SPECIAL EDUCATIONAL NEEDS DISABILITY (SEND)
INFORMATION REPORT 2026

This Report complies with the statutory requirement laid out in the SEND (Special Education Needs and Disability) Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This report was collaboratively produced and reflects the voices of both parents/carers and pupils with SEN; as well as SEND staff, the SEN Governor, and the School Leadership Team and staff within the school.

Mrs S. Cook, Assistant Headteacher and Director of SEND is the school SENDCo, and she is supported by an Assistant SENCO Mrs R. Ritchie and two SENDO's Mrs C Moverley & Mrs M Almond and our Counsellor & Well-Being Officer Ms A. Adamson. The SENDCo, SENDO's and School Counsellor can be contacted at school via sen@nelthorpe.org.uk or admin@nelthorpe.org.uk. The SENDCo is a member of the School Leadership Team (SLT). All named colleagues work closely with Mr R Biglands (Headteacher) in relation to SEN provision. The dedicated SEN governor is Dr R Wardlaw.

1. The kinds of special educational needs for which provision is made at the school

We are passionate about promoting and achieving inclusion for young people who join the school. We are a mainstream secondary school, and our school values are respect, resilience and integrity, and we believe that each pupil has special gifts and talents and is unique. We believe that all children, including those identified as having special educational needs or a disability, have an entitlement to a broad, balanced, relevant and differentiated curriculum which is fully accessible to them.

We place equal worth on values, skills, personal development and a sense of self.

Our Vision

Sir John Nelthorpe School provides its pupils with the skills and support to allow them to realize their full potential and flourish in the local community and in wider society. We are a school that values and develops its staff so that they possess the skills and confidence to support all pupils.

Our mission

- inspire all to achieve their potential in a climate of high moral standards and shared social values
- develop the individual by building on their positive qualities
- provide opportunities which broaden horizons
- develop a pride in and value for 'achieving'
- provide the highest quality education and training
- promote a safe, disciplined, caring environment where individuals are known and valued
- develop healthy, responsible citizens with resilience, a love of learning and a zest for life
- widen horizons and aspirations via a diverse extended curriculum
- form strong partnerships with other providers
- focus relentlessly on becoming the very best we can be for the benefit of all

Every teacher is a teacher of special educational needs. Whilst we have a very strong and committed Learning Support Service, the ethos and spirit of the school is based on the principle of inclusion and whole-school collaborative working where every member of staff supports pupils to allow them to thrive in their learning and to be happy.

We educate a high number of pupils with SEND, including over 39 who have EHCPs and over 190 others who have SEND identified.

a. Aspirations and Expectations for all pupils with SEND?

- We aim to identify and provide for pupils who have SEND as early as possible
- We aim to work within the guidance provided in the SEND Code of Practice, 2014
- We aim to operate a 'whole people, whole school' approach to the management and

provision of support for SEND
- We aim to ensure that all pupils have access to a broad, balanced and differentiated curriculum
- We aim to provide support and advice for all staff working with pupils who have a SEND
- We aim to ensure that pupils with SEND have an inclusive experience in all school activities where appropriate and that they feel happy, safe and nurtured
- We aim to ensure that parents/carers of pupils with SEND are kept fully informed of pupils' pastoral and academic progress
- We aim to ensure that pupils with SEND are at the centre of any decisions affecting their future provision

Our Learning Support service has expertise and experience in identifying and supporting our pupils in all of the four broad areas of SEND as outlined by the SEND Code of Practice, 2014:

- Communication and interaction (including targeted provision through Aspire, our Specialist Resource Provision for pupils with a diagnosis of ASD)
- Cognition and Learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

When identifying special educational needs, our approach as a school is to consider the needs of the whole child; the purpose of identification is to decide how best the child's needs are met.

Other issues may impact on progress and attainment, but do not constitute special educational needs. For instance:

- Disability - the SEND Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality legislation - however, a disability alone does not necessarily constitute an SEN
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Child in Care/Looked After Child
- Being a child of a Serviceman/woman

We are also mindful of ethnic groups that have historically underachieved for a range of reasons.

Any concerns relating to a pupil's behaviour will only be recorded as SEND in response to identification of an underlying educational need which has been recognised, for example ADHD, specific trauma or sensory needs.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs

We aim to identify pupils who have special educational needs as quickly as possible.

The process begins with primary school liaison in Year 6. In the summer term we visit all

feeder primary schools and talk to primary teachers about the strengths and try to speak with parents/carers about the individual needs of all pupils. We also use primary school data and SEND lists to inform our decision making about pupils with SEND.

