

TIBSHELF COMMUNITY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

Ratified: April 2026
(DCC Policy)



1 TIBSHELF COMMUNITY SCHOOL'S APPROACH TO SEND

1.1 SCHOOL VISION, MISSION, AND VALUES (FROM STAFF SURVEY)

Vision for SEND: Young people with SEND should have access to all the same opportunities society has to offer and their additional needs should not be a barrier to their happiness and success in life.

Tibshelf School mission for students with SEND: to provide an outstanding educational experience that equips students with SEND with the skills, confidence, independence, and qualifications to live happy, successful, and fulfilling lives.

Inclusive Practice at Tibshelf School:

Our Inclusion vision at Tibshelf includes the following features:

- That all students at Tibshelf School are individuals with a range of needs and varying levels of complexities
- That all students at Tibshelf are entitled to 25 hours of education each school attending week and we aim high to achieve this for all.
- That differentiation begins with Quality First Teaching and our graduated response to individual pupil need always begins in the classroom.
- We work together as a whole team of staff, parents, outside agencies, and students to provide a rounded and inclusive approach to the support we offer.

1.2 TIBSHELF WHOLE SCHOOL APPROACH TO SEND

We believe that the needs of the vast majority of students will be met within the classroom by the high-quality teaching on offer, which is Inclusive, personalised, and adapted to meet the needs of individual students. For the minority of students requiring support that is different to, and/or in addition to this, we will work collaboratively as a whole school team with parents, students and where necessary, external agencies using our best endeavours, to ensure the highest quality of support is available.

1.3 PRINCIPLES UNDERLYING THE POLICY


The SEND Code of Practice describes the principles that should be observed by all professionals working with students and young people who have SEND or disabilities. These include:

- taking into account the view of students, young people, and their families
- enabling students, young people, and their parents to participate in decision-making
- collaborating with partners in education, health, and social care to provide support
- identifying the needs of students and young people
- making high quality provision to meet the needs of students and young people
- focusing on inclusive practices and removing barriers to learning
- helping students and young people to prepare for adulthood

1.4 WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEND)?

The term 'Special Educational Needs' has a legal definition. Students with SEND have learning difficulties or disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age.

Students do not have learning difficulties just because their first language is not English. Of course, some of these students may have learning difficulties as well.



Students with SEND may need extra help because of a range of needs, such as in processing and understanding, physical or sensory difficulties, emotional, social, and mental health difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many students will have SEND of some kind at some time during their education. Schools and other organisations can help most students overcome the barriers their difficulties present quickly and easily. But a few students will need extra help for some or all of their time in school.

SEND could mean that a student has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making or sustaining friendships or relating to adults
- Behaving appropriately in school
- Organising themselves; or
- Sensory or physical needs which may affect them in school.

These are just examples.

1.5 THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)

The assigned SENDCO is Laura Tipping, and the TEAM LEADER for SEND is Anna Kurcewicz and the TEAM LEADER for the ERC is Helen Morley. The SENDCO and the SEND Leadership Team have day-to-day responsibility for the operation of the SEND policy and co-ordinating of specific provision made to support individual students with SEND, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENDCO and the SEND Leadership Team provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents, and other agencies. The SENDCO and the SEND Leadership Team work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching.

The SENDCO and the SEND Leadership Team play an important role with the Headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

1.6 DEFINITION OF DISABILITY


Many students who have SEND may also have a disability under the Equality Act 2010 – that is


‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEND Code of Practice (2014, p5)

1.7 SUPPORT FOR SEND

We place great importance on identifying special educational needs early so that we can help students as quickly as possible.

We recognise that students make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books, and materials they give to each student and the way they teach. So, all teachers consider a number of options and choose the most appropriate ways to help each student learn from a range of activities. This is often described as ‘adapting practice’ and previously referred to as ‘differentiation.’





Students making slower progress or having particular difficulties in one area may be given extra help from an additional adult in the classroom (Teaching Assistant), specialised equipment, or specific targeted short-term interventions.

We do not assume, just because a student is making slower progress than expected or the teachers are providing different support, help or activities in class, that the student has SEND.

The Code describes how help for students with special educational needs should be made by a step-by-step or '**graduated approach**.'

