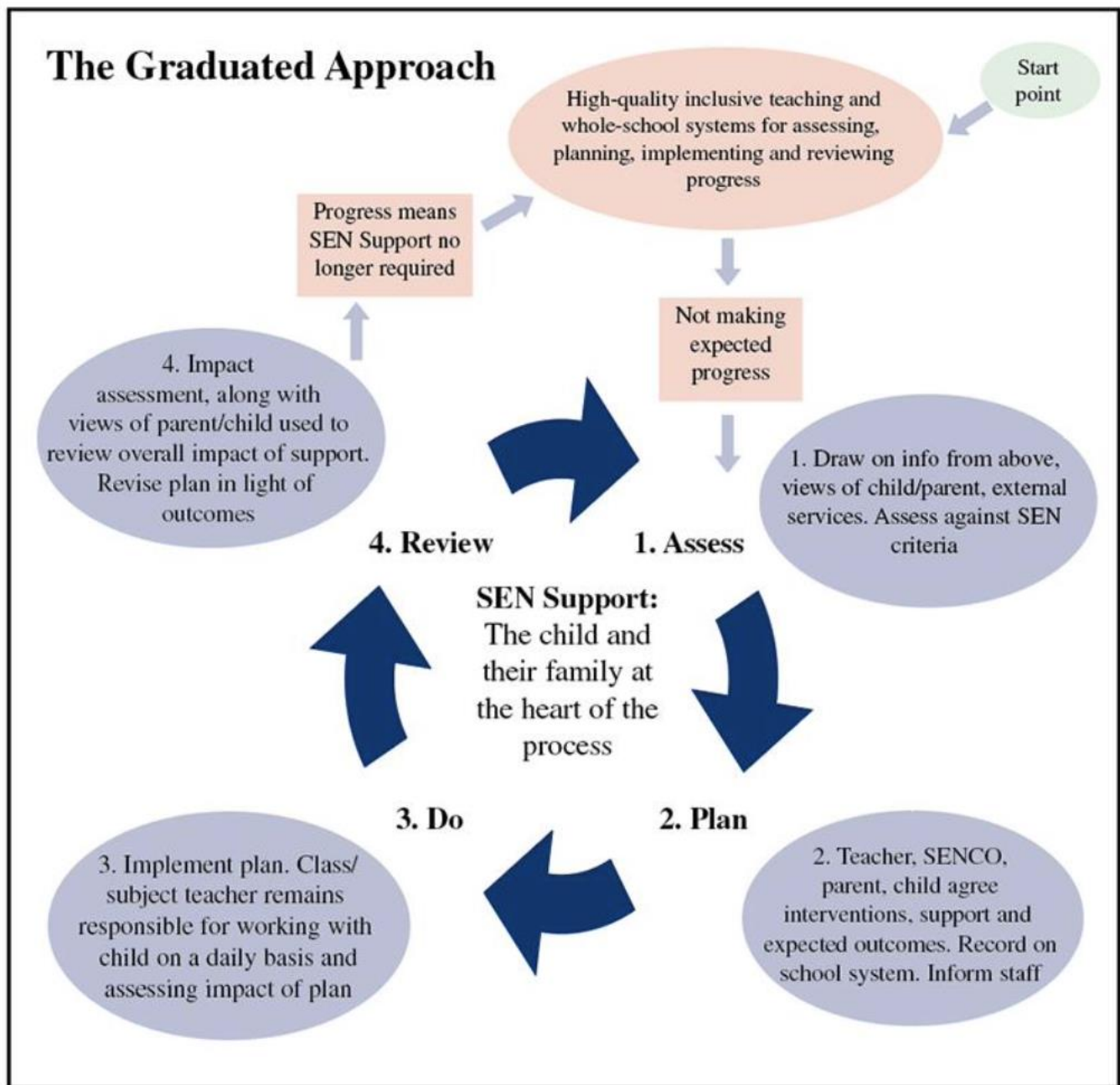
- Concerns raised by the young person
- Liaison with the previous setting
- Children performing below age related expectations
- Concerns raised by parents/carers
- Concerns raised by staff
- Liaison with external agencies
- Health diagnosis through a paediatrician
- Their academic performance
- Clinical psychologist diagnosis
- Educational psychologist diagnostic assessment
- Speech and language assessment

New Mills School uses a variety of tests to assess the needs of the children. The New Group Reading Test is used to measure reading skills against the national average and to identify where intervention may be needed. We also use internal assessments, such as GCSE mock examinations, to assess the needs of the children.

We will discuss individual cases with the educational psychologist (EP) if there appears to be a specific learning difficulty, although this is in the first instance to triage whether the educational psychologist feels their involvement is required to assess. The Academy will provide results of cognitive assessments for the EP to assist in the triage process, with parental permission.

