

## SEN Information Report 2025 – 2026 – Updated August 2025

Welcome to our SEN information report which is part of the Derbyshire Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published will be updated every August, following a review of the information to ensure it is up to date and accurate.

More information about what support is available within Derbyshire can be found at the Derbyshire Local Offer website: <http://www.derbyshiresendlocaloffer.org/>

### **What are Special Educational Needs (SEN)?**

The term "special educational needs" has a legal definition and at different times in their school career, a child or young person may have a special educational need. As a school, we provide support for a variety of difficulties across the 4 broad areas of need:

- cognition and learning
- social, emotional and mental health
- communication and interaction
- sensory and / or physical needs

### **The Code of Practice 2015 defines SEN as:**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which **prevents or hinders** them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

This means that some children will need extra help from that given to other children of the same age. Children with SEN may need extra help because of a range of needs, such as in thinking and understanding (cognitive and learning), physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language, or how they relate and behave with other people.

Many children will have some kind of SEN at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. It is only a small number of children or young people that may need extra help for some or all of their time in school.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

### **The Special Educational Needs Co-Ordinator (SENDCO)**

The SENDCO at The Bolsover School is Mr R Topley and the Assistant SENDCO is Mrs K Sayles. The SENDCO is responsible for the day to day operation of the SEN policy and co-ordination of specific provision put in place to support individual pupils with SEN including those who have Educational Health Care (EHC) plans. The SENDCO works closely with staff, students, parents and carers and other agencies, in order to provide the best and most appropriate support for your child with the resources that are available.

You can contact the SENDCO on 01246 822105 or at [r.topley@thebolsoverschool.org.uk](mailto:r.topley@thebolsoverschool.org.uk) or the assistant SENDCO at [k.sayles@thebolsoverschool.org.uk](mailto:k.sayles@thebolsoverschool.org.uk) .

### **Identification and Assessment of Need**

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

When your child first comes to us, we use information from:

- Primary school teachers
- End of Key Stage 2 levels and teacher assessments
- Base line testing and other initial tests in year 7 such as spelling and reading tests, dyslexia screening
- Parents/carers, application form information and information communicated by parents/carers
- In house referral form where teachers can refer a child to the SEND team if they have any concerns about that child which may facilitate referral to external agencies
- Specialist colleagues and external agencies

As your child gets older we use information or referrals from:

- Assessment data points and interim data
- Subject teachers
- Parental concerns
- External agencies
- Diagnostic tests
- Views of the pupil

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. **Difficulties related solely to limitations in English as an additional language are not SEN.**

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. This is likely to include a range of waves of

intervention. Where progress continues to be less than expected the SENDCO, working with the subject teachers, Form Tutors and Heads of House, assess whether the child has SEN. The pupil's response to such support helps to identify their particular needs

### **Parents - What to do if you have any concerns or worries**

If you think your child may have a special educational need that has not been identified, you should contact the SENDCO, who will arrange a meeting to discuss your concerns.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

### **How do we involve parents / carers about their child's education?**

The Bolsover School firmly believes that developing a strong partnership between parents/carers, the student and school is important to the success which will help SEN students to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We will consult parents about all the decisions that affect their child.

We aim to keep you up to date and involved with your child's progress through:

- Parents Evenings
- Email s or telephone calls with learning support workers
- Annual and interim reports
- Review week phone calls
- Appointments made with individual teachers
- Annual reviews (for those with an Education Health Care Plan or in receipt of inclusion funding)

The school provides information for parents through:

- SEND newsletter four times per year
- Information on the website
- Open evenings
- Letters and emails home
- Review weeks
- Information evenings (year 6 through to year 11)

We always work with parents as part of the assess, plan, do review process and learning support mentors make contact with carers following reviews of learning plans 3 times per year.

### **How else can you 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 and prepared for learning (including bringing the right equipment and books)

- Full attendance and good punctuality
- Completion of homework
- Attending parents meetings
- Attending any meetings specifically arranged for your child
- Keeping us informed of any changes that may affect your child's progress in school

### **How can your child contribute?**

Students are encouraged to:

- Actively and positively engage in the learning experience and any interventions offered
- Attend review meetings
- Contribute to target setting and reviews and provide their views
- Take part in pupil voice activities such as school councils and pupil surveys

### **What are the arrangements for assessing and reviewing progress towards outcomes?**

Progress towards outcomes is reviewed at SEND review meetings. These are led by learning support workers who review the student progress towards outcomes 3 times per year and this is undertaken in collaboration with parents/carers and students. In some cases, contact is more frequent than this. Progress is always analysed at Data collection and assessment points and provision adapted accordingly. This forms part of the assess, plan, do, review graduated approach.

All parents and students are invited to a parent's meeting once a year and there is a member of the SEND Team in attendance. There are also review weeks for each year group, where progress is discussed with parents/carers over the phone.

Pupils with an Education, Health and Care (EHC) Plan or inclusion funding will have an annual review meeting to enable parents/carers and students to express their views about the nature and level of support given, progress made and set targets for future progress.

