



THE BEMROSE SCHOOL

SEND INFORMATION REPORT

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ADOPTED: APRIL 2026

School Profile

The Bemrose School is an inclusive all through school where diversity is celebrated. We are an all 3-19 Foundation school with sixth form provision. Over the past few years, we have seen the school grow, in both the primary and secondary school and has seen an expansion in our buildings.

Our Enhanced Provision is aged 11-18, school years 7-13.

[Access-Policy-2023.pdf](#)

Some helpful background and information to put this document into context:

Definition of Special Educational Needs and Disabilities [SEND] and the categories of need used at The Bemrose School

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people of the same age.' There are four categories of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical Disability

Our Vision and Values

At The Bemrose School we share the belief that all pupils have the right to a full and diverse curriculum. Quality teaching for all pupils is at the heart of what we do. We want all pupils to feel safe, supported and happy in school. Staff work together to ensure the needs of all our pupils are met so that everybody can work to achieve their full potential and thrive.

We work with external agencies and organisations to enrich the pupil's education, and all extra-curricular activities are open to the entire cohort. Access and support are

available where necessary. We encourage parent and pupil voice and use this to plan and develop our provision. By liaising with the previous or future settings we can create a bespoke transition plan, share information and support the pupil into the next stage of their education. We have a parent forum to support home school engagement.

We recognise that every pupil is different and will follow different paths through their lives to be the 'best me' they possible can be.

Please look at our video co-constructed by our staff, parents and carers

<https://www.bemrose.derby.sch.uk/erf/>

Our School Curriculum

We support all leaders to create an aspiring curriculum that caters for and includes all learners here at The Bemrose School. We want all pupils to grow and develop the skills and knowledge that will allow them to be independent people at transition points and the adults of the future. We are ambitious for all our pupils and encourage the study of a broad and ambitious curriculum. We place great value in personal development which is a priority for us. We work with pupils to develop their skills so that they are prepared for adulthood, focusing on employability and further education, independence, participation in society and healthy living. This is done through explicit teaching sessions and inside and outside of school extracurricular activities. We encourage and support all students to complete some work experience at key stage 4.

We will consider curriculum adjustments for our pupils to allow them to develop and extend their progress in and beyond the classroom to thrive and grow to be independent pupils.

We use staff training opportunities to develop teacher and support staffs' skills and confidence to make appropriate adjustments and adaptations for all pupils.

We engage external agencies and have the support of adults from various departments across the school to develop these life skills. We want our pupils to grow to be positive and independent members of society and wider life.

The team that supports our pupils

Our direct SEND team is.

Special Educational Needs Coordinator (SENCO): Miss Anne-Marie Kearney

Deputy SENCO: Miss Sophie Emms and Miss Sarah Macleod

SEN&D governor: Ms Natalie Birkinshaw

Other key staff: Mr M Rowe (Head of Secondary)
Mr Jason Pass (Head of Primary)

In the Primary Phase, the first point of call is the Child's Class Teacher in Primary and in Secondary is their form tutor. Other Care and Guidance staff including the Safeguarding Team who work in partnership to support the children through school including Heads of Year, Pupil Progress Leads and other leaders across the school.

Some children will have additional educational needs during their education. Schools and other organisations can help most children overcome the barriers that their difficulties present quickly and easily. Often these barriers will be addressed by classroom teachers and teaching assistants. A few children will need extra help for an extended period or for all of their time in school. In these cases, the children and young people will be supported by the SEND and Inclusion teams.

Below are the ways that staff in school will support and care for your children in the classroom:

The subject/class teacher will check on the progress of the pupils. They will identify, plan and deliver an adapted curriculum and learning for pupils in their lessons as required. They will use descriptions of need to tailor provision and learning in the classroom. They will ensure the SEND policy is followed in their classroom.

The school website has curriculum overviews and details of the subjects and how learning develops.

[Curriculum - Bemrose](#)

Teaching Assistants will support the teacher to deliver quality first teaching. They will advocate for the pupils they support, adapt resources and offer advice based on their knowledge of the individuals.