5. How do we assess and review the child's progress towards outcomes?

If a child is identified as having special education needs or disabilities, we follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.



ASSESS:

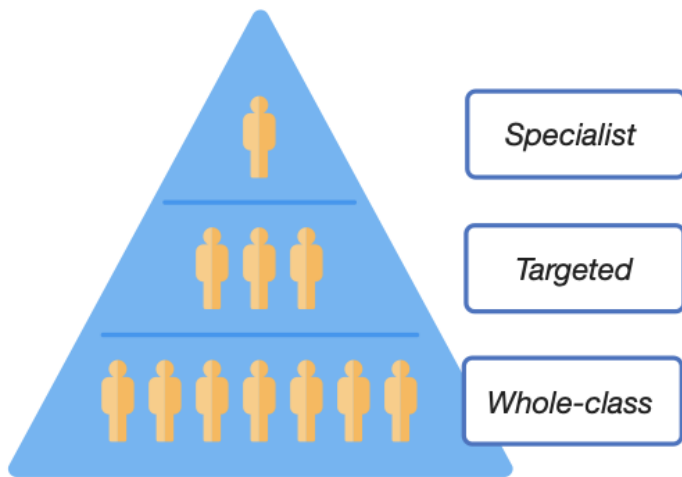
The SEND Code of Practice suggests that assessment should be broad (see section 4)

At the ASSESS stage, the SENCO will consider whether other factors may mean a child does not have SEND e.g. whether factors such as domestic circumstances, bullying or bereavement may be the causal factor to any presenting difficulties in school, rather than SEND.

PLAN:

Provision will be put in place which will support the student in meeting the outcome(s) being sought.

We adopt a tiered approach to support, and a student may require adaptations within whole-class teaching (Wave 1), targeted intervention (Wave 2), or specialist support (Wave 3).



Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

DO:

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support / interventions being provided, and any teaching strategies or approaches that are required.

Children who receive additional support will have a Pupil Passport which details their strengths and difficulties, what is important to them, their future goals and strategies for teachers to use in lessons. These are reviewed termly with the child to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child's progress. Parents will be fully involved in the review process throughout the year.

REVIEW:

Interventions will be implemented for a specific period, and we will regularly review the effectiveness of the support and interventions, and their impact on the child's progress. If the student has made progress in line with their peers during the observation period, they will not be added to the SEND register. If there are concerns that the child is not making sufficient progress the student will be added to the school's SEND register and the support / interventions required will be revised.

*All students may need some support sometimes, without needing to go on the register but to be placed on the SEND register, difficulties must be 'long lasting.'

6. How will we consult with, and involve parents?

Parent partnership is encouraged through termly consultations with a member of the Inclusion team, parents' evenings, annual reports, SEND reviews and informal discussions. The children and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Parents are consulted at parents' evenings and we capture the views of the children and the parents using surveys. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

We will have an early discussion with the child and their parents when identifying whether each child requires special education provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child as part of the assess, plan, do, review cycle.
- Everyone is clear on the next steps required.

Notes of these discussions will be added to the child's record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.

Parents will be consulted to obtain permission for referrals to outside agencies, for example: educational psychology. Parents will be invited to attend any professions or review meeting where appropriate that will help support their child.

Parents' views are important in developing and reviewing Pupil Passports and Support Plans on an annual basis.

7. How will my child be involved in decisions made about their education?

We consult with students in the following ways:

- Students with an EHCP will be encouraged to attend Annual Review meetings
- Students are encouraged to attend parents' evenings
- Every student on Wave 2 or 3 support will be assigned a link TA who will meet with them at least three times a year. During *link meetings* pupils review and update the content of their Passports. Discussions focus on:
 - o Areas of strength
 - o Goals and aspirations
 - o Barriers to learning
 - o Strategies that support their learning
 - o Target setting for the next term
- Pupil voice activities
- Attendance and participation in the school council
- Attendance and participation in extra-curricular clubs and activities

8. How will staff at New Mills School adapt the curriculum and learning environment to ensure the needs of my child are met?

In line with the SEND Code of Practice, New Mills School believes "all teachers are teachers of children with special educational needs" and teachers are responsible and accountable for the progress and development of all the children in their class. We believe that most of our students will have their needs met through *Quality First Teaching*, and at New Mills ensuring high quality teaching is our first step in responding to children who have SEND. 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**, are:

1. Flexible grouping
2. Cognitive and metacognitive strategies

3. Explicit instruction
4. Using technology to support pupils with SEND
5. Scaffolding.

We also make the following adaptations to ensure all children's needs are met:

- Providing SEND specific CPD for teaching assistants and teaching staff.
- Adapting our resources and making reasonable adjustments, e.g. large print for children with visual impairment, microphone and hearing loop for those with a hearing impairment and equipment for those with movement needs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes etc.
- Planning lessons for needs, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensure pupil passports have been read.
- Use of TA support packs.

