SEND Information Report – Autumn 2026

1. What kinds of special educational needs does the school make provision for?

The Minster School believes that all students should be valued equally and enabled to develop to their full potential.

We make special educational needs provision in line with the SEN(D) Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014. Students may experience difficulty in one or more of the four broad areas of need outlined in the SEN(D) Code of Practice:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory/long term medical and/or Physical (S&P)

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We will consider the following areas to identify students who may have special educational needs:

- Information from feeder schools, outside agencies and parents at transition (where needs are already recognised);
- Diagnoses and reports from specialists;
- School assessment data, including:
    - Attainment and progress levels for each subject reported through school Assessment Points
    - Key Stage 2 Statutory Tests (SATs)
    - NGRT reading tests in Years 7 and 9;
- Comments from form tutors, teaching staff, students and parents;
- The results of diagnostic assessments.

If you have a concern about your child's learning, you are encouraged to share those concerns with your child's form tutor or the SENDCO. Contact details and further information about the SEND support in school are given on the school website.

We will send you an email, at least yearly, outlining the needs we have recorded for your child. Where we are aware of needs we share this with teachers through the use of a Student Passport. You will have access to any passport for your child and we welcome any comments from parents about these.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

We encourage feedback from teaching staff, parents and the students themselves to evaluate SEND provision. This includes:

- Analysis and review of attainment and progress data at identified points during the year;
- Tracking of attendance of children with SEND;
- Termly reviews with parents of children on the school SEND register, including student voice;
- Annual EHCP reviews for students with an Education, Health and Care Plan (EHCP)
- Surveys of parents including the sharing of Student Passports at least yearly.

Weekly inclusion meetings are held in school to review provision for students involving staff from the Learning Support team, Pastoral staff and Inclusion staff.

The school's Governing Body has a duty to evaluate every year the provision the school makes for students with SEND and to report on that through the annual report to parents. Termly meetings are held between the Governors responsible for the oversight of SEND, the SENDCO and Assistant SENDCO.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Attainment and progress reports are sent out to parents through Assessment Points at regular intervals as detailed in the school calendar. This data is considered in school to assess how well students with SEND are making progress. In addition to this, all students receive an annual school report. For parents there will be a chance to discuss progress with subject teachers at the annual parents' evenings. For students on the special educational needs (SEND) register, there will be additional contact on a termly basis with the student's keyworker.

Attainment and progress will be regularly reviewed by the school and we will make any necessary adjustments to provision to best meet individual student needs. This will be done in consultation with parents and the student.

c) What is the school's approach to teaching pupils with special educational needs?

We believe that an inclusive education system provides a framework within which all students can be valued equally, treated with respect and provided with equality of opportunity in school. All students are entitled to a broad and relevant curriculum. The inclusion of students is seen as priority, and all students are taught within mainstream lessons wherever possible.
Where necessary, support is based on a student's individual need and the resources available within school. Every teacher is responsible for the progress of the students in their class and will adapt their practice in order to support the learning of students. Methods of support may include:

- Adaptations to general classroom practice (eg the school dyslexia protocol) designed to ensure that the classroom experience is as accessible as possible to all students
- Carefully considered seating arrangements to meet the needs of all students
- Scaffolded classroom resources (e.g., writing frames or sentence starters);
- Individual adjustments to classroom practice based on advice given to teaching staff on appropriate teaching strategies for individual students. This is shared for all students with SEND through a student passport which is also sent to parents to review;
- Advice to parents on how best to support their child.

For smaller numbers of students, further support may be necessary. This may be provided by:

- Support from a Special Educational Needs Support Assistant (SENSA) in classrooms;
- Check-ins at other times of day with a SENSA, (eg a meet-and-greet at the door in the morning)
- Time out of the classroom in the Learning Support Room (C57) or the Inclusion Room (D69);
- Small group literacy and numeracy intervention;
- Use of assistive technology or IT to support learning;

Support is designed to build student independence and resilience. The aim is always to carefully withdraw support over time wherever possible as students develop the skills needed to succeed with a lower level of support.

The Learning Support department offers the following additional provision outside the classroom for students with special educational needs:

- The Learning Support classroom is used where students are judged as being unable to access learning in their usual classroom. Students are supervised and supported by one or more Special Education Needs Support Assistants (SENSAs)
- The Retreat is a quiet area within the Learning Support Department. Its use may form part of an individual student's provision
- A small sensory room is available to students experiencing significant dysregulation for a short period to help them re-regulate themselves
- The Learning Support classroom is also open to students at Break and Lunch times. Students may engage in a variety of activities and these sessions are supervised by SENSAs
- Support for students at lunchtime who may eat at a supervised table.

d) How will the curriculum and learning be matched to my child/young person's needs?

We will consider each student's individual needs and work with teachers, parents and the student to ensure that they are following an appropriate curriculum. Our Key Stage 3 and 4 curriculum is designed to meet the needs of almost all students who are educated in a mainstream school. Where there are complex and significant needs it may be necessary to consider an individualised learning programme. Where this is necessary, we will seek advice from a recognised, Local Authority, professional support service in consultation with parents and the student wherever possible.