The graduated approach recognises that students learn in different ways and can have different forms of SEND requiring varying degrees of support. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a student may have. We will include parents/carers and ask for parents' input and knowledge as soon as we first start giving extra or different help to a child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some additional help from an adult, perhaps in a small group intervention, or in certain classes, or the use of particular equipment. Help may be needed through the graduated approach for only a short time or for the duration a young person is in school or education.

Help for students with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

1.8 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL


There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:


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

Tibshelf School has a wide variety of provisions to meet a full range of needs. Access to what is available to the school is listed below.

- The school was rebuilt in 2013 and is fully accessible for students with mobility needs.
- Students identified as requiring SEND support will be overseen by the SEND team and, if necessary, assigned a key worker.
- Where needed, students are provided with support for assessments, exams, transition and in response to individual short-term needs such as bereavements.
- A range of group-based interventions
- The school also has access to a large range of specialists from outside the school when necessary.
- The SEND staffing structure takes into account the four broad areas of need and has key staff responsible for applying provision and support within these areas.

School staff receive regular training to support them in meeting the needs of the students they work with. This has included:

- Literacy intervention training.
 - Autism training
 - Multi Element Plan training from the local authority
 - CPD delivered to whole school staff in relation to priority areas of need within the school.
 - Introduction training for understanding the barriers to learning for hearing impaired students
 - Bespoke specialised training for individual students to meet their individual needs
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- Positive support training to help students with personal difficulties
 - Dyslexia assessment training, including how to advise staff/students/parents on how to overcome difficulties
 - Self-harm awareness training (Triggers, strategies)
 - Safeguarding and child protection training
 - Medical Training
 - Prevent Training
 - Making Sense of Autism Training

1.9 ENHANCED RESOURCE STATUS

Tibshelf Community School is a Local Authority mainstream secondary school with enhanced resource status specialising in autism.

We can offer **15** dedicated places to students between the ages of 11 and 16 who have:

- A diagnosis of Autism (ASD/ASC) from a psychologist or doctor
- An Education Health Care Plan (EHCP)

Admission to Tibshelf Community School through this route is undertaken by Derbyshire County Council.

Our Principles Relating to our Enhance Resource Status

All learners have full access to the curriculum and that curriculum must be designed and planned to meet the needs of all our pupils.

Support for the curriculum and the pupils is in place to minimise the need for withdrawal or removal from lessons.

Tibshelf Community School develops strategies which enable all our learners to succeed in their education at our school.

What does the Enhanced Resource Status mean?


Pupils who are allocated a place at Tibshelf Community School through the enhanced resource admission route will be pupils who have high level needs relating to autism but are able to access mainstream education. These pupils may live outside the area normally served by our school.

Pupils are supported and integrated into the mainstream provision to receive the benefit of:

- Staff with expertise in a range of SEND, including autism
- Inclusion of pupils with SEND in a mainstream educational setting
- The SEND code of practice review cycle of Assess, Plan, Do and Review
- Space adapted to meet the needs of a variety of SEND pupils
- Access to external support services where appropriate
- Support in developing friendships
- Support in developing independence
- An acknowledgement that autism has a different impact on each learner, therefore, child centred approaches are utilised.

Our Aims Relating to our Enhanced Resource Status





At all times, the aim is to deliver quality first teaching to overcome learning difficulties experienced by young people. This is underpinned by a child centred focus on skills, attitudes, behaviours, and dispositions for learning.

- To address the specific difficulties associated with Autism
- To provide tailored support to ensure that each student can develop to their full potential
- To teach skills which will enable each student to achieve living as independent a life as possible
- To provide structures and routines which facilitate the teaching of strategies for students with Autism

Our Values Relating to our Enhanced Resource Status

- Students come first
- Quality First Teaching
- Tailored support to remove barriers to learning
- Integration and inclusion into our school community

Teachers and support staff are provided with personalised support strategies for pupils as reflected in the pupil's Education Health Care Plan (EHCP) and/or Personal Education and Attendance Plan (PEAP), these are updated as the pupil's learning needs evolve throughout their time at the school. We respond to the changing needs of our learners and our SEND Team work closely with teachers, the Intervention Team, and our Senior Leadership Team to help ensure that the support that our young people receive is shaped to their individual needs.

2 IDENTIFYING STUDENTS AND YOUNG PEOPLE WITH SEND AND ASSESSING THEIR NEEDS


Only a small minority of students will require interventions which are additional to and different from the differentiated curriculum provided for all students. This forms part of the Graduated Response.


We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students.

