



**DERBY MOOR
SPENCER ACADEMY**

**SPECIAL EDUCATIONAL
NEEDS & DISABILITY
INFORMATION REPORT
2025 – 2026**



Together we succeed

Achievement

Aspiration

High Expectations

Community

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Introduction

At Derby Moor each student's current skills and levels of attainment are assessed on entry through the completion of Cognitive Abilities Tests. We use this data, with any other information from previous schools, to decide whether students require Special Educational Needs or Disability (SEND) support.

Through regular assessment we can identify students who are making less than expected progress for their age and individual circumstances. This may be because their progress is:

- Significantly slower than that of their peers starting from the same point.
- Failing to match or better their previous rate of progress.
- Failing to close the attainment gap between the student and their peers.
- Widening the attainment gap.

In this booklet you will find information that will answer your questions on Special Educational Needs and Disabilities and how we provide for them at Derby Moor.

If you have any further questions do not hesitate to contact our SENCO, Mrs. McGuinn, via email at SENCO@derbymoorspencer.org.uk or telephone on 01332 772706.

What kinds of Special Educational Needs does Derby Moor make provision for?

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching which targets a student's area of weakness through a personalised and differentiated curriculum. If a student continues to make less than expected progress the SEND Team will assess whether the student has SEN. This enables us to make sure we are taking appropriate action to support a student's needs. Any student identified as having a learning need will have at least one of four broad areas of need. On the following page, you can see the four broad areas of need and the interventions we put in place, as an Academy, to support them.

Types of need and what that could look like	Examples of support in our Academy	How we check this is working
Cognition and Learning This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia.	• Differentiated curriculum, in lessons, through quality teaching. • Literacy support e.g. Literacy Extract, Small group-based literacy interventions. • Pupil School Support (external) intervention with targeted support to meet student's needs. • Specialist Teaching Assistant support in lessons to support teacher with differentiated curriculum.	Monitoring and assessment takes place in the form of: Data Point Reports New Group Reading Tests
Communication & Interaction This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others.	• Social interaction and communication groups. • Social clubs during lunch and after school. • STEPS Autism Team (external) intervention. • STEPS Hearing and Visual Impairment Team (external). • Speech and Language Therapy (external and internal). • After school enrichment activities. • Inclusion Area – Innovation, Nurture & Thrive.	Exam Access Arrangements Testing SEND targets reviewed annually External Agency Assessments
Social, emotional and mental health difficulties This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning.	• Social clubs during lunch and after school. • School Nursing Service. • STEPS Educational Psychologist (external) intervention. • Child & Adolescent Mental Health Service (external) referrals. • Child Psychologist (external). • Counselling (external). • Inclusion Area – Innovation, Nurture & Thrive. • Non-teaching Year Managers.	Parent/Child Views Teacher views SEND Learning Walks Assess, Plan, Do, Review
Sensory and/or physical needs This is when a student has a disability that hinders them from using the educational facilities provided.	• Occupational Therapy (external) and physiotherapy programme (internal & external). • Visual and Hearing Impairment Risk Assessments & adjustments to Academy (e.g. accessibility/health & safety) • STEPS Sensory Support (external) intervention – Hearing Impairment & Visual Impairment. • Fully accessible site.	Internal Resource Allocation Panel

