



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

SEND REPORT

September 2025

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1 Introduction

The Ecclesbourne School is a fully inclusive mainstream 11 to 18 secondary school. The school strives to be a successful and caring learning community in which individuals are inspired to meet the challenges of the future and to meet their potential both academically and socially. Through the school's SEND Policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

2 Staff

The Learning Support Faculty consists of the following members of staff, who form the SEND/Learning Support Leadership Team:

Rachel Wiggins – SENDCo, Head of Learning Support
Cathy James – Access Arrangements Coordinator
Julie Hayes – Assistant SENDCo
Lisa Smith – Higher Level Learning Support Officer

Our Learning Support Officers are:

Jane Arnold
Janette Burnette
Amelia Naylor
Beth O'Donovan
Dr Lisa Smith
Kirsty Summerfield
Rachael Turner
Claire Yallop

Parents are encouraged to contact the SEND Team (sendsupport@ecclesbourne.derbyshire.sch.uk) if they are concerned that their child may have additional requirements relating to SEND.

3 What types of Special Educational Needs and Disabilities does the school cater for?

The school uses the definitions of SEND as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs.

At The Ecclesbourne School we work to support students whose special educational needs fall into any of these categories. We have experienced teachers, LSOs and equipment to support these needs. However, as a mainstream school there will always be limitations to the type of support we can offer. Some conditions

and needs may be better managed in specialist provision. We are happy to meet to discuss your child's Special Educational Needs.

Information about these areas can be found at [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

4 How does the school identify students with SEND and assess their needs?

To identify and assess the needs of students with SEND the school use the following information.

- Liaison with primary schools. The SENDCo, members of the SEND Team and Head of Year liaise with all feeder primary schools prior to transfer
- Liaison with parents/carers
- Testing of all Year 7 students on entry to Ecclesbourne – Reading and Spelling
- Use of CAT data.
- Assessment during interventions.
- Whole school tracking and assessment
- Liaison with specialist and outside agencies

The school responds to all requests from parents/carers, students and teachers to assess the needs of a child. Testing is available using:

- Wide Range Achievement Test 5 (WRAT-5)
- NFER Cognitive Ability Tests (CAT) of Verbal reasoning, Quantitative, Non-verbal reasoning and spatial awareness (in common with all Derbyshire schools).
- Detailed Assessment of Speed of handwriting (DASH)
- EXACT – Literacy screener
- Test of Word Reading efficiency (TOWRE-2)
- Screener tests for Dyslexia & Dyscalculia
- Processing (CTOPP-2)

Further diagnostic tests are used in Year 9-13 to determine if a student requires access arrangements for examinations.

5 How does the school work with parents/carers?

Students with SEND have a member of the SEND Team as their Key Workers. That team makes regular contact with parents regarding their child's life in school. Parents can contact Learning Support or the Head of Year directly with any concerns. All parents are invited to attend consultation meetings with teachers at least once a year. Additional meetings are arranged as required.

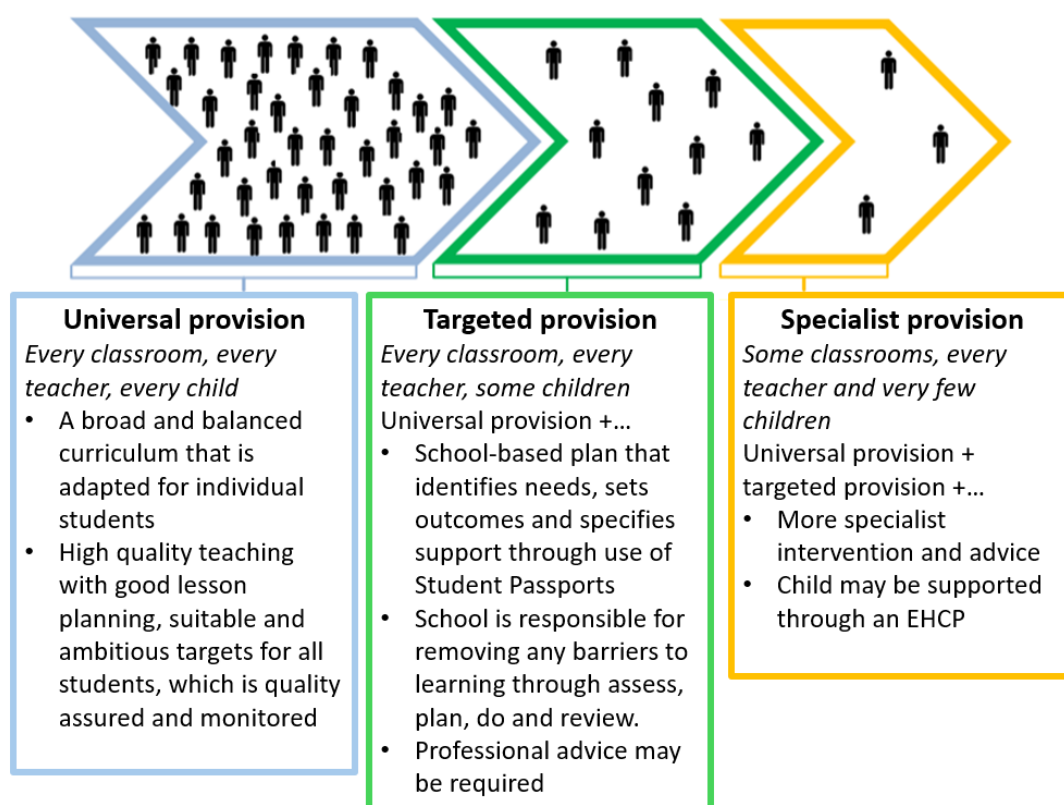
6 How are students with SEND involved in planning their education?