Each subject area in school has its own SEND department protocol which describes how adaptations are made in the subject for students with SEND. The needs of individual students are shared with subject teachers through the use of Student Passports.

e) How are decisions made about the type and amount of support my child/young person will receive?

Any additional support given to a student will be decided by the SENDCO following discussions with students, parents and teachers. Support will vary for each individual depending on need. Some students will receive planned interventions that last for a limited amount of time; others will receive support over a longer time period to ensure that they have full access to learning. Students with significant and complex needs may receive external funding to enable their support over all the years that they are with us. The available funding is subject to moderation processes through the family of schools and the Local Authority.

Parents are kept informed of the type of support their child receives and this is reviewed with them via email, telephone or meetings: we aim to review in the manner that best suits parents wherever possible. Electronic student passports are used to share, with teachers and parents, details of student need and appropriate strategies.

f) How will my child be included in activities outside the classroom, including school trips?

We offer a variety of in-school and after-school activities to which all students have access.

As a fully inclusive school all students have the opportunity to attend school trips that are an integral part of a subject. If additional support is needed for such trips to help facilitate access, then this will be negotiated with those concerned.

Residential trips take more planning and usually involve advice and guidance from the professional agencies involved for students with complex and significant needs.

Other activities outside the classroom in school will be supported to enable all students to access these equally.

g) What support will there be for my child's overall well-being?

Children's well-being is a priority. Each student has a form tutor who monitors their general well-being on a daily basis. Our pastoral system is overseen by the Deputy Head for Inclusion, and a Key Stage Leader at each key stage. They are supported by a Year Leader for each year group as well as the Learning Support Department, the Inclusion Mentors and individual subject teachers. The amount of support varies depending on the student's individual needs.

If the pastoral system does not meet the needs of students with more complex emotional difficulties, additional input will be needed and it may be necessary to make a referral to other agencies. Parents will be consulted about such referrals. These may include:

- Emotional Literacy Support Assistant (ELSA)
- Counsellors in school
- Mental Health Support Team (MHST)
- Educational Psychology Services (EPS)
- Child and Adolescent Mental Health Services (CAMHS)

Students are also given advice on services to which they can self-refer for advice and support such as Kooth and Childline.

4. Who is the school's special educational needs coordinator (SENDCO) and what are his contact details?

Mr Rhod Price

Email; r.price@minsterschool.org.uk

Telephone 01636 817350

Our SENDCO is responsible for those students with complex and significant special educational needs, including those with an EHC plan.

In addition to the SENDCO the School also has an Exams Access Arrangements Assessor (EAAA). The EAAA carries out student assessment where appropriate to

support exam access arrangements (EAA) or to determine a picture of a student's strengths and weaknesses to inform teaching. Students are usually referred by the Learning Support Department, teaching staff or parents. Where teachers have identified that a student needs adjustments in the classroom, and has put these in place, these will become a "normal way of working" for that student. In the case of exam access arrangements, this normal way of working, alongside assessment results, may form part of the 'picture of need' required by Exam Boards. The EAAA works with the Exams officer to obtain the necessary permissions for EAA from the Exam Boards and to ensure these arrangements are put in place. These arrangements can only be agreed from Y10 onwards.

a) What training have staff supporting special educational needs had and what is planned?

The SENDCO has a BSc in Psychology and the National SENDCO Award. He has also undertaken a range of further training in supporting students with SEND.

School staff and support staff receive training throughout the school year. This includes advice on how to deal with common needs such as Dyslexia, Autism and ADHD as well as support with individual students and their needs. The school regularly revisits training around SEND during school Professional Learning days as well as through regular staff meetings and briefings about the needs of individual students.

More specialised SEND training is offered to appropriate staff in accordance with the needs of specific cohorts of students and has included: moving and handling; intimate care; supporting students with Visual or Hearing Impairments; attachment disorders; experience of trauma; support with Interoception needs; precision teaching and supporting students with Autism.

b) What specialist services and expertise are available or accessed by the school?

The following professional agencies can be accessed through a referral process:

- SEND Inclusion Services
    - Communication & Interaction Team
    - Cognition & Learning Team
    - Hearing & Vision Specialist Support Team
- Educational Psychology Service (EPS)
- Physical Disability Support Service (PDSS)
- Virtual School for Looked after Children

- The family service
- Mental Health Support Service (MHST)
- Child Health Services obtained via local Health Centre. You may already have a GP you can talk to initially
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care
- Voluntary Sector agencies: we also value the support of the voluntary sector, e.g.
    - Muscular Dystrophy Association
    - Downs' Syndrome Association
    - Autism East Midlands

Further details of local specialist services can be obtained through the Local Authority's Local Offer: nottshelpyourself.org.uk

5. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Needs are addressed on an individual basis and we consult appropriate outside agencies for assessment where specialist equipment is required, e.g. for students with physical disabilities. Our school building opened in September 2007 and is wheelchair accessible with lifts available to all floors. We have an access policy which is available on request from the School Business Manager.

The school has a specialist Visual Impairment (VI) and Hearing (HI) Impairment Lead. Working with support from the Local Authority, appropriate equipment is provided for students with VI or HI to support their integration into the classroom and wider aspects of school life.