### **SEN Support in School**

The Bolsover School provides help and support for a range of SEN as identified under the four broad areas of need according to the Code of Practice January 2015. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

All staff working with students who may have a suspected SEN in any of the areas above will differentiate their teaching in order to meet their learning needs.

We regularly review how we provide support across these areas.

Only a few pupils will require interventions which are **additional to** and **different from** the curriculum provided for all pupils.

If we feel that your child needs additional support we offer a range of interventions that can be discussed with you. These may include some of the following but each child will be assessed on an individual basis and appropriate support put in place to meet their specific needs

- Adaptive teaching within the classroom
- Additional support from a teaching assistant
- Alternative provision where appropriate
- Interventions from the learning support department
- English and or Maths interventions with a specialised teacher
- 1:1 or small group support
- Referral to an appropriate external agency
- Behaviour Support
- Meet and greet
- Access to the Inclusion room
- Access to specialised equipment
- Early Help
- Referral to the Changing Lives Project
- Social Skills Improvement Programme

### **Arrangements for the admission of disabled pupils**

Where students have physical difficulties impacting upon their ability to move around the school site, they are escorted between the ground and first floor using one of the two lifts at each end of the school if appropriate.

Staff training takes place in order to provide staff with knowledge and teaching strategies to allow them to effectively meet the needs of all learners.

Students learn about and celebrate diversity through our personal development programme, this is vehicle for ensuring that disabled students are not treated less favourably.

We have designated parking bays for parents/carers of disabled students and there are toilets which are accessible to disabled people in each block in school. Most parts of the school are easily accessible for wheelchair users and there are evac chairs for evacuation purposes.

### **The Special Needs Department**

Our Special Needs Department is dedicated to offering extra support to those students who have been identified as having additional needs.

The Special needs team consists of the SENDCO, an Assistant SENDCO, an Assistant Headteacher with responsibility for SEND, an Inclusion Manager and 10 Teaching Assistants.

Our Inclusion room is available to offer students short term support when they may be unable to access their normal lessons for a variety of needs including medical, social and emotional difficulties. Break and lunchtime support is also available in the Inclusion room and offers a safe haven for those students who are unable to cope with unstructured times and helps to support students in their development of their social and emotional skills.

A referral to the Changing Lives Team is offered where appropriate to meet the needs of young people with social, emotional and mental health difficulties.

To support students with speech, language and communication difficulties, we use many strategies such as Lego Therapy techniques and social skills groups.

### What other services are available to support students with SEN?

The Bolsover School has developed positive working relationships with a number of outside agencies that may be called upon to support students with SEN where appropriate. These include:

Inclusion Support Advisory Teacher	Emily Cartwright
School Nurse	Allison Jacques
Educational Psychologist	Jessica Butler
Teacher for Physically Impaired	Anne Hanney
Teacher for Visually Impaired	Jill Wilson
Teacher for Hearing Impaired	Ann Gould
Physiotherapists	Sioned Hale
Careers Guidance	Mrs D Crossley
Senior Mental Health Lead	Mr R Topley
Derbyshire Information Advice & Support Service for SEND	Angela Leedham

We also work closely with other agencies and professionals including:

- Early Help
- Social services
- School Doctor
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- The Changing Lives Team
- Alternative Provision providers

The in-school referral system for staff ensures that we can approach the correct external agencies to help with referrals for emerging needs.

Additional pastoral support and intervention for improving emotional and social development is arranged for students with SEND where a need has been identified.

We will always consult with parents, carers and the young person, before contacting external agencies for support.

### Requesting an Education, Health and Care needs assessment

A very small number of students may need further support and in this case, in consultation with parent, carers and other professionals we may ask Derbyshire County Council to consider a student for an **Educational, Health and Care Plan needs assessment (EHC Plan)**. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary,

and after consultation with relevant partner agencies. This is a legal document which has replaced the statement of special education needs and provides details about the education, health and social care support that is to be provided to the student who has SEN or a disability. It has clear and measurable outcomes that must be worked towards and reviewed on a regular basis.

#### **How do we support young people in key transition points and during admission to the school?**

- We liaise with primary schools and provide visits, transition days/weeks and open evenings for year 5 and 6 students to ease the transition between primary and secondary education.
- The SENDCO, wherever possible, attends year 5 and 6 annual review meetings for students intending to move up to The Bolsover School in year 7.
- Additional transition support is available according to need.

As young people prepare for adulthood their outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

All students receive advice on careers from both in-house and external staff and are encouraged to visit colleges to explore post-16 courses. These visits are supported where possible.

Time is devoted within the curriculum to offer more in-depth careers information and guidance and includes the involvement of post 16 providers.

To support transition, we share information with the school, college or other setting the child or young person is moving to. We agree with parents and pupils the information to be shared as part of this planning process

If additional support is needed this will be put in place.

From Y9 onwards, students with additional needs are supported in making choices regarding their post 16 options and progressions through an individual action plan which is then reviewed annually. Any student in school can make a 1:1 appointment with specialist staff in order to seek careers advice and guidance and our careers coordinator ensures that students who require additional support are signposted accordingly. This may include support with visiting providers, finding appropriate courses, applications to institutions and follow support if things do not go right once the young person starts their course.