The policy at Tibshelf Community School for identifying, assessing needs are done in-line with the whole-school monitoring and reporting of progress. We seek to identify students making less than expected progress given their age and individual circumstances.

Identification and assessment of students' SEND could include:

- Monitoring of regular in class assessment
 - End of Key Stage attainments
 - NGRT (New Group Reading Test) Data
 - Assessment for Learning materials
 - Standardised tests
 - Teacher observation
 - Information and advice from other agencies
 - Views of the students
 - The views, knowledge and understanding of parents
 - Screeners, such as dyslexia.
 - Observational checklists
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- Dynamic forms of assessment which involve:
 - observing and recording responses in different environments
 - identifying strengths and weaknesses
 - identifying learning rates and learning styles

Assessment information highlights students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

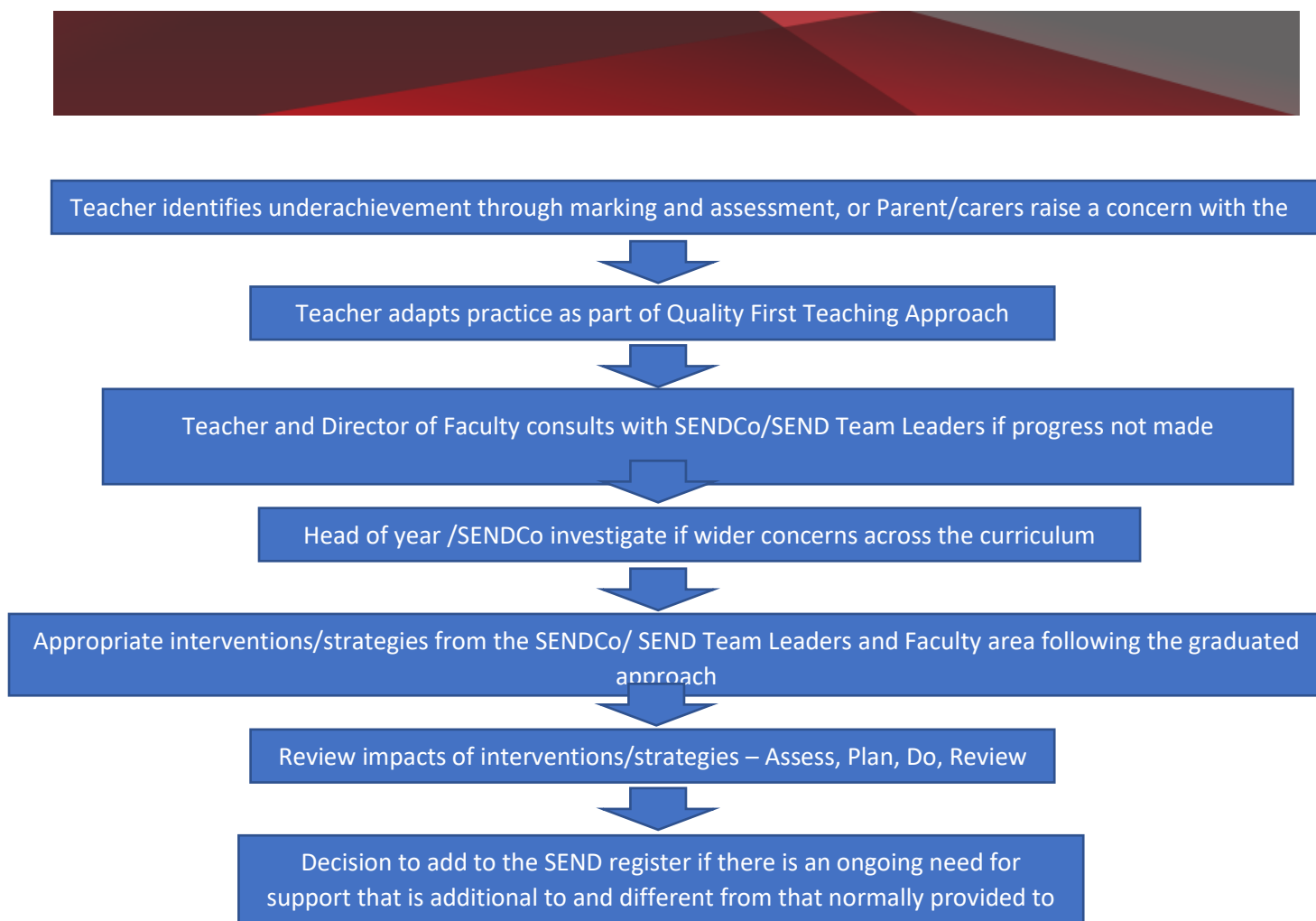
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, teaching assistants, form tutor, Pastoral Managers, working with the SENDCo, will assess whether the student needs additional support. We will informally gather evidence (including the views of the student and their parents/carers) and will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support will help us to identify their particular needs. If additional needs are identified the student may be included on the Schools SEND register.