It is also common for a SENDCo, or a key SEND staff member to attend Year 5 and Year 6 Annual Review meetings to discuss transition from primary to secondary school. For pupils considered for or allocated a place in Aspire, transition planning begins early, working closely with parents, primary settings, and external professionals to ensure a tailored onboarding process. Extra transition visits to our school are welcomed at regular points in Year 6, and we are flexible and creative about extra visits or taster sessions for young people who need a bit longer to get to know their new school.

In addition, we have a Year 7 Learning coordinator who works closely with the SENDCo & SENDO's to ensure all pupils, but especially those with additional needs, have a successful move to Sir John Nelthorpe.

In the case of mid-term admissions, the Learning Support team will liaise with the previous school and family to gather information and plan for any support or strategies that are needed.

Once a child joins our school, we begin to build up a further picture of them as a learner. Each pupil's current skills and levels of attainment are assessed on entry using cognitive abilities tests and baseline literacy and numeracy assessments, building on information from previous settings and key stages where appropriate.

Where staff and parents/carers continue to have concerns about a pupil's level of progress, despite high-quality teaching targeted at their areas of weakness, then subject teachers, working with the SENDCo, will assess whether the child has a significant learning difficulty.

Pupil and parent/carer voice is also very important. We aim to use feedback questionnaires and informal interviews to gather feedback from young people about the support they have received; and to inform and change future decision making around support.

We welcome parents/carers contacting us to make an appointment with a subject teacher if there are any concerns or if you wish to discuss your child's progress in a particular area. For discussion of any aspect of your child's pastoral care or more general queries, please contact their Tutor or Learning Coordinator. If you are concerned that your child may have an undiagnosed special need, or you wish to discuss any aspect of your child's SEND, please contact the SENDCo via sen@nelthorpe.org.uk or admin@nelthorpe.org.uk.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans, including:

a. How the school evaluates the effectiveness of its provision for such pupils

The SEND team and school leaders regularly and carefully review the quality of teaching and wider provision for all pupils, including those at risk of underachievement. This is done through lesson observations, learning walks and the scrutiny of pupil work books and

assessments alongside curriculum and area reviews. We also engage in external reviews. Our practice pays due regard to ordinarily available provision expectations.

In accordance with the Equality Act (2010) and the SEND Code of Practice (2014) we will make every reasonable adjustment to make sure that all pupils with SEND succeed, thrive and are happy in our school. In circumstances where we feel we cannot meet a pupils needs, this will be discussed in detail with both parents/carers and the young person themselves. We will also involve external agencies to help us determine a more suitable placement for the pupil.

b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Subject teachers, supported by senior leaders, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances.

In addition, the Learning Support team aims to review the progress of pupils with SEND at least three times a year. The SENDCO and SENDO's are available to meet with parents where required, and we have 3 SEND specific parent sessions via online platform throughout the academic year and also have bookable appointments at parents' evenings. Staff within Aspire maintain frequent and close working relationships with parents and involved professionals to regularly review progress toward social, emotional, and academic goals.

c. The school's approach to teaching pupils with special educational needs

As a school we offer different levels of support for your child, depending on their strengths and needs. The primary responsibility for identifying and supporting pupils who are making less than expected progress rests with subject teachers.

We have a detailed SEND Register which is shared with all teachers. All pupils on the SEND register also have a Pupil support plan; this is a personalised profile that is distributed to staff detailing learning strengths, needs and suggested support strategies. These are created in collaboration with the young person and their parent/carer. If a young person has specific needs that means that teachers need extra support, guidance, or training, this is provided in our regular SEND Training Sessions or as part of INSET. Each department has a teacher who is designated as a SEND Champion, who works closely with the SENDCO & SENDO's.

d. How the school adapts the curriculum and learning environment for pupils with special educational needs

Provision for pupils is personalised and individual and depends very much on their unique strengths and needs. As a school we are fully committed to inclusion, and where possible aim to keep pupils within their mainstream classes so that they can continue to access a full and rich curriculum. However, it is sometimes necessary to offer more intensive support, and this is usually offered either in a 1:1 or small group capacity as withdrawal from mainstream subjects.For pupils allocated a place in Aspire (our Specialist Resource Provision), teaching takes place in small groups with a strong focus on developing social and emotional strategies and supporting social interaction. Aspire places a structured

emphasis on supporting each pupil's smooth transition into main school lessons wherever appropriate.

