

ALDERCAR HIGH SCHOOL

SPECIAL EDUCATION NEEDS (SEN) INFORMATION REPORT

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| Date reviewed: | September 2025 | Review planned: | September 2026 |
| Approval Level | Local Governing Board | | |

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website www.aldercarhigh.co.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|-------------------------------|--------------------------|
| Communication and interaction | Autism spectrum disorder |

| | |
|--|--|
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Kate Temple

She has 10 years' experience in this role and has worked in schools for over 20 years. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

She is allocated approximately 4 days a week to manage SEN provision.



Deaf and Hearing Impaired Co-ordinator

Our Deaf and Hearing Impaired Department Co-ordinator is Mrs Debbie Lord. She has British Sign Language Levels 1-6 and has been working with deaf and hearing impaired students for 30 years.

Subject Teachers

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



Teaching assistants (TAs)

We have a team of 16 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

TA's receive regular in-house SEN training as well as accessing training and information from relevant external professionals.

Communication Support Workers (CSWs)

We have a team of 4 CSWs who are trained to support students with hearing impairments. They are all trained to British Sign Language Level 3.

One of our CSW's is also a deaf mentor.

CSW's receive regular in-house SEN training as well as receiving training from relevant external professionals.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include (but are not limited to):

- Derbyshire Educational Psychology Service
- Derbyshire Inclusion Support Advisory Service
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse
- Speech and Language Service
- Sensory and Physically Impaired Service
- Social Services
- Community Pediatricians or GPs
- Neurodevelopmental Team
- Health Services such as Occupational Therapy and Physiotherapy
- Derbyshire Information Advice and Support Service
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child will have a form tutor who they see on a daily basis. They are your first point of contact. If you do not know who your child's form tutor is, you can contact the school reception and they will tell you.

They will pass the message on to our SENCO, Mrs Kate Temple who will be in touch to discuss your concerns.

You can also contact the SENCO directly by email at SEND@aldercarhigh.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this where necessary.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our subject teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and at social times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and your child to create a SEN support plan for them.

5. How will the school measure my child's progress?

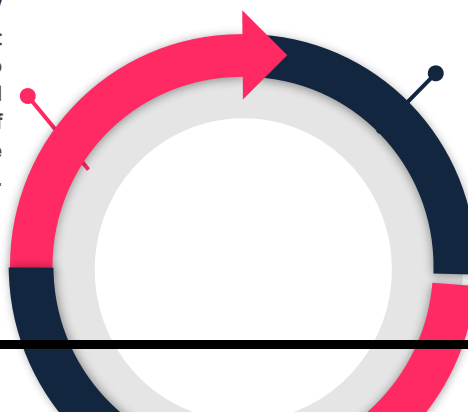
We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.





The subject teacher and pastoral team will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's form teacher/ subject teachers or the SEN team will contact you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor. Please contact the school reception by phone on 01773 712477 or email info@aldercarhigh.co.uk

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when a child has an EHCP which specifies 1:1 support.
- Teaching assistants will support pupils in small groups when they require additional intervention or support in lessons, or in a withdrawal group.

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------|-----------|-----------------------------|
|--------------|-----------|-----------------------------|

| | | |
|--|---|---|
| Communication and interaction | Autism spectrum disorder | Visual timetables Social stories |
| | Speech and language difficulties | Speech and language therapy (in conjunction with a qualified Speech and Language therapist) |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope Coloured overlays/ books Adapted resources |
| | Moderate learning difficulties | Literacy support |
| | Severe learning difficulties | |
| Social, emotional and mental health | ADHD, ADD | Quiet workstation/ Time out card |
| | Adverse childhood experiences and/or mental health issues | Time Out Keyworker |
| Sensory and/or physical | Hearing impairment | Pre and post-teaching where relevant |
| | Visual impairment | Limiting classroom displays Assistive technology |
| | Multi-sensory impairment | |
| | Physical impairment | Physiotherapy (where appropriate/ necessary) |

These interventions are part of our contribution to Derbyshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school is expected to cover **up to** £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including any residential trips.

All pupils are encouraged to take part in all activities taking place in school, including sport's day, visiting speakers and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school follows the Embark Federation School Admissions Arrangements which are published on our school website.

Individual pupils who have a statement of special educational needs or an Education & Health Care Plan (EHCP) which names Aldercar High School will be admitted.

The Local Authority will work in conjunction with the school by sending a consultation to the Headteacher. This will be reviewed by the SENCO, and where the school agrees that it can meet the needs of the pupil, the school will be named on the EHCP and the pupil will be admitted.

Consultations for Year 7 and 12 will generally be issued by the Local Authority in the Autumn term for admittance the following September. Where appropriate, the SENCO will attend the annual review during the Autumn term.

Pupils without an EHCP will follow the school's usual admission criteria.

13. How does the school support pupils with disabilities?

- Our school is fully accessible for pupils with disabilities. We work closely with the Sensory and Physical Support Service at Derbyshire County Council to ensure that the school environment is suitable for all pupils with disabilities.
- Pupils with disabilities are fully included in the school community and are encouraged to attend trips, visits and extra-curricular activities. We will support with additional staffing where necessary.
- On our school website you will find our Accessibility Plan which details how Aldercar High School strives to:
 - Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the 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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any school clubs which will promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by working with the Heads of Year and Family Support Worker.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by educating our students about difference and emotional intelligence and by building a positive school culture. We have active supervision in playgrounds and corridors, and we attempt to address any reported bullying in a swift and effective manner.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Access the timetable for the new school year in advance and discuss with you and your child.
- Introduce pupils to new teachers or new locations for lessons if necessary.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy in their tutor group to help them get settled in and make friends.

We run additional transition sessions in the summer term for students with SEN who may be more vulnerable and anxious about coming to secondary school.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. All pupils will receive a Careers appointments during Key Stage 4.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Mrs Powdrill is our Designated Teacher for Looked After Children. jpowdrill@aldercarhigh.co.uk

Mrs Powdrill will work with Mrs Temple our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

You can find the school Complaints policy here <https://www.aldercarhigh.co.uk/about-us/policies/>

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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.

Derbyshire County Council publish information on their disagreement resolution and mediation policies here <https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/mediation-and-disagreement-resolution/mediation-and-disagreement-resolution.aspx>

18. 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 County Council publishes information about the local offer on their website: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Nottinghamshire's local offer is published here <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

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

Derbyshire Information Advice and Support Service for SEND can be contacted on 01629 533668 or by email at ias.service@derbyshire.gov.uk

Nottinghamshire Information Advice and Support Services Network can be contacted on 08001217772 or by email at askus@futuresforyou.com

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **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
- > **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- > **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.
- > **First-tier tribunal/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