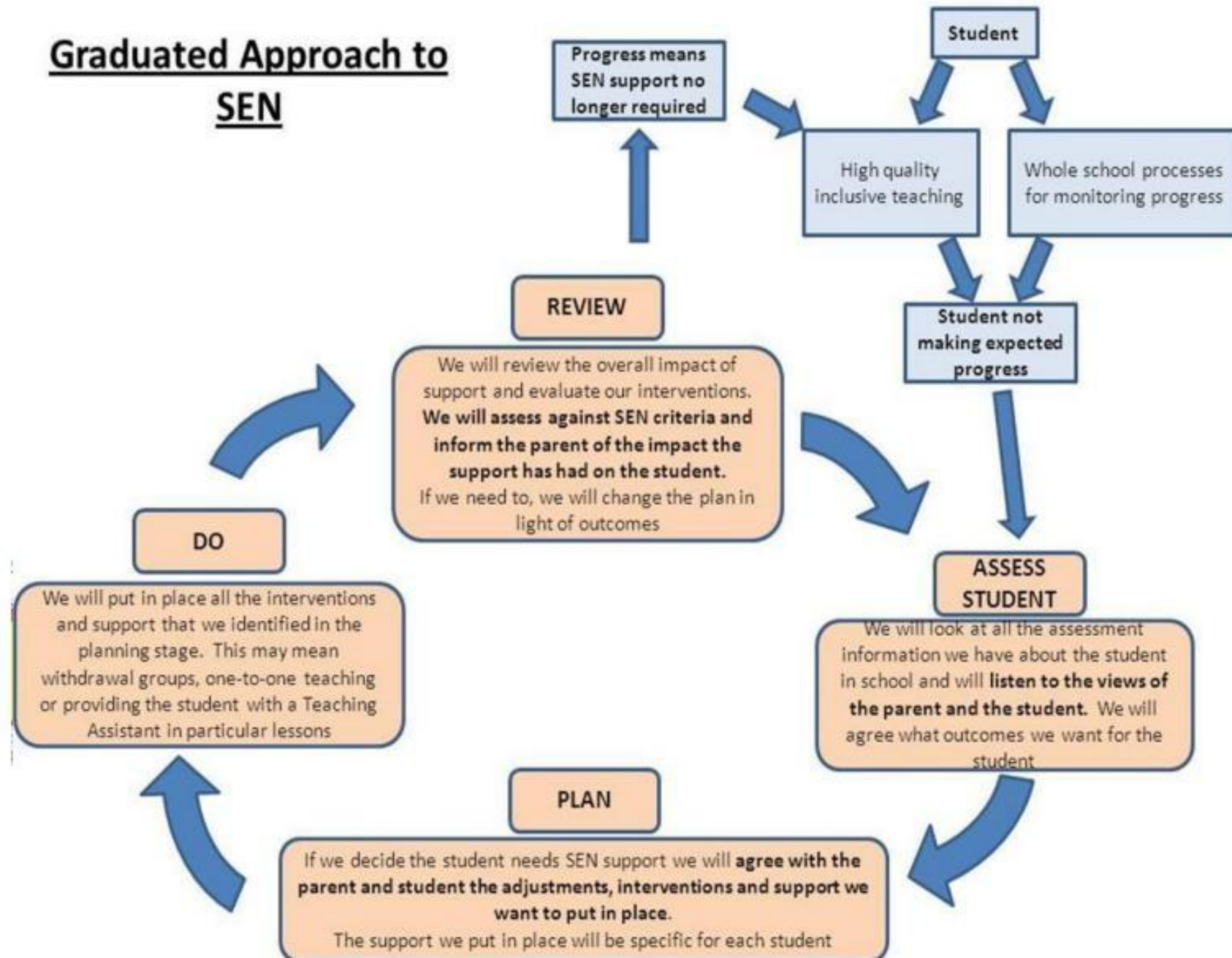
How does Derby Moor identify and assess Special Educational Needs (SEN)?

At Derby Moor we endeavour to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by Specialist Teaching Assistants or external agencies.

High quality teaching, differentiated for student's needs, is the first way we respond to students who have SEN. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Derby Moor is regularly reviewed. We have a thorough professional development programme to ensure teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up to date.

When a student is identified as having SEN, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and students' needs are at the centre of all provision provided.

Graduated Approach to SEN



How does Derby Moor know how much progress is being made by students with Special Educational Needs?

At Derby Moor we have rigorous assessment procedures to ensure we are keeping track of student's progress throughout their time with us. Each term parents will receive a data point report on their child's progress. Parents of students who are identified as having Special Educational Needs will be invited into the Academy at least once a year to talk about their child's targets and review the progress they are making towards them. These meetings will be based around scheduled meetings planned at the Academy such as parents' evenings. At least once a year, parents of students with high needs SEND will be invited into the Academy to attend their child's annual review.

What extra-curricular activities can a student with Special Educational Needs access at Derby Moor?

At Derby Moor we work hard to ensure that students with SEND engage in the activities of the Academy alongside students who do not have SEND. We will try to make sure that students with additional needs are able to take part fully in Academy visits and events. We pride ourselves on being an inclusive Academy. In addition to the Academy curriculum, many subject areas run educational visits to enrich the experiences our students have. No student will be excluded from extra-curricular activities based on their SEND needs.

Does Derby Moor have a Special Educational Needs Co-Ordinator? If so, who are they and how can I get in touch with them?

The Special Educational Needs Co-Ordinator (SENCO) at Derby Moor is Mrs. McGuinn. She works with students, teachers, parents and external agencies to ensure that students' needs are being met.

Mrs. McGuinn works in the Academy every day and can be contacted by telephone on 01332 772706 or email at SENCO@derbymoorspencer.org.uk He will be happy to make an appointment with you to discuss any concerns or questions you may have.

What training do the staff at Derby Moor have in relation to students with Special Educational Needs?

Mrs. McGuinn will ensure that all necessary staff are aware of students' specific special educational needs. She and the other members of the Academy's Leadership Team work closely together to plan staff training throughout the year. This thorough training programme ensures teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up to date. This training is run by Academy staff with specialist experience as well as by external agencies.

Our Specialist Teaching Assistants have received specialist training in a wide range of areas such as attachment disorder, restorative conversations, literacy intervention programmes, emotional literacy support and many more. They work with teaching staff to ensure that students with SEND can access the curriculum.

How does Derby Moor get more specialist help for students if they need it?

At Derby Moor when a student continues to make less than expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved, we seek parents' permission first. Following a meeting or assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the student.

If we feel a student needs more specialised help, we can work with the people on the following page to get this.