9. What additional support is available for learning?

Some students may still require **Wave 2 and 3** support which are detailed below:

Area of need: Communication and interaction	Wave 2 / 3 provision
<ul style="list-style-type: none"> - Difficulties saying what they want to and being understood - Difficulties understanding what is being said to them - Young person not understanding the use of social rules of communication - Difficulties with language and communication - Difficulties with imagination - Difficulties with social communication and developing relationships - Anxiety in busy unpredictable environments - Sensitivity to sensory stimuli - Physical outbursts causing harm to others and/or to self and/or damage to property - Limited attention span 	<p>Examples of targeted provision</p> <ul style="list-style-type: none"> - Lego Therapy - Friendship group - Circle of Friends - Comic strip conversations / social stories - Understanding autism - TalkAbout - Forest School - SEN PSHE programme - Social Skills improvement system - Sulp (social use of language programme) <p>Examples of specialist provision</p> <ul style="list-style-type: none"> - Referral to Autism Outreach, Behaviour Support Service and Speech and Language therapy - Applications to Inclusion panel - Alternative provision

Area of need: Cognition and learning	Wave 2 / 3 provision
<ul style="list-style-type: none"> - Difficulties with learning e.g. despite appropriate adaptations, making less than expected progress over time across the curriculum and working below age-related expectation. - Specific learning difficulties affecting one or more specific aspects of learning e.g. literacy or numeracy difficulties - Generalised learning difficulties e.g. difficulties across the curriculum but with some areas of strength 	<p>Examples of targeted provision</p> <ul style="list-style-type: none"> - Reading interventions inc. phonics, guided reading, reading box, inference. - Personalised timetable. - Alternative qualifications e.g., Entry level / Functional Skills - Touch-typing intervention - Handwriting intervention <p>Examples of specialist provision</p> <ul style="list-style-type: none"> - Referral to Inclusion panel - Referrals to appropriate diagnostic pathways - Alternative provision

Area of need: Social, Emotional and Mental Health (SEMH)	Wave 2 / 3 provision
<ul style="list-style-type: none"> - Difficulties participating and presenting as withdrawn or isolated - Displaying behaviours that challenge - Behaviours that reflect anxiety / depression, self-harm, substance misuse, eating disorders, developmental trauma - Attention difficulties - Developmental trauma and attachment difficulties - Low level disruption or attention needing behaviours - Difficulty in making and maintaining healthy relationships - Difficulties following and accepting adult direction - Presenting as significantly unhappy or stressed - Patterns of non-attendance 	<p>Examples of targeted provision</p> <ul style="list-style-type: none"> - Meet and greet - Nurture group - Positive play - ELSA - 1:1 support session in the Wellbeing Centre - Sensory room - Zones of regulation - 5 Point Scale - Gardening - Forest school - Anxiety Gremlins <p>Examples of specialist provision</p> <ul style="list-style-type: none"> - Applications to Inclusion panel - School nurse support - Referral to external agencies e.g. GP service / CAMHS / Blyth House / Crossroads - Behaviour Support Service referrals

Area of need: Sensory and/or Physical Needs	Wave 2 / 3 provision
<ul style="list-style-type: none"> - Hearing impairment - Visual impairment - Physical disability - Severe and complex medical needs including a life threatening or life limiting diagnosis or condition - Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties 	<p>Examples of targeted provision</p> <ul style="list-style-type: none"> - Staff will encourage students to wear appropriate sensory equipment and use physical aids - Motor Skills United <p>Examples of specialist provision</p> <ul style="list-style-type: none"> - Referral to Sensory and Physical Support Services, school nurse, GP -

We have teaching assistants are trained to deliver our targeted interventions and support students on a 1:1 basis when they have complex needs supported through an Education Health Care Plan or have high medical needs and require supervision for health and safety and administration of medical support.

10. How do we evaluate the effectiveness of the SEN provision?

We evaluate the effectiveness of provision for pupils with SEND by looking at a combination of qualitative and quantitative data.

- Academic Data (has the student achieved in line with age-related expectations in recent assessments?)
- Intervention impact assessments (has the student made strong progress towards intervention targets?)
- Child and parent voice
- Student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for a child with an EHC plan.
- Termly reviews for children with SEND
- Advice from external support services, if relevant

11. What happens if a child needs specialist equipment, services or support?

The school's aim is that all children follow a broad and balanced curriculum. This means that our primary aim is always that children access a full range of lessons. For children with SEND, we will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's senior leadership team, SENDCO, parents and the child themselves. New Mills School will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any child.

If funding is needed to support your child, above and beyond the SEND notional budget, we will apply to the local authority, which may involve as application for funding from the Inclusion Panel or a referral for an EHC needs assessment.