Identification flow chart: at each level progress of the student will be monitored to decide if the interventions have worked to reduce underachievement or if the student needs to move on to the next level.





2.1 HOW WE DECIDE WHETHER TO MAKE SPECIAL EDUCATIONAL PROVISION

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the student's progress, alongside national data, and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the student and their parents/carers. These early discussions aim to develop a good understanding of the student's areas of strength and difficulty, the parents/carers concerns, the agreed outcomes sought for the student and the next steps-

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a student is identified as needing additional support, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on



more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEND of students and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND, however, we do recognise that behaviour is a form of communication and can indicate unmet need. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEND but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties, we would consider whether the student might have SEND.

Slow progress and low attainment do not necessarily mean that a student has SEND and should not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some students and young people may be high achieving academically but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for students or young people whose first language is not English requires particular care. We look carefully at all aspects of a student performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

2.2 PLANNING PROVISION FOR STUDENTS WITH SEND


When a student has been identified as requiring SEND support, a SEND Support Plan will be drawn up which will identify the needs of the student and the long-term outcomes we want to achieve for them. A passport outlining strengths and areas of difficulty as well as strategies to support these areas within a classroom will be formulated by the year group teaching assistant team with the form teacher under the direction of the SENDCo SEND Team Leaders. The progress towards these outcomes and the targets in the IEP will be reviewed **three times a year** with parents at parents' evenings, meetings, or over the telephone/TEAMS if appropriate and agreed by both parties, or for students with an EHCP, at or following the review meeting.

Each review of the SEND Support plan will be informed by the views of the students, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For students with an Education, Health, and Care Plan there will be an annual review of the provision made for the student, which will enable an evaluation of the effectiveness of the special provision:-

The effectiveness of provision is monitored as part of the whole school approach to monitoring the quality of learning and teaching and the on-going departmental review process. This starts with class teachers monitoring the effectiveness of their teaching through the marking of students work and is overseen and supported by Heads of Faculty. The Senior Leadership Team and the SEND Interventions beyond the classroom are overseen by the SEND-Department. Base line assessments of all students are taken using a variety of assessment tools and are used to track progress towards objectives and help to evaluate the effectiveness of interventions.

The individual interventions designed and implemented by the Teaching Assistant Teams are monitored using the Assess, Plan, Do, Review cycle of the Graduated Approach.



2.3 ASSESSING AND REVIEWING STUDENTS AND YOUNG PEOPLE'S PROGRESS TOWARDS OUTCOMES

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for students with SEND is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

2.4 INVOLVING SPECIALISTS

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the student in the same way as other SEND support.

The SENDCo/SEND TEAM Leaders and class teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions in order to support the student's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

2.5 REQUESTING AN EDUCATION, HEALTH, AND CARE NEEDS ASSESSMENT

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the student, the student has not made expected progress, the school or parents/carers should consider requesting an Education, Health, and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

2.6 INVOLVING PARENTS/CARERS AND STUDENTS

All Education, Health and Care Plans should involve parents/carers and students to help plan and support identified needs but also personal requests where appropriate to enable an effectively well managed plan to be put in place. Where a personal Budget has been granted by the Local Authority the School will work in partnership with parents/carers to facilitate the use of the funds to meet the student's needs. Parents/carers and students can call for a review at any time.

2.7 COMMUNICATING WITH PARENTS/CARERS OF STUDENTS WITH SEND SUPPORT AND INVOLVING THEM IN THEIR CHILD'S EDUCATION

Parents/carers of students the school has identified as requiring SEND support will meet with the school regularly to discuss progress, review previous targets, and set new targets. These meetings will include the form teacher and staff from the learning support department.

Additionally, when a student is first identified as requiring SEND support, an initial meeting will be called with parents/carers to collaboratively plan for the emerging needs of their student.