Students with SEND are involved in the planning around their education and welfare through Student Passport meetings and regular liaison with the Learning Faculty/SEND Leadership Team. Students with an EHCP attend annual review meetings and any other meetings arranged in school. Students are involved in producing their own Student Passport to inform staff of their needs.

7 What is our approach to teaching children with SEND?

At The Ecclesbourne School, we believe all teachers are teachers of SEND and recognise the importance of Quality First Teaching. Teachers work to remove barriers to learning through differentiation of lesson content and homework tasks. Teachers and LSOs liaise regularly to discuss and share good practice.

Our support follows the graduated response, as the SEND Code recommends. Our approach is rooted in inclusivity, with each level of provision designed to enable and support students to access the mainstream curriculum.



8 How does the school assess and review the progress of students with SEND?

Student progress across the school is formally assessed at key points during the year and is communicated to parents within reports published twice a year and via the student planner.

The students with additional SEND support discuss their progress regularly with members of the SEND Team and/or LSOs. Parents are fully involved in student's progress and are able to discuss any concerns they may have around learning and well-being. This communication takes place as required.

The school regularly assesses, plans, implements and reviews all SEND provision. Student progress during interventions is regularly assessed and recorded.

9 How does the school adapt the curriculum and learning environment?

All students have access to a broad and balanced curriculum, (National Curriculum/GCSE courses). Students with SEND have a personalised curriculum and are included in lessons in so far as it is practical and compatible with receiving special educational provision. The Ecclesbourne School operates a withdrawal policy whereby students are withdrawn from another area of the curriculum, usually for the academic year, to receive either one to one or small group teaching in the Learning Support Faculty. Intervention is needs led and targets both academic need and social skills as required. Progress is reviewed regularly.

In Key Stage 4 some students are guided towards a Study Plus option whereby one, or in some cases two, fewer GCSE subjects are studied. This provides additional support for the students. Regular liaison between the Learning Support teacher and subject specific teacher takes place in order to ensure students are meeting their potential. In addition, a small number of SEND students may have modified timetables in KS3 and 4 which could include alternative provision.

Access to the curriculum is achieved through adaptations to resources or teaching methods, extra resources or in class support and withdrawal for additional tuition in 1:1 or small group withdrawal.

In the classroom, students with SEND are not provided with 'velcro' support. Instead, our LSOs work in classrooms to support any student, which may allow the classroom teacher to provide more personalised, specialist support for SEND students in their groups. Each LSO is linked to a faculty, and where possible will support classes within those subject areas.

In addition, the specialist equipment and provision the school provides is as follows:

- SEND sports including teams that compete with other schools in the local area.
- Adapted equipment in Science and Technology
- All curriculum areas are accessible for students using wheelchair
- Quiet Rooms
- 11 disabled toilets across the school.
- Specialist seating and equipment as required

All subject areas are accessible for all students who use wheelchairs or have physical disabilities. Those with physical disabilities are taught in ground floor rooms. There are lifts to the Drama Rooms, the English Block and in the Modern Foreign Language Block. Microphones and/or radio aids are used in assemblies and presentations where necessary.

10 How does the school evaluate and improve SEND provision?

Student's performance in interventions is monitored and evaluated regularly. This is done through the

Faculty Improvement Plan, by looking at achievement data and by regular Faculty Improvement Meetings where student progress is a set agenda item. Student Passports are monitored regularly and suitable targets set and reviewed. This is additional to review and target setting meetings that students have with their tutor. Regular team meetings provide a platform for discussions about individual student progress and any cause for concern and any feedback from parent questionnaires is followed up straightaway. The Governing Body take an active role in this process.

11 How are students with SEND included in the activities provided by school, such as trips?

The school is committed to inclusion for all students and this extends to curriculum trips, extra-curricular activities and residential experiences. Specialist transport is arranged, as required, to ensure attendance on visits. A risk assessment is carried out for all off-site activities that take place and the additional needs of students with SEND is considered at this point. LSOs will accompany students if necessary.

