



Shirebrook

ACADEMY



SEND Information Report

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This document should be read in conjunction with the SEND Policy which can be found on our website: Shirebrook Academy – SEND

Shirebrook Academy's Vision for students with SEND

With a strong commitment to ensuring all students have equitable access to a high-quality education, we believe that every child possesses unique strengths and potential, and we are passionate about creating an environment where each student can thrive academically, socially, and emotionally.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has 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 education provisions.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need, but recognises that children's needs can be described using four broad areas. These are:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

Shirebrook Academy is a mainstream setting, not an enhanced or specialist resource. At Shirebrook Academy we undertake to make reasonable adjustments to accommodate learners who display these needs.

Our SEND profile for 2025 - 2026 shows that we have 22.9% of students identified as having SEND. 20% at single stage (K), 2.9% with an Education, Health and Care Plan (EHCP) against national average where 15.6% of students are identified as having SEND. 13% are at single stage (K), 2.7% with an Education, Health and Care Plan.

How do you identify students with SEND?

Early identification of SEND students is important to us. Shirebrook Academy will use appropriate screening and assessment tools, and ascertain student progress through:

Feeder Schools

SEND transition forms are completed for all students on the SEND register. All relevant documentation is collated by the Academy and discussed with the Inclusion Team. There are formal transition meetings with parents/carers and the feeder school primary SENDCOs. The Inclusion Team within the Academy is invited to Y6/Y5 Annual Reviews and other relevant reviews. The Academy makes numerous visits to other schools prior to transition and offer enhanced transition packages as appropriate.

Screening

Key Stage 2 information regarding SAT levels is collated and distributed to teaching staff. All students on entry to Y7 will have standardised assessment in reading comprehension and spelling. Some students may require further assessment to support progress. Support for developing literacy development is then determined. Screening is repeated at each Key Stage.

By the Academy's Inclusion Team

Staff within the Inclusion team are trained to identify specific SEN profiles within the four areas of need. This may be done through observation, assessment and referral to other bodies.

Parental Request

Parental requests can be made at any time by phone, e mail or letter to the SENDCO.

Subject Teacher Request

Staff who have concerns regarding a student may pass concerns on to the SENDCO.

Student Self-Referral

Self-referrals may be made by students and will be considered with equal status.

Usually, it is a combination of the above rather than one single factor which is used to determine a student's SEND. Where we have concerns regarding a student, parents will always be informed and be a key part of the process of deciding next steps.

Ultimate responsibility for collating and monitoring those students with suspected SEND rests with the Assistant Vice Principal for Inclusion Ms Lauren McKay and SEND Coordinator (SENDCo) Mrs Cheryl Dunphy at inclusionteam@shirebrookacademy.org

Who are the SEND department?

The SEND team within Shirebrook Academy comprises:

- Assistant Principal for Inclusion
- SENDCo
- Inclusion Manager
- Assistant Inclusion Manager
- Higher Level Teaching Assistant
- Teaching Assistants
- SEND Governor

We are very fortunate to have a committed and dedicated SEND team, featuring a wealth of experience of working with students with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer <https://www.localoffer.derbyshire.gov.uk/home.aspx> which is a list of services offered by a local authority.

How do we support students with SEND during transition?

We recognise the three key points for students in terms of transition are; the move from Primary to Secondary education, Year 9 to GCSE and the move from Secondary education to post-16 provision. We have a comprehensive programme at all of these stages with multiple opportunities for students to experience life at Shirebrook Academy.

For our SEND learners, we provide additional transition visits prior to the summer break before students start in Year 7 in September, giving them an insight into lessons, teaching and socialisation before they join us.

For SEND students moving from Year 9 to GCSE and on to post-16 provision, we ensure that they are fully informed of their options, providing dedicated careers and academic advice and support, as well as liaising closely with their next provider.