#### **How do we provide an inclusive education for all young people?**

We are firmly committed to providing equal opportunities for all, regardless of whether they have SEN or additional needs. All our students have access to a broad and balanced curriculum, facilities, trips, and experiences.

#### **How Adaptations Are Made To The Curriculum and Learning Environment For Young People With Special Educational Needs:**

As part of the Y6 transition process, young people with SEND are invited to the school for additional visits. This allows them to see the school in a quieter environment and allows parents to discuss the needs of the child with SEND staff. We also work closely with external support agencies in case any adaptations need to be made to the learning environment.

Quality first teaching is key in ensuring the needs of all children are met. All teachers are teachers of SEND and are responsible for adapting the curriculum to meet the needs of pupils within their classes. Classroom teachers are updated regularly on the needs of pupils by the school's SENDCO and supported as necessary.

### **How do we approach teaching children and young people with SEN?**

At The Bolsover School we see all our children and young people as individuals and all our staff are committed to meeting the needs of all our students. We promote the belief that every child has a right to an education and:

#### **“All teachers are teachers of children with special educational needs”**

All staff participate in regular continued professional development (CPD) throughout each academic year. As part of whole school CPD, staff are regularly advised and updated on the needs of individual students and plan and adapt lessons accordingly to ensure that they provide an inclusive and accessible curriculum for all our students taking into account individual needs. Further specialist advice and support can be called upon if the need arises. Reasonable adjustments are also made to the learning environment where necessary in line with agency advice. See Academy Accessibility Plan.

We look at the curriculum for students requiring additional support and ensure that it is right for the individual student and their needs. This includes assistance and support with choosing KS4 option choices. Some students complete a specialised curriculum at key stage 3 and 4 alongside which is more bespoke dependent upon their needs.

### **How do we evaluate the effectiveness of our provision for pupils with special educational needs?**

The progress of all pupils is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENDCO will be monitoring the progress of students on the SEND profile and arranging additional support / advising on effective strategies where it is deemed necessary. The continued positive outcomes for all pupils demonstrate the effectiveness of our provisions. All students on the SEND register have targets set that are reviewed 3 times per year. Where necessary, baseline assessments and starting points are ascertained to allow the progress of students to be measured.

### **How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

We have a very comprehensive co-curricular offer which is comprised of both academic and non-academic activities. These take place both during and after school and a late bus is available after school to allow students who would ordinarily catch a bus to be able to participate. All activities are available to both SEN and non-SEN pupils and are well attended by all groups of pupils.

### **Steps Taken to Prevent Disabled Pupils From Being Treated Less Favourably Than Other Pupils:**

The hive is our designated learning area for students with SEND which are equipped with computers. Equipment for particular or complex needs are considered and catered for on an individual basis. We have designated disabled parking areas, and many parts of the school are accessible for wheelchair users. There are disabled toilet facilities and 2 lifts making the whole site accessible.

### **What support is available for supporting the social and emotional development of pupils?**

Positive mental health and social and emotional development is of paramount importance. We recognise that at times our pupils may have moments where their social and emotional development is at a low. We have a variety of outlets to support our pupils including our pastoral

support officers, changing lives team and pastoral teams. Pupils can self-refer, be referred by parents and also by staff. We also deliver regular assemblies as part of our PSHCE programme which are themed around aspects of social and emotional development. Mr R Topley is the senior mental health lead for the school and liaises directly with external agencies where the mental health of a child is cited as a concern.

### **How do we support looked after children with special educational needs?**

Mr R Topley is our nominated designated teacher for looked after children. We work continue to closely with the LEA and always attend and provide information for PEP meetings. Progress is also tracked and monitored.

### **What if I am concerned about Bullying?**

We recognise that bullying can occur and young people with SEN are often vulnerable and so may become a target for bullies. We operate a zero tolerance on bullying and our anti-bullying policy can be found on the school website under General – Policies.

If you have any concerns that your child may be being bullied, you need to contact school and speak to your child's:

- Form Tutor
- Head of House
- SENDCO/Designated Safeguarding Lead(s)
- Any senior member of staff

Alternatively, your child can report any incident to a member to staff that they feel comfortable talking to – all staff email addresses can be found on the school website.

### **What do I do if I have any concerns about the provision my child is receiving?**

Please contact the school on 01246 822105 to raise any concerns you have. You may speak to the SENDCO/Assistant SENDCO in the first instance or your child's:

- Form Tutor
- Head of House
- Any senior member of staff

If you need independent advice and support you may contact Derbyshire Information Advice & Support Service for SEND on 01629 533660. Alternatively you can visit their website at [www.derbyshireiass.co.uk](http://www.derbyshireiass.co.uk)

In the event of you wishing to make a complaint about the provision made at school, please refer to the complaints policy on the school website.

The Bolsover School's Accessibility Plan can be found here:

<https://www.thebolsoverschool.org/attachments/download.asp?file=1330&type=pdf>

The Bolsover School's SEND Policy can be found here:

<https://www.thebolsoverschool.org/attachments/download.asp?file=1315&type=pdf>