12 How does the school support a child's overall wellbeing?

Students with SEND are made aware of the Learning Support Faculty and how they can use it during breaktimes and lunchtimes, should they need to. They are able to talk to members of the SEND Team in the faculty base, with one member of staff always being on duty there, including before and after school. The school's pastoral system also provides support for students in school. Heads of School work closely with Learning Support to ensure students' needs are being met. The Learning Support Faculty runs clubs such as: Lunch Club, Reflection Time and Gardening Club. The School Nurse, or Pastoral Support Worker, can also be involved with student's wellbeing.

The provision for students with medical or physical needs includes a dedicated Medical Officer who is responsible for medications in school. This is in line with the school's policy on Supporting Students with Medical Needs in School. Students can be offered alternative changing areas for PE with support if necessary. A student with a medical condition will only be placed on the SEND Support Register if appropriate to do so and only after consultation with the parent/carer.

The student's opinions are very important and are voiced through Student Council as well as regular wellbeing interviews with their form tutor which take place three times a year.

13 How are students with SEND supported at key transition points?

The Head of Learning Support liaises with all feeder primary schools prior to transfer to gather information. In addition, it is normal practice for the SENDCo to attend Year 5 and Year 6 Annual Review meetings at primary school to start the transition process and to meet parents. Any students requiring additional visits are identified and invited to visit Ecclesbourne with their Teaching Assistant (TA) or parents for an initial look round. Students are then invited on a weekly basis gradually building up the duration of visits. Students are encouraged to complete a Passport to Learning. In addition, SEND students are invited to attend BUZZ Day – an additional transition day over and above the normal transition programme provided by the school. Members of the SEND Team visit primary schools liaise with key staff and talk to the student to ascertain

how best to support students on their arrival to Ecclesbourne.

SEND students are supported through their option choices for the transition from KS3 to KS4. Parents are invited to meet with the SENDCo to discuss choices – students are fully involved in all meetings and discussions. Some SEND students follow an alternative curriculum.

Similar liaison takes place between KS4 and KS5. Transition visits are set up for those students leaving Ecclesbourne and moving onto college or similar. School liaises fully with other providers to ensure that they are aware of any additional needs students have. Careers advice is offered within this process and support can be provided for a student hoping to transfer to college.

14 How does the school work with outside agencies in supporting students with SEND?

The school works with a number of outside agencies who can assess difficulties and/or advise on suitable support.

Educational Psychologist	Fatima Bignell
Physically Impaired Service	Anna Mahoney
Hearing Impaired Service	Yvonne Hanna
Visually Impaired Service	Claire Cotton
Speech & Language Therapy	Various as assigned by SALT services
Occupational Therapy	Various as assigned by NHS Services
Physiotherapy	Various as assigned by NHS Services
School Doctor	Dr-Hobday
Inclusion Support Advisory Service	Sally Bayford
CAMHS (Rivermead)	Various as assigned by NHS Services
Social Services	Various staff
Pastoral Support Worker	Louise Monk, Lisa Tanser (RN), Rachael McLaughlin, Emma Parry
Independent Personal Careers Advisor	Heather Adams

15 Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact a member of the SEND Team or the SENDCo directly, Rachel Wiggins, rwiggins@ecclesbourne.derbyshire.sch.uk, who will endeavour to address any concerns parents may have. If they would like to discuss it further, parents are advised to contact Helen Green, hgreen@ecclesbourne.derbyshire.sch.uk, Assistant Head Teacher who oversees the Learning Support Faculty. Further to this, the School's Governing Body are happy to discuss issues with parents. Governors can be contacted through Lisa Brannan, Clerk to the Governors lbrannan@ecclesbourne.derbyshire.co.uk.

Derbyshire Information Advice and Support Service for SEND can be contacted via [Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](https://www.derbyshireiass.co.uk)

Information about the Derbyshire Graduated Response can be found here: [Graduated Response May 2022 \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk)

16 Appendix

Appendix 1 – the process for monitoring provision

1. Assess	The student's class teacher and the SENDCo will carry out a clear analysis of the student's need. The view of the student and their parents/carers will be taken into account. The school may seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. Plan	In consultation with parents/carers, the teacher and the SENDCo will decide which adjustments, interventions and support will put into place, the expected outcomes and a date for review. All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Information will be recorded in a Student Passport which will be made available to staff on the Staff Portal. This information is also recorded in each class register on Arbor.
3. Do	The student's teacher retains overall responsibility for their progress. They will work with LSOs to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers will take into account the strategies advised on the Student Passport in their planning and teaching.
4. Review	The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on: • The views of the parents and students • The level of progress the student has made towards their outcomes • The views of the teaching staff who work with the students