In rare cases where pupils with EHCPs need an alternative curriculum or a practical focus on life skills, we can dis-apply pupils from modern foreign languages (MFL) or from some other curriculum subjects. However, this is rare and we only do this after thorough investigation and planning, and full consultation with parents/carers pupils and the local authority. All pupils follow a broad and balanced national curriculum at Key Stage 3. Pupils will continue to follow a broad GCSE curriculum at Key Stage 4.

e. Additional support that is available to pupils with special educational needs
Interventions

We have a range of strategies and approaches that we can choose from when creating an individual Pupil support plan for a pupil. We run a range of interventions and workshops across the course of each year, which pupils with a range of needs will be invited to attend. They include interventions on various aspects of literacy, numeracy, life skills, emotional development, understanding of neurotypes, and use of technologies.

Additional Adult Support

Our TA's come from very different backgrounds and many are highly skilled in a range of different fields. TAs are prioritised to work with pupils with the very highest level of need; and this is usually those pupils with an EHCP (Education, Health and Care Plans). TA's work both within and out of the classroom; offering classroom support as well as delivering interventions.

Learning Support Department – Main School

Our Learning Support department is in the boarding house.

The area comprises:

- Three small-group teaching rooms
- A nurture room/counselling room.
- A pupil study hub/support room.
- A quiet space
- Department offices













Staff in relation to children and young people with special educational needs

Mrs S Cook – SENDCO (Assistant Headteacher)

Mrs C Moverley - SENDO

Mrs M Almond - SENDO

Ms A Adamson – Counsellor and Well-Being

Mrs J Thornber - PASS Learning Mentor

Mrs S Burman - SEND Administrator

Team of Teaching Assistants.

ASPIRE - Specialist Resource Provision

ASPIRE is a specialist resource provision for pupils with an Autism diagnosis and an EHCP, located at the Wrawby Road site. The facility includes two teaching rooms, a breakout room, a centre manager's office, and a small outdoor garden. Pupils at ASPIRE follow the mainstream school curriculum, working in small groups with tailored support, that focuses on developing social and emotional strategies, supporting social interaction and addressing individual pupil needs, and participate in some mainstream lessons alongside their peers with dedicated support to ensure smooth transition into main school environments. Admission to ASPIRE is via consultation with the local authority SEND team and staff work in close partnership with parents and multi-agency professionals throughout the pupil's placement.



ASPIRE Staffing

Mrs B Proctor - ASPIRE Centre Manager
Mr A Burns – ASPIRE Centre Manager
Mrs K Barraclough - Learning Mentor
Ms S Wall - Teaching Assistant
Miss M Smith – Teaching Assistant

f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

The school is based in several buildings across a split site, with one site having buildings with multiple floors. There is also a sixth form area within the Wrawby Road building.

Sixth Form pupils may have lessons in both sites of the main school depending upon which subjects they study.

Wheelchair users are provided with access to the main building via the pupil and visitor entrance; one of which has automated doors. Where physical access to certain areas of the school is limited, we have ramps that can help access. We also have disabled toilets on both sites. Entry and exit buttons are installed on key doorways. Where access is difficult, we have members of Learning Support staff who can help. Where specialist equipment is required, we try to make reasonable adjustments to ensure that all pupils are fully included. For pupils in Aspire, staff actively support inclusion and transition into mainstream lessons and wider school activities as appropriate to each individual's social and emotional readiness.

g. Support that is available for improving the social emotional and mental development of pupils with special educational needs

The school's 'THRIVE' model is at the very centre of the school's philosophy and a large proportion of this focuses on building the emotional, mental and social development of our pupils. Where appropriate, there are a range of staff available to support the emotional, mental and social development of pupils with special needs. Teaching Assistants may adopt a key working role for select pupils in developing their emotional literacy through individual support. Additionally, Aspire provides targeted small-group intervention focused specifically on social interaction skills and emotional regulation strategies.

The school has a qualified counsellor, access to additional counsellors, WMIM and school nursing team, who may specifically support a pupil to access their learning, and/or their emotional and mental well-being. For all pupils there are also daily 'drop-in' sessions available via the school hub. Regular timed slots will also be arranged for those pupils in most need of this support.

When necessary, we will consult with outside professionals such as the Child and Adolescent Mental Health Services (CAMHS), WMIM (With me In Mind), ASET (Autism Spectrum Education Team), COBE (Complex Behaviour), BST (Behaviour Support Team), DELTA (Drugs and Alcohol education and support), or Educational Psychology Team. We also have a link Speech and Language Therapist and the disability team. The Aspire team works in close and regular contact with all involved health, care, and educational professionals to deliver co-ordinated wrap-around care.

4. The name and the contact details of the SENDCO

Mrs S Cook (SENDCo) can be contacted via sen@nelthorpe.org.uk or admin@nelthorpe.org.uk

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff in the school undertake regular SEND-specific training through twilight sessions, INSET days and specialist input throughout the year.

