

Hope Valley College

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Hope Valley College

Chorus Education Trust

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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, read our SEND policy which can be found here: [Chorus Trust - Trust policies](#)

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Richard Griffin

Richard is contactable via: senco@hopevalley.chorustrust.org

What types of SEND does the school provide for?

Hope Valley College recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age
- Require provision different from or additional to that normally available to pupils of the same age

- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our schools currently provides additional support for a broad area of needs including:

ASD, ADHD, Dyslexia, DCD, Emotional Needs, Mental Health needs.

How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

We work closely with Primary feeders and parents to identify SEND. We also have staff referral forms, we monitor students, and we have student self-referral forms.

What should I do if I think my child has SEND?

All students should find some aspects of their learning challenging: this helps to keep them engaged in their learning and results in them making progress.

However, there are times when the challenge is too much, and the student's progress falters. At this point barriers to student's learning and/or personal development are identified. Sometimes these barriers are easily removed, and the student continues to make progress.

When this is not the case, the college may decide that the student would benefit from extra support which is additional to and different from their peers. Throughout this process parents of young people are consulted, and their views are sought. Young people are also consulted and involved in the process.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND, the first person to tell is your child's form tutor.</p> <p>Parents/carers can contact teachers using the email enquiries@hopevalley.chorustrust.org. Please include your child's name, year and class and this will be forwarded on.</p> <p>They will pass the message on to our SEN Team, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENDCo direct – senco@hopevalley.chorustrust.org</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You can request a copy of this.</p>	<p>If we decide your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register</p>

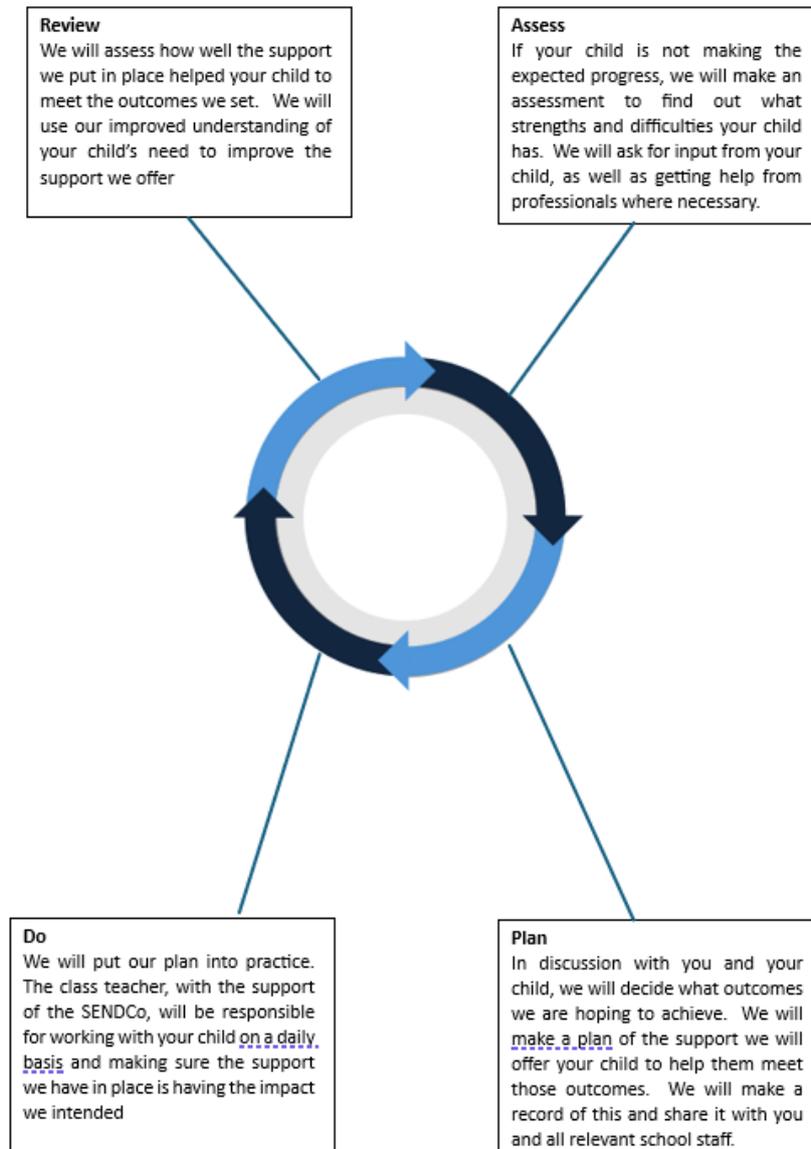
How will the school measure my child's progress?