2.8 CONSULTING YOUNG PEOPLE WITH SEND AND INVOLVING THEM IN THEIR EDUCATION

When we are considering strategies to address the needs of students who have been identified as needing SEND support, we will work with the students to plan strategies to take into account their views. Students are an invaluable source of information on what works well for them and are an essential member of the team when working collaboratively to develop plans to meet their needs.

2.9 PARENTS/CARERS – WHAT TO DO IF YOU HAVE CONCERNS/WORRIES

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher, form teacher, head of year, or to the SENDCO/ SEND Team Leaders or to the Headteacher straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENDCO/ SEND Team Leaders will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties.
- the school thinks your child has special educational needs.
- your child is able to work at the same level as other students of a similar age.
- your child is already getting some extra help; and
- you can help your child.

We will involve parents/carers about all the decisions that affect their child. If you, as a parent/carer have concerns or worries at any time, you should share them with your child's teacher or Headteacher or any other professional working with your child.

Parents/carers will be made fully aware of the planned support and interventions, and we will seek parental involvement to reinforce or contribute to progress at home. Parents/carers will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations. The Derbyshire Information and Advisory Support Service (DIASS) is Derbyshire's support service for parents of young people with additional needs. You can view information and contact details online at ias.service@derbyshire.gov.uk 01629 533668 (open Monday - Friday 9.30am - 3pm)

All students at Tibshelf School receive three progress reports per academic year.

Where a student is receiving SEND support, we will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carers, the student, and the school.

The views of the student will be included in these discussions. This may be through involving the student in all or part of the discussion itself or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the student's parents/carers.

2.10 SUPPORTING STUDENTS AND YOUNG PEOPLE DURING TRANSITION

To support transition, we share information requested with the school, college, or other setting the student is moving to. We ensure we only share relevant information that ensures that the right support can continue.

2.11 PRIMARY TO SECONDARY TRANSITION

The SENDCO/SEND Team Leaders or the Y7 Teaching Assistant visits the primary schools to gather information on the needs of students who are coming to us. Staff will visit the primary school to work with students and to arrange additional transition visits to Tibshelf School. A representative from the Inclusion/SEND team will attend the year 5 & 6 EHCP annual reviews, where invited.



The SENDCo/ SEND Team Leaders are available on the transition parents' meetings to discuss the needs of individual students and complete a review of student passports.

2.12 POST 16 TRANSITION

In year 9 a review meeting is held inviting parents along with the careers service and other relevant professions to discuss the transition plan for students with an EHCP. In year 10 and 11 this process continues with a view to planning the transition to post 16 study or work-based training.

Students in Y11 are offered one to one support and planning sessions with a career's adviser. In addition, a personalised programme of transition is developed where need to prepare students for the move to their new educational provider. This can include extended placements, a series of supported visits, a range of taster sessions on different courses and other experiences tailored to meet their needs.

Staff from the school will work with post 16 providers to share information, strategies, and advice to help ensure a successful transition for each student.

2.13 MID-YEAR ADMISSIONS

When a student with SEND moves to Tibshelf Community School during the academic year, the SENDCo/SEND Team Leaders or Head of Year will contact the previous school to gather information and plan an appropriate transition. This may include meetings with staff from the previous school, meetings with parents and the student, structured transition visits, peer buddying, contact with any outside agencies involved to identify an appropriate range of support and interventions to meet the identified SEND.

3 TEACHING STUDENTS AND YOUNG PEOPLE WITH SEND

We recognise that students make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books, and materials they give to each student and the way they teach. So, all teachers consider a number of options and choose the most appropriate ways to help each student learn from a range of activities. This is often described as 'differentiating the curriculum' or 'adapting practice.'

3.1 USE OF SUPPORT STAFF


We ensure Support Staff are appropriately prepared and trained to support the curriculum, and that students are not separated from the curriculum as a result of accessing support. Support Staff provide, continuity, subject knowledge, in class support, communication with teaching staff, differentiation, intervention where appropriate, and share information for or attend (where appropriate) EHCP Annual Reviews.


3.2 EQUIPMENT

We support students and will provide low cost, non-customised equipment, e.g., ICT equipment, for students with high incidence SEND, funded from our normally available resources. For more specialist customised equipment Derbyshire LA provides funding for an Individual Students' Equipment Budget to meet these needs.

