



SEND Information Report

SEND (Special Educational Needs & Disability) information reports on school's policies and the identification of, and provision for, pupils with SEND.

The Government – Department for Education list of statutory policies (2024), states that this SEND information report must be reviewed annually and needs full governing body approval.

The aim is to ensure that all of the information in this document is easily accessible to pupils and parents and is set out in clear, straightforward language. Our SEND policy is also available on our website.

Derby's Local Offer

Within Derby there is much information about types of SEND and services and provision available with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer

SEND at Respect Collaboration of Schools

The code of practice 2015 states

“A student has SEND where their learning difficulty or disability calls for special provision, that is different from or additional to that normally available to Child or Young Person (CYP) and of the same age.”

A disability is described in law (the Equality Act 2010) as **“a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.”**

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy. There may be occasions when a more specialist assessment is required from an external professional who would be called into school. Parents and carers would be informed if this was the case.

The Respect Collaboration of Schools is a range of schools which incorporates:

- Kingsmead School
- Bridge Street School
- Castle School

RESPECT Collaboration of Schools operates as a KS2-4 PRU, a Special School and a hospital medical provision with allocated SEND places. Pupils are allocated provision according to individual need and as outlined in their Education and Health Care Plan (EHCP) if they have one. For some young people we provide a pathway between placements but for others we identify and provide the right support required for pupils to make a supported and successful transition into a new school.

The majority of pupils have Social, Emotional and Mental Health Difficulties as their primary area of need alongside additional learning needs. Within our provision we provide support for pupils who are in hospital on the Children's Ward's at The Royal Derby Hospital for short or long term and we also provide co-ordination of education for pupils who cannot attend school for health reasons. This involves liaison between a mentor and the school which the pupil is on roll at.

At all Schools pupils are fully supported to overcome their barriers to learning and to develop their full potential.

Who are the best people to talk to about my child's difficulties with learning/SEND?

RESPECT Collaboration of Schools

Liz Rogers Director of SEND send@respectschools.co.uk

School contacts:

Kingsmead School

James Mather – Deputy Head j.mather@kingsmeadshoolderby.co.uk

Emily Wilson – Deputy Head e.wilson@kingsmeadschool.derby.co.uk

Castle School

Jujhar Singh Virk – Deputy Head j.singh@castleschoolderby.co.uk

Dave Burrows - Deputy Head d.burrows@castleschoolderby.co.uk

Bridge Street School

Kay Taylor – Deputy Head k.taylor@bridgestreetschoolderby.co.uk

Michelle Hall – Deputy Head m.hall@bridgestreetschoolderby.co.uk

SEND and LAC Governor- Sandra Fletcher - clerk@respectschools.co.uk

These people are responsible for:

- Developing and reviewing the school's SEND information report and policies
- Co-ordinating the support for pupils SEND needs
- Updating the SEND records and ensuring that those records are kept confidential
- Providing specialist support for teachers and support staff

They are also responsible for ensuring that parents and carers are:

- Involved in supporting the child's learning
- Kept informed about the support which is received
- Involved in the liaison with other agencies eg Educational Psychology, Speech and Language therapists, Health Service, Social Care or any other health professional.

What kinds of SEND are provided for at RESPECT?

When identifying the nature of a CYP's SEND needs, the five areas are taken into consideration:

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

We recognise that pupils may need support in more than one area.

How are SEND needs identified at RESPECT?

The SEND Code of Practice: 0-25 2014 states

'a CYP has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

Regular assessment of progress of CYP (pupils) are made. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors taken into account are attendance, punctuality and health. Attention is also given to the particular circumstances of pupils eg pupil premium or looked after children.

When deciding to make a special educational provision, a meeting will be arranged between key staff in school and to gather information.

Parents/carers will be notified by letter or phone and informed of:

- The pupils' areas of strengths and difficulty
- Concerns of the parents/carers
- Additional support requirements
- Referrals to professionals outside school

Within each school they will strive to remove barriers to learning and put SEND provision in place, following the Assess, Plan, Do, Review cycle.

How we review progress

Pupil progress is monitored by teachers, SENCo's, Middle and Senior Leaders in addition to the Governing body. If the pupil has an EHC Plan, there will be an

opportunity to review this at the annual review, although staff will be happy to speak to at a mutually convenient time, should you need to.

How are pupils with SEND supported in a Respect school?

At each School we work hard to provide each student with the best possible environment for learning. Each student has a programme planned around their needs with a broad and balanced curriculum.