The SENDCo & SENDO's regularly attends SENDCo network meetings and annually attends the national and local SENDCo Conference.

5. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Each school in the Local Authority is allocated core funding (Element 1) – this is funded on an already agreed formula for mainstream schools. Each school also has allocated an 'additional' support budget (Element 2) that is based on specific criteria related to the cohort of pupils. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is greater than the allocated Element 1 and 2 funding stream. This is called High-Needs funding. Placements and funding within Aspire are commissioned via direct consultation and agreement with the Local Authority SEND team.

6. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child

Regular school reports and Parents'/Carers' Evenings will provide you with information about how your child is progressing in school. The Learning Support Team also regularly reviews Pupil plans with young people, teachers and their parents/carers. Parents and carers are welcome to arrange an update phone call or meeting with the SENDCO, SENDOs, pupil support manager (well-being) or Learning coordinator at any point of the year. In addition, young people's Education and Health Care Plans (EHCPs) have annual reviews. For pupils attending Aspire, staff work especially closely with parents through ongoing communication to ensure strategy development and transition goals are consistent between home and school.

7. The arrangements for consulting young people with special educational needs about, and involving them in, their education

Following guidance for the Code of Practice, 2014, we work with pupils at all stages regarding any arrangements that are put in place to support them.

Review meetings are held in a child-centered way as much as is practically possible, with the young person at the heart of all planning and organisation.

8. How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

We work alongside the local authority, and other agencies to support the pupils within school.

We work with a range of external professionals such as:

- Educational Psychologists
- Speech and Language Therapist

- Child and Adolescent Mental Health Service (CAMHS)
- ASET Autism Spectrum Education Team (ASET)
- Social Care and Early Help
- COBE (Complex Behaviour Team)
- Police
- Behaviour Support Team
- Disabilities Team
- WMIM (With Me In Mind)
- Education Inclusion Service
- LEA SEND department
- Children's Services
- Parent Partnership/SENDIASS
- School Nursing Team
- Occupational Therapy Service
- EMTAS including Bi-Lingual Support and the Traveller Support team
- TAMNET
- Visual Impairment Support Team
- Hearing Impairment Support Team
- Autism Spectrum Education Team
- Wellbeing and Young Carers Team
- Family Support
- DELTA

The process of seeking additional support from external agencies follows a similar pattern to the process of referral to the SEND team. This is based on the 'assess, plan, do and review' model. Any referrals to external agencies are managed by the SENDCo & SENDO's. Parents/carers and pupils are always consulted and their voices and views sought prior to a referral. Within Aspire, staff collaborate closely with these external professionals on an ongoing basis to ensure tailored strategies support each pupil's specific ASD profile.

9. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for the adulthood and independent living

For all pupils transition can be an anxious time. Learning Support adopts a personalised approach to ensure that the process of transition is as smooth as possible. Transition planning both between primary school and secondary school, and in post-16 settings, is extremely thorough, with appropriate liaison with parents/carers, pupils and previous and future education providers. This includes structured transition pathways both into Aspire and outwards into mainstream secondary lessons or post-16 environments.

10. Information on where the local authority's local offer is published

Our local authority's local offer is published here: http://www.northlincslocaloffer.com

11. Monitoring arrangements

This policy and information report will be reviewed by Sarah Cook, SENDCO every year. It will also be updated if any changes to the information are made during the year.

12. Any arrangements made by the Governing Body relating to the treatment of complaints from parents/carer of pupils with special educational needs concerning the provision made at the school

Please follow the link to access our Complaints Policy. Pupils with SEN can request to have a member of Learning Support available at any reintegration meeting.

13. Arrangements for considering complaints about Special Educational provision within the school

Any concerns parents express regarding special educational provision, and related matters are dealt with informally in the first instance in discussions with Tutor, Learning Coordinator, SENDCO and the Headteacher. They will then be referred to the school's complaints policy.

The Parent Partnership Manager, for The North Lincolnshire Parent Partnership Service (Hewson House, Station Road, Brigg, North Lincolnshire, DN20 8XJ, tel. 01724 277565) can be approached at any time following initial discussions with school staff if the matter remains unresolved.

If informal discussions do not resolve the issue, there is a formal procedure which involves representation to the Governing Body and the Local Authority. Final representation can be made to the Secretary of State for Education if the matter remains unresolved. The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Suspension/Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

If you have a concern, there is an independent service (SENDIASS – Special Educational Needs Disability Information and Advice Support Service) that provides impartial advice and support for families regarding issues relating to SEND provision in schools. If you wish to contact, please use one of the following:

SENDiass@northlincs.gov.uk

01724 277665