3.3 ADAPTATIONS TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF STUDENTS AND YOUNG PEOPLE WITH SEND

The school was rebuilt in 2013 and is fully accessible to students with mobility needs. The Learning Support Department offers a range of spaces to work with students outside of the mainstream classroom environment in smaller groups. An additional four ground floor classrooms have been added to the site in 2025 which are all fully accessible.





Teachers are trained and supported to offer a differentiated learning experience in each lesson. This is supported by the SEND Team and the SENDCo. Where necessary, additional external expertise is used to advise and support staff to meet the more complex or demanding specific needs of students.

All curriculum related trips and activities are adapted to be accessible by all students in line with our approach to equality and equity. Additional support staff are made available where necessary to support this.

Where aspects of the curriculum require a more specialist approach, such as sex and relationships education, specific targeted teaching is used for some groups of students involving the support of external experts to tailor the teaching to meet the need of those students.

3.4 ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

As part of our budget, we receive 'notional SEND funding.' This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school.

3.5 HOW THE SCHOOL ENABLES STUDENTS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN ACTIVITIES OF THE SCHOOL (INCLUDING PHYSICAL ACTIVITIES) TOGETHER WITH STUDENTS WHO DO NOT HAVE SPECIAL EDUCATIONAL NEEDS

All clubs, trips and activities offered to students at Tibshelf Community School are available to students with special educational needs either with or without a statement of special educational needs / Education, Health, and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Students are given support in whatever area they need it. Risk assessments are completed for all trips and if needed a remodelled itinerary is developed to ensure inclusion of all students.

3.6 LEADERSHIP ACROSS THE LEARNING SUPPORT TEAM


Overall responsibility for SEND provision is led by Laura Tipping, Assistant Headteacher SENDCo, supported by Anna Kurcewicz, SEND Team Leader, and Helen Morley, Team Leader for the ERC who coordinate the work of the support staff.

3.7 EXPERTISE AND TRAINING OF STAFF TO SUPPORT STUDENTS AND YOUNG PEOPLE WITH SEND

In addition to the training and expertise of the SEND Team teaching staff receive regular planned training from the SENDCo and the Enhanced Resource Centre as part of the school's continuous professional development programme. More immediate training and development needs are met on an ad-hoc basis when students presenting a type of need join the school or when there are changes to the needs of existing students.

The staff benefit from the expert advice and input of a range of external specialists including, the Inclusion Support Advisory Service (ISAS), the Educational Psychology Service, physical impairment service, hearing and visual impairment specialists and other specialist trainers we may choose to buy in.

The SENDCo holds the National Award for SEND Coordination from Sheffield Hallam University. The SENDCo is also a fully qualified access arrangements assessor (CPT3A) through Real Training, Middlesex University. Teaching Assistants have a wide range of qualifications and experience to support their role.



3.8 EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR STUDENTS WITH SEND

The effectiveness of provision is monitored as part of the whole school approach to monitoring the quality of learning and teaching and the on-going departmental review process. This starts with class teachers monitoring the effectiveness of their teaching through the marking of students work and is overseen and supported by Heads of Faculty, the Senior Leadership Team, the SENDCo and the Deputy SENDCo.

Interventions beyond the classroom are overseen by the SENDCo and the Learning Support Department. Base line assessments of all students are taken using a variety of assessment tools and are used to track progress towards objectives and help to evaluate the effectiveness of interventions.

3.9 HOW DOES THE SCHOOL MONITOR STUDENT PROGRESS?

- **Monitoring** of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.
- The student's progress will be **reviewed** at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.
- Paired planning with teachers and TAs
- Advice from SENDCo/ Team Leaders and SEND team.
- SEND staff training offered to all staff (teaching and support) and also engage in professional development through the school year.
- Intervention groups.
- Department meetings held regularly by all subject areas.
- Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are such that intervention strategies outside the classroom is required.
- Identifying SEND support student's needs and providing additional intervention/support.
- Where appropriate external agencies could be involved in supporting a student's progress or needs and discussions will be held around effectiveness and appropriate use of funding.
- The SEND department is fully embedded in the school's Quality Assurance Programme and reviews conducted three times a year.

3.10 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

The students with identified social and emotional development needs have access to a range of support measures including the Intervention Team, Behaviour Support Service, and the School Counsellor, they may be paired with a specific member of staff and may be included in social skills or life skills groups. We also work collaboratively with organisations such as Compass Changing Lives and facilitate space for them to complete their work.