12. How will New Mills School make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to every pupil, including our lunchtime and after-school clubs.

All pupils are encouraged to participate in school trips, including residential trips.

All pupils are encouraged to take part in sports day, enrichment activities, rewards days and whole-school events.

No pupil will be excluded from taking part in these activities because of their SEND needs and we will make reasonable adjustments to support their inclusion.

13. How does New Mills make sure the admissions process is fair for pupils with SEN or a disability?

We follow the Derbyshire Coordinated admissions scheme (V [Co-ordinated admissions scheme - Derbyshire County Council](#)), Oversubscription criteria ([Oversubscription criteria for community and controlled schools - Derbyshire County Council](#)) and fair access protocols ([Fair access protocols for secondary schools - Derbyshire County Council](#))

14. How does New Mills 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Details of our accessibility plan can be found here:

<https://www.newmillsschool.co.uk/assets/Uploads/Policies/Accessibility-Plan-2022.pdf>

15. How will New Mills 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:

- PSHE sessions
- Referral to the Wellbeing Centre for bespoke SEMH support
- School counsellor support
- ELSA sessions
- Identification of a key adult / safe space in school
- Meet and greets
- 1-2-1 / small group interventions with the SEND team
- Link TAs and review meetings

We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows children to reach their true potential. The young person's voice is vital in all aspects of school life. This is formally reviewed throughout the year. New Mills School values children's views and opinions and has an active student council. On a daily basis, children are able to discuss their views and feelings with their class teacher, Year Managers, Heads of Key Stage and the Inclusion team.

16. How do we enable children with SEND to engage in wider school life?

At New Mills School we want to ensure there are no barriers for children with SEND and aim to ensure that all children with SEND enjoy the same activities as other children at New Mills.

We aim for all children to be included on school trips and visits. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. No child is ever excluded from taking part in these activities because of their SEN or disability.

17. What support will be available for my child as they transition between settings and in preparing for adulthood?

Students transitioning from Year 6

There is a comprehensive programme in place to support the children moving from primary school into New Mills School, involving the Senior Leadership Team, Head of Year 7 and SEND HLTA.

The SENCO will be involved in this process to ensure there is a clear plan in place for the admission arrangements for all children with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.

We meet, where possible, the SENCO at the feeder primary school, during the summer term of year 6, to make sure that we are fully informed about the child's previous SEND provision. In addition to the SENCO meeting with primary school SENCO, the SENCO attends all transition events for parents, to support parents with an questions regarding provision.

We will develop initial Pupil Passports for all year 6 SEND students in consultation with year 6 teachers / primary SENCOs.

In the case of children with EHCPs, the local authority sends plan to the school during the consultation phase. Once a place is confirmed for a student at New Mills we will begin planning provision based on the EHCP document

All students in Year 7, or those new to the school, will be assessed using cognitive ability tests and reading ability tests. These tests help us identify students with potential unmet SEND needs who may be assessed as part of the Graduated Approach (assess, plan, do, review).

Students transitioning from Year 11

We provide all SEND pupils with appropriate advice on paths into work or further education. The Independent Careers Advisor will meet with all SEND pupils in year 10 and year 11 and will discuss their likes, strengths and future aspirations and will support them in realising their goals in higher education, employment, independent living, and participation in society. SEND students will be supported by keyworkers in completing post 16 applications.

Post 16 provisions will be invited to annual reviews for all learners with an EHCP during KS4 and once placement is confirmed, enhanced transition is supported.

All records of SEND needs, including access arrangements will be shared with post-16 provision once confirmed.

In Year Transfers

In the case of students admitted mid-year who are flagged up to the SEND team upon admission, we will request further information from their previous setting. Students transitioning mid-year also complete baseline assessments (CATs / EXACT / New Group Reading Tests) to ensure we identify potential unmet SEND need.

18. What support is in place for looked-after and previously looked-after children with SEN?

Emma Maslen (Assistant Headteacher: Inclusion / SENDCO) is the designated teacher for looked-after children and previously looked-after children here. She can be contacted by email: Emaslen@newmillsschool.co.uk

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). This is an individualised plan to support their learning within school. The Assess, Plan, Do, Review cycle will identify whether a student requires intervention or support above that which is received within the classroom. We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the SENCO in the first instance.

Ms E Maslen

Emaslen@newmillsschool.co.uk / send@newmillsschool.co.uk

01663743284 ext.164

If the complaint cannot be resolved this should be communicated to the Head teacher.

A copy of the school's complaints policy is available at:

<https://www.newmillsschool.co.uk/assets/Uploads/Policies/Complaints-Policy-Nov-2019.pdf>

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

20. 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. Derbyshire publishes information about the local offer on their website:

[Derbyshire Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Derbyshire information Advice & 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](#)

21. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **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
- **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.
- **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 SEN 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 SEN 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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