Specialist Services

Agency	Who they work with	How we get in touch
STEPS Educational Psychology	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings. They use the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs.	01332 641397
Relate Derby	Relate has counsellors specifically trained in autistic spectrum disorders. Face to face appointments are available as well as telephone, live chat and email support.	01332 349177
STEPS Hearing & Visual Impairment Advisory Teachers	Visual and Hearing Impairment Advisory Teachers are a team of specialist staff working with children and young people with hearing or visual impairment at all stages of their educational development, in homes, early years settings, mainstream schools, special schools and colleges. Their purpose is to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment.	VI - 01332 641380 HI – 01332 956624
Speech & Language Therapist	The Children's Speech and Language Therapy Department provides a citywide service to children and young people with communication difficulties. They are there to: • Assess the communication skills of the child to identify areas in which they need help. • Work with families to identify how best to help the children communicate to their full potential. • Work with the child individually or in groups, dependent upon their needs. • Support parents or Academy staff where there is a need to communicate more effectively with children, by helping them to adapt the way in which they give information.	01332 888060

Agency	Who they work with	How we get in touch
CAMHS	Derby is a city with a range of Child and Adolescent Mental Health Services that aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems. Services are provided by a range of staff including Social Workers, Psychiatrists, Mental Health Nurses, Primary Care Mental Health Workers, Psychologists and other therapists.	01332 623700
Catharsis: Creative Arts Therapy	Catharsis provide therapeutic services that are tailored to the needs of a diverse range of students. Skilled therapists and versatile approaches to creative psychotherapy allow full engagement at all levels.	07979717669
Children's Social Services	Concerns about student's wellbeing and safety.	01332 641172
Special Educational Needs Service	The Special Educational Needs Service, is responsible for the administration of the procedures related to the assessment and creation of Education, Health and Care Plans of children by Derby City Council.	01332 643616

How are parents of children with Special Educational Needs involved in the education of their child?

How are students with SEN involved in their own education? Derby Moor will provide a report on your child's progress every term. Where a student is receiving SEND support a member of the SEND team will be in contact with parents to talk about their child's needs and the activities and support, they will receive to help them make progress towards their agreed targets. These discussions will help us identify the responsibility the parent, students and the Academy have towards the best outcomes for the student. We hope that these discussions will strengthen the impact of the support we give in the Academy by increasing parental engagement. If we think a student with SEND needs extra support from outside specialists, parents will always be asked for their permission.

Students will always be included in discussions about their needs, targets and progress. Students with SEND will always have a safe and inclusive area to go to within Derby Moor if they are not happy or have worries or concerns. Students with SEND may attend intervention and social sessions in Nurture and will know the SEND Team very well. Along with their Year Manager, they will always have someone to talk to. This will ensure their views are heard and incorporated into their targets.

If a parent of a child with Special Educational Needs has a complaint about the Academy, how does the principal/governing body deal with the complaint?

At Derby Moor we will always work closely with you to try and solve any worries or complaints you may have about your child. If you are not entirely happy you should contact the principal, Mr. Doyle, who will work with you to resolve the issue. For further information please see our Complaints Procedure on the Academy website.

How does the governing body involve other people in meeting the needs of students with Special Educational Needs, including support for their families?

The governing body has a duty to ensure that the Academy adheres to the SEND Code of practice under the Children & Families Act 2014. This means that the Academy governors hold the principal, Mr. Doyle, and the SENCO, Mrs. McGuinn, to account.

The governing body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities. Our SEND governor is Mrs R. Skelton, who ensures that the Academy and the SENCO carry out their duties appropriately.

One of the key responsibilities of the governing body is to make sure that the Academy's policy for students with SEND is published on the Academy website. This information must be reviewed annually by the governing body. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our Academy website.

The governing body, through the SENCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The SENCO reports regularly to the governing body regarding the number of students and their additional needs.

Who are the support services that can help parents with students who have Special Educational Needs?

To see the different support services that can help you, refer to the table on pages 11 & 12.

How does Derby Moor support students with Special Educational Needs through transition?

Derby Moor works with schools, colleges and other settings to support students through transition from one educational setting to another.

If your child is moving from primary to secondary school, we will work with the SENCO and class teacher at their primary school to ensure that we understand your child's needs and can plan for them when they transition to Derby Moor. Sometimes we will attend annual review meetings and specialist service meetings at the primary school to help us gather all the relevant information. We will also arrange extra visits to Derby Moor to help with your child's transition.

As your child approaches the end of their time at Derby Moor, we will work with them to ensure they have high aspirations about employment and further education. Discussions about students' futures will focus on what they want to achieve and the best way we can support them. Helping them consider the right post-16 option is part of this planning. In Year 10 our Careers, Information and Guidance specialists will support students to explore courses and places of study. In Year 11 the Academy will work to ensure students have firm plans for their post-16 options. Any information about previous SEND provision will be shared by the SENCO with the further education or training provider.

How can I find the Derby Local Authority's Local Offer?

For more information on Derby Local Authority's Local Offer and other support you can receive, please access their website: [Child with special educational needs and disabilities \(SEND\) - Derby City Council](#)