Staff will adapt the learning and provision in school to meet the needs of all our children and young people so that they can access the curriculum, the environment and any materials used in school. (Teachers are supported to do this by the SEND team, with training, the team around a class or through individual meetings, descriptions of need and support from teaching assistants.). We plan so that all children and young people can participate in all school activities regardless of their need. We make adaptations or provisions where necessary to facilitate this. We encourage, support and teach children and young people to be self-advocates and understand the importance of consent.

Where pupils need provision that is in addition to or different from our universal offer, we use a bespoke approach and make plans accordingly tailored to the individual's needs.

Our **universal offer** to all pupils includes but is not limited to SEND children.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. These include:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT and digital supports
- Leaving lessons early to avoid busy corridor
- Use of colour overlays
- Visuals and visual timetables
- Sound field systems
- Use of a scribe
- Reduced or individualised timetable
- Speech and language programs
- Social skills lessons
- Emotional regulation and emotional support sessions
- Re-regulation spaces around school
- Online interventions such as Speech and Language Link, Sparx Maths and English
- Considered seating plans
- Hackney Reading Program
- SALT support
- Reciprocal Reader
- Dual Coding
- Fluency reading intervention.
- Phonics groups
- Sensory circuits
- Soft starts and finishes
- Cubbie
- Social skills and life skills programs
- Access arrangements

Meeting the needs of all our children and young people is a priority when planning teacher training and professional development. Where pupils have a health need, we work together with external professionals and health and social care professionals to source training, write risk assessments and facilitate any treatment or therapy a pupil may need in school. Our program is reviewed in a timely manner and adapted to meet the current needs of the school.

Our staff have training and develop their practice to support the needs of the pupils and our SEND learners are an important group of pupils that training is targeted for. Our programme of professional development is reviewed and adapted on a regular basis in response to the needs of individuals.

Staff within the SEND department have had training in the following areas:

- Elkan SALT language builder 11 -16
- Derby University – Understanding autism and ADHD.
- Reciprocal reader
- Support Pupils with Emotionally Based School Avoidance [EBSNA]
- Recall and retrieval
- Supporting SEND
- Edu Key
- Dual Coding
- De-escalation training
- Quality first teaching
- Phonics training
- Unconditional positive regard
- PECs training
- Training to support writing effective IEPs
- Setting mini goals
- Chucking and scaffolds
- Encouraging independence
- Using pupil's passport – description of need
- Using Edu key
- Autism provision
- Key consistencies and relationship
- On going safeguarding updates
- Mental Health First Aid
- Health and safety

The interior of the school has been refurbished and modernised. All classrooms are fitted with interactive screens, and the decor is sympathetic to the needs of autistic pupils. The building has full physical access to all to academic, sport, play and social facilities – see the Access Policy for more information.

We embrace productive partnerships with agencies outside of school, particularly specialist teachers, educational psychologists and social care to ensure there is a multi-agency approach to supporting our vulnerable pupils.

Here are some examples of the opportunities offered to our pupils to develop beyond the classroom.

- Residential trips in year 8
- Derby city SEND ambassador trips
- Music lessons
- Homework club
- Enterprise Days
- Trips to the Theatre
- Transition trips to college
- Accessing the local community
- SEND sports team football matches
- Termly rewards trips
- School choir
- A variety of sports club
- Trip to London
- Curriculum enrichment days

These examples are not endless. We strive to enrich and develop our pupils' lives.

What does our SEND cohort look like?

At The Bemrose School we currently have who have an Education and Health Care Plan due to needs in the following categories:

- ASD
- Health & physical impairment
- Social, Emotional, and Mental Health needs
- Cognition and learning.
- Communication and interaction

How do we decide is a pupil has special educational needs?

Referring to the 'SEN&D code of practice: 0-25' 2014, a child or young person has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Pupils who transition to The Bemrose School with SEND needs will have their information shared in the transfer process. At times some pupils have unidentified or emerging need; teachers and other staff will use a variety of processes to assess the need and the best response.

All pupils in year 7 have a reading test and a cognitive ability assessment.

Subject/ class teachers make regular assessments of progress for all children and young people. From this, the school is able to identify that any individual is making less

than expected progress given their age and individual circumstances. Where there are concerns after adjustments have been made in the classrooms, staff make a referral to the SENCO.

Other factors including attendance, punctuality and health are considered; and these are discussed and provision is planned via weekly inclusion meetings. Consideration