The Personal Development curriculum provides education for all students on social and emotional aspects of learning and is supported by relevant school assemblies and the use of tutor/teacher led sessions days to deepen students' understanding and engagement in these issues.

3.11 HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING STUDENTS AND YOUNG PEOPLE'S SEND AND SUPPORTING THEIR FAMILIES

External support we use may include:

	Educational Psychologist
	Derbyshire County Council SEND Case Coordinators
	Teacher for Physically Impaired students
	Teacher for Hearing Impaired students
	Teacher for Visually Impaired students
	Careers Service
	School Nurse
	School counsellor
	Speech and Language Therapist
	ISAT (Inclusion Support and Advisory Teachers/Service) provided by Derbyshire County Council
	Compass Changing Lives


We also work closely with other agencies:

- Tibshelf School Intervention Team
- Social Care
- Educational Welfare Service
- Local GPs
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- Specialist Community Nurse

3.12 ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF STUDENTS WITH SEND ABOUT THE PROVISION MADE AT THE SCHOOL

What if I am not clear or perhaps not satisfied with the SEND support, who do I contact?

There are many people you can contact for help at Tibshelf Community School. These include subject teachers, form tutors, Head of Year or Senior Leaders. You can also contact the named SENDCo or SEND Team Leaders on **01773 872391**.



Please contact us at the earliest point if you have any questions or concerns. If you wish to make a suggestion, we will always be happy to support your opinions, thoughts, and requests. We aim to work with you in order to improve the support for your child and want to develop a true working partnership between the school, your child and you as parent/carer.

If you are not happy with the response of the school to concerns you have raised, you may raise a complaint with the Chair of the schools governing body by writing to the school addressing your letter to the 'Chair of Governors.'

3.13 SUPPORTING STUDENTS AND YOUNG PEOPLE WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND HAVE SEND.

The school has a dedicated member of staff working with all Looked After in Care (LAC) that regularly reviews the level of support required and liaises with family and external agencies. The Designated teacher for LAC is Richard Penford, Assistant Headteacher.

3.14 THE LOCAL OFFER

Derbyshire County Council have collated information on services available to parents of students with SEND, this is called the Local Offer. This can be accessed at <http://www.DerbyshireSendLocalOffer.org> the contribution of Tibshelf School to the Local offer can be found on this website.

Tibshelf Community School are currently in the process of developing their own school-specific Local Offer.

4 APPENDIX

4.1 SEND TEAM

Please see Appendix 1

4.2 THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCo)


The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordinating of specific provision made to support individual students with SEND, including those who have EHC plans or Statements of SEND, working closely with staff, parents and carers, and other agencies.


The SENDCo and SEND Team Leaders provide professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with staff, parents, and other agencies. The SENDCo and SEND Team Leaders works with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching.

The SENDCo plays an important role with the Headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of students with SEND and holds a position on the school's senior leadership team.

4.3 THE ROLE OF SUPPORT STAFF

Working under the direction of the SENDCo and the SEND Team Leaders, Teaching Assistants play a vital role in delivering the SEND policy. This includes:

- Contributing to writing and reviewing Individual Education Plans
 - Participation in and contribution to the annual review process
 - Working in partnership with colleagues across the school
 - Member of year group team to coordinate provision for students
 - Coordinating work with outside agencies and other stakeholders
 - Coordination of Transition at key points e.g., primary to secondary, secondary to post 16.
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- Writing, review, and implementation of risk assessments
 - Tracking, monitoring, and early intervention on progress
 - Evaluating provision and interventions
 - Day-to-day problem solving
 - Liaising with teaching staff
 - Developing strategies and disseminating to colleagues
 - Leading research for their own CPD and sharing best practice

4.4 LEGAL FRAMEWORK

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEND Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

4.5 LINKS TO OTHER POLICIES

This policy should be read in conjunction with the following school policies: Behaviour Policy; Safeguarding Policy; E-Safety; Pupil Premium; Supporting Pupils with Medical Conditions Policy and Anti-Bullying Policy.

4.6 POLICY DEVELOPMENT PROCESS

This policy was developed in consultation with parents/carers, representatives from the local authority, senior leadership team, governing body, teaching staff, Learning Support staff, students, and parents of students with special educational needs. This policy will be reviewed annually, in liaison with a wide range of stakeholders.