All staff have the highest expectations for pupils and deliver quality first teaching. The curriculum is flexible and also reviewed regularly to ensure that the range of academic and vocational qualifications on offer is both relevant and meaningful to pupils. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6.1-6.7

- Teachers and support staff work together in the classroom to give pupils support in lessons.
 - Planning is adapted to support individual need
 - Key workers and leaders are at each school to support pupil's parents/carers
 - All staff are available to support the whole family and each pupil is allocated a keyworker.
- Pupils learn in small groups with a high staff to student ratio.
- High quality first teaching
- Strategies to support individual needs
- The detail found on the EHCP is used to support plans where applicable
- Information from other professionals such as Educational Psychologists, CAMH's
- In classrooms, where appropriate, pupils would be expected to have access to adapted resources, use of overlays, visual timetables, use of ICT, dedicated support for literacy and numeracy and support for sensory needs.
- Reasonable adjustments in examinations can be assessed and provided subject to the external assessment process for exam access arrangements.
- Ways of working are adapted eg, the use of overlays
- Outside the classroom, pupils are offered a programme of enrichment opportunities and access to the sensory room.
- Personalised learning programmes
- Use of Alternative Provision
- At both Secondary and Primary provisions by referral, there is our Additional Support Team, which includes creative arts therapies, pet therapy, and emotional support.
- Strategies to support pupils which are suggested by other external experts, eg Educational Psychologists, Speech and Language Therapists are put in place to support learning
- Preparing transitions to next step or new phase in education
- Careers and Post 16 support
- Review progress with pupil, parents/carers and teachers on how outcomes are to be met

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

6.17, 6.72, 6.36, 6.43, 6.14

What support is available outside school?

Services paid for by the Local Authority

- Occupational Health
- SENDIASS
- Support services for Hearing impairment and Visually impaired
- Community Learning Disabilities Team
- Social Care
- School Nurse
- Physiotherapy
- Child Adolescent Mental Health Service (CAMHS)

Voluntary services include:

- Umbrella
- Disability Direct
- Derby City Parent and Carer forum
- Voices in Action

For further information see: www.derby.gov.uk/send/localoffer

Equalities

Respect Collaboration of Schools will not discriminate against any child or family we believe that all young people should have the same opportunities where feasibly possible. 'We never give up!'

How does the School support pupils with medical conditions?

The school follows the statutory guidance for 'Supporting children with medical conditions' and has a school policy based around these guidelines. There is an additional policy for Administering Medication.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6.11

Outside Agencies

The School are well supported by a number of outside agencies. Parents and carers are asked to give permission for referrals to agencies such as: Speech and Language Therapy, Creative Arts Therapy, Social Care, Education Welfare Service, Child and Adolescent Mental Health Service, Community Paediatrician, Education Psychologist, Family Support, Enhanced Family Support

The specialist professional will work with school, parents/carers to support the student and may make recommendations or strategies to be used at school and at home.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services;

- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Community/Consultant Paediatrician
- Education Psychologist

How is the School accessible to pupils with SEND?

All pupils have an equal opportunity to go on all school visits; extra support can be provided where appropriate. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. The school Accessibility Policy further supports this and can be made available.

All pupils with SEND support, and where a SEND need has been identified, will go through the plan, assess, do review cycle, as part of the graduated response in order to remove barriers and put a plan of support in place.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6.8, 6.10, 6.56

Transition

The school recognises that transitions can be difficult for pupils with SEN&D and their families and steps are taken to ensure any transition is as smooth as possible.

Transition into and out of Respect Collaboration of Schools (our Secondary provisions) arrangements.

The School recognises that pupils arrive at RESPECT through a number of different routes and that transition can be difficult, particularly for pupils with SEND needs. Where children move from schools within the Collaboration, close liaison and additional visits are provided

Transition into and out of our Primary Bridge Street provision, arrangements.

A child will move on from Bridge Street Primary provision by:

- In Year Fair Access protocols are followed; staff agree that the pupil is ready for reintegration. A referral is made to Primary Placement Panel, where an appropriate school is identified. Complex Case team meet with the receiving school, parents/carers and pupil visit the school. Integration work is started and the placement is reviewed at regular intervals.
- Via an EHC plan and a new school being named
- Currently only Bridge Street School has a primary function

Steps are taken to ensure that any transition is as smooth as possible into and out of the school and within each key stage. Planning and preparation to Post-16 and at Key Stage is done through a coordinated approach both internally and within in city protocols.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6.57

Will my child be able to share their views?

We value and celebrate pupils being able to express their views on all aspects of the school life. There are times where this is done through discreet pupil voice activities, school council or simply approaching staff. If your child has an EHC Plan, they will be involved in reviewing their own outcomes and planning the future by completing and 'All about Me' questionnaire.

What if I want to complain?

There is a school complaints policy which is on the school website. However, if you wish to complain we would encourage you to come and speak to us first to try and resolve any issues.

Policies used to inform this document are:

SEND Code of practice: 0 to 25 years, Department for Education and Department for Health, January 2015

Access Arrangements and Reasonable Adjustments 2015-2016, Joint Council for Qualifications, 2015

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014

How do we evaluate the effectiveness of SEND provision?

- Review of targets from IEP
- Review impact of interventions
- Pupil and parent voice and questionnaires
- Feedback and actions from annual reviews
- Deep dive feedback
- Progress from starting points and baseline data
- Climate walks and observations of lessons and interventions
- Governor monitoring
- Internal and external reviews