The school has a small number of laptops and reading pens which are used to support students where appropriate. Students with a recognized need may also be given access to school networks in order to use their own personal laptop. Pupil premium funding is used in appropriate cases to lend a laptop to a student.

The Minster School Accessibility plan can be found on the school website - The Minster School

6. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Form tutor contact details are given to all parents when their child starts at the Minster School as the first point of contact for any concerns. For all students, parents are informed of any SEND recorded for their child – passports are shared and parents invited to comment on these.

For those students where the SENDCO deems a key worker is necessary, a home school link will be set up to maintain regular and effective communication. The parents of students who are categorised as needing SEND support will have a termly review of their progress. This may be by phone or in person.

Parents will be involved in annual reviews of an EHC plan and their views (as well as the student's) will be obtained.

Where students have a recognised special need or learning difficulty and more frequent contact with parents is necessary, the SENDCO is available to consult with parents regarding the provision in place for their child and to review progress.

We aim to offer additional support to parents and students with special educational needs at the key transition phases of the student's school life, for example at transition from primary school, at the Year 9 Options evening and when making post 16 choices.

7. What are the arrangements for consulting young people with SEN and involving them in their education?

Student voice helps us to ensure that our students are happy and thriving. This can be obtained via the SENDCO, Key worker/SEND Support Assistant, form tutor and/or subject teachers and is recorded accordingly. It is a good opportunity to share achievements and raise concerns.

We invite students with SEND to discuss their progress review meetings where they are given an opportunity to be involved in setting their own targets and reviewing progress.

8. What do I do if I have a concern or complaint about the SEND provision made by the school?

Depending on the nature of the concern, parents can contact the following staff :

- Their child's keyworker
- The SENDCO
- The Deputy Head Teacher (Inclusion)
- The Head teacher
- The Governors
- The Local Authority
- MITRE Trust

Parents may also wish to contact 'Ask Us Nottinghamshire' who will support them and help with any specific concerns. They can be contacted on:

Website: www.askusnotts.org.uk

If you feel that your concerns are not being responded to, we have a formal complaints procedure. A copy is available on request.

9. How does the governing body involve other organisations and services (e.g. Health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

We have two governors who have specific responsibility for special educational needs and who liaise regularly with the SENDCO. The SEND Governors check that the school is working with relevant outside agencies as part of its SEND provision and feed back to the governing body. The school also reports to the governors on how SEND provision is working as part of its annual report to the governing body. The current SEND Governors can be reached via the school office.

10. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENDCO can offer help and advice in relation to support and services in the local area for students with SEND and disabilities. See section 5b of this document for a list of agencies we work with. Details of the school's approach to supporting students with SEND are published on the school website.

In addition, Nottinghamshire County Council has published its Local Offer which is a comprehensive directory of local services, opportunities and access for children and young people with SEND and disabilities in the area. This can be accessed at

Local Offer: Nottinghamshire's SEND Local Offer - Your Notts Directory

11. How will the school prepare my child for admission/transition?

The SENDCO liaises with primary schools during Y6 to begin the transition process. Information is shared concerning students with known SEND issues and meetings are arranged with students and parents where appropriate. In addition, the Family SENDCO for The MITRE Trust may offer additional advice and support.

Once they have been offered a place in Year 6, students with SEND and their parents are invited to a transition event to hear about the work of the SEND department and to meet the team. In addition, all students have the opportunity to attend an induction day in early July (Year 6) to experience some taster lessons and meet their form tutor. Parents are also invited to meet the form tutor prior to their child's admission and may also meet with Learning Support staff to discuss individual concerns. In a small number of cases, it may be necessary for additional transition visits to be arranged.

We note the individual needs of students on Provision Map, to which all teaching and support staff have access. Details of student needs and suggested support is shared through student passports with teachers and parents. This enables teachers to employ appropriate teaching and learning strategies for individual students.

Students who join the school at other points meet with their Year Leader prior to arrival where possible and the SENDCO is advised of any known learning difficulties.

For students with complex and significant needs the next transition process begins in year 9 when the student is asked to select their options for Years 10 & 11. Throughout Years 10 and 11 preparations are made to secure places for students in Further

Education, 6th Form or training placements. Students with an EHC Plan may be referred to Targeted Support to ensure all their future needs have been recognised. This is a process that includes the students and their parents.

12. Where can I access further information?

Please visit our website to find more information about the school.

www.minsterschool.org.uk

and the SEND page on this website

The Minster School - SEND

The Local Authority provides a framework to support schools in carrying out their duties.

Nottinghamshire has introduced a Local Offer as required by the SEN(D) Code of Practice (2015), which has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available locally; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Please visit : Nottinghamshire's SEND Local Offer - Your Notts Directory

nottshelpyourself.org.uk for more details.

The Integrated Children's Disability Service (Nottinghamshire County Council) also advise parents/carers with regards to EHC Plans and Assessments. They can be contacted on

lcds.duty@nottscc.gov.uk

In this document the term 'parent' includes all those with parental responsibility including carers.

Reviewed September 2026