Changing Schools Records are not sent until a student has been formally admitted to another school and therefore taken off our roll. The Pastoral Learning Lead will inform the SENDCo of any students with SEND who are transferring schools so that complete records can be sent to the SENDCo. Any student requiring an Individual Health Care Plan will be assessed accordingly with parents/carers, and student, together with any

medical team input needed for the plan. The academy will inform the designated person for any child looked after by a local authority if a change of school takes place. Leaving School or Further Education Some students in Y10 and Y11 may visit Derbyshire and Nottinghamshire Colleges with a member of the Careers Team for enhanced visits prior to transition at Post 16.

How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEN and are vigilant of any students who aren't making the expected level of progress in their schoolwork, emotionally or socially. This might include not making expected progress at assessment cycles, difficulties in reading and comprehension identified through assessments such as NGRT or in-class performance, writing and spelling, speed of processing, retaining information and number work.

If the teacher identifies that a student is facing difficulties and barriers, they will begin to explore if the student has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Short term extractions from non-core subjects.
- In class support.
- Short term periods of work with external agencies.
- Use of specific reading, literacy or numeracy programmes.

How do we evaluate the effectiveness of the provision for SEND students?

Twice a year, Year 7, Year 8 and Year 9 sit an NGRT (New Group Reading Test) assessment which measures reading skills against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language.

The SENCO, alongside Heads of Faculty, will review the academic progress of young people with SEN at every learning cycle and will identify appropriate support where required.

Children who are on the SEND register have a SEN support plan called a Grid for Learning, and these are reviewed in cycles throughout the year by the inclusion team Key Workers. Parents/carers are involved in this process. However, they can be reviewed responsively any time there are changes in support/needs.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting your child's SEND needs ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review.

How do we ensure students with SEND are able to access the curriculum and the learning environment?

The school's aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with a more severe diagnoses of SEND, we undertake to 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/carers and the student themselves.

How will the school support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students are supported within assemblies, PHSE and Personal Development dropdowns days as well as across the curriculum about the importance of positive mental health and how to work with other students.
- We have a Whole School Mental Health pathway which helps students, parents and staff to support young people. We also have a MIND Counsellors who is based at the academy one day per week to provide additional support alongside the Mental Health Lead. We also provide ELSA, Early Help and work with external agencies as needed to get the right help for young people.
- Students with SEND are encouraged to be part of the school council.
- Student voice is collected annually as part of a supported questionnaire.
- Students with SEND are also encouraged to be part of any sporting activity or club to promote teamwork/building friendships.

- We provide extra pastoral support for listening to the views of students with SEND.
- We run a nurture club for students who need extra support with social or emotional development. We run a Homework Club for students who access inclusion two nights after school a week.
- We have a 'zero tolerance' approach to bullying.

How do we maintain consultation with parents/carers?

We will provide reports every year on your child's progress across all subject areas. Your child's class/form teacher will meet you at least once 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.

Additionally, if your son/daughter has a SEND need the Inclusion team will contact you at least three times a year, to discuss progress against Grid for Learning targets.

How are students involved in the process?

We recognise that no two children are the same, so we will decide support and involvement on an individual basis, with your input.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

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

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- Inclusion Support Advisory Service (ISAS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Social services and other local authority (LA)-provided support services

- Derbyshire Information, Advice and Support Services (DIASS)
- Voluntary sector organisations

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

Our Vice Principal for Inclusion is Lindsay Ward. She is also our Designated Safeguarding Lead.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEN. However, looked-after students 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.

Where can I go for further information?

If you require further detailed information on the school's policy for students with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, contact the SENDCo via the e-mail address listed previously.

What should I do if I have a complaint?

In the event that parents/carers have any complaints or queries, referring Shirebrook Academy's Complaints Policy would be the first port of call. Shirebrook Academy's Complaints Policy can be found on the Academy's website [Shirebrook Academy - Trust Policies](#).

The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the Local Authority must set up for preventing and resolving disagreements.