Upon entry to school, students are given baseline assessments and reading assessments which allows the school to see if there are any discrepancies with existing information and to help plan any intervention/further screening.

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern, and monitor the impact on the student's learning. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem, and unexplained deterioration in attendance.

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

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



As part of this process every child with SEND will have a Learning Passport that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

We will provide annual reports on your child's progress.

The SENDCo or a member of the SEND team will meet you 3 times per 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 ask you to do, and what we will ask your child to do

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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

If you have concerns that arise between these meetings, please contact the SEND team on senco@hopevalley.chorustrust.org

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

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

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

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

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

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

- Reviewing their progress towards their goals each term through
- Reviewing the impact of interventions after 6-12 weeks
- Using Likert Scales linked to a skill area
- Use of standardised testing
- Curriculum feedback
- Monitoring by the SEND team – including Engagement Profiling
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How does the school adapt the curriculum and learning environment for children and young people with SEND?

The first intervention (Wave 1) to put in place is to be responsive to the strengths and needs of all pupils.

Teachers have a duty to have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and are able to use and evaluate distinctive teaching approaches to engage and support them.

We believe that ALL young people have a right to

- An appropriate broad and balanced curriculum
- Receive high quality teaching from subject specialists in mainstream lessons
- Experience success through challenging work
- Have high aspirations, recognising their full potential

Wave 1 describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom.

If there are still gaps, we then move into specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Examples of additional school interventions at Hope Valley College include:

Writing Interventions

- Paired Writing
- Handwriting recovery
- Touch typing
- Cued spelling
- Grammar for writing
- Talk for Writing
- Oxford Writing Scheme

Numeracy Interventions

- Numicon
- Precision teaching
- 1-to-1 boosters
- Sparx (additional) lessons
- Use of visual manipulatives
- Every Child Counts

Life Skills

- Typing tuition
- Money skills
- Motor skills interventions
- Forest schools

Coping in School

- Growth Mindset – Chimp Approach
- Positive Support
- Draw and Talk
- Resilience intervention
- *How Does Your Engine Run?* – Self Regulation
- Zones of Regulation

Autism & Communication

- Sensory Diet

- Comic Strip Conversations
- Social Scripts
- Zones of Regulation
- Lego Therapy
- Positive Support
- Social Thinking Interventions
- EKAN

Dyslexia

- Paired Writing
- Mind mapping for dyslexia
- Tutoring for text-to-speech
- Wordshark
- Word Wasp
- Metacognitive strategies for dyslexia

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- School Nurse or Health Visitor involvement
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a Learning Passport for them.

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

There are no barriers for SEND students. All students are included in extra curricular activities and actively encouraged to attend.

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

All pupils are encouraged to go on our school trips, including our residential trip(s)

All pupils are encouraged to take part in school production and sporting activities.

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

How does the school support pupils with disabilities?

We follow the concept of Reasonable Adjustments, as outlined in the Equality Act (2010). This includes building access via ramps, lifts, and lift keys. We can also make adjustments in terms of hearing loops for students with hearing impairments, and lower-demand sensory environments for students with sensory issues.

The school's accessibility plan is available to download from www.schoolname.chorustrust.org/policies and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

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

Self-esteem

- Think Good, Feel Good
- Happy Being Me
- Positive Play
- Mentoring
- Garden and Grow

Anxiety

- Talkabout for Teenagers
- Yoga
- Mindfulness
- Social Stories
- School Counsellor
- Draw and Talk

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

Between years

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

- Try and give them a timetable as early as possible.
- If there are new staff, we give students the opportunity to meet new teachers.

Between schools

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

Between phases (for secondary schools)

The SENDCo of the primary school is invited to meet with our SENDCo to discuss the needs of the incoming pupils near the end of the summer term.

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

Pupils will be prepared for the transition by:

- Having additional transition visits with other students
- Learning how to get organised independently
- Talking to the lead transition workers from the school about key aspects of the school
- Have a transition booklet with aids with knowing key information about the school

Moving to adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

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

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

Mr Beeden (Designated LAC) will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

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

- Our school follows Derbyshire School Admissions.
<https://www.derbyshire.gov.uk/education/schools/school-places/apply-for-a-school-place.aspx>
- For children with an EHCP, the admissions route is slightly different as our setting must be consulted to see if we can meet need. We treat all prospective students fairly and transparently and we will be honest if we cannot meet need.

What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Derbyshire's local offer. They publish information about the local offer on their website:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.derbyshireiass.co.uk/children-and-young-people/information-for-children-and-young-people.aspx>

Local charities that offer information and support to families of children with SEN are:

<https://sunshine-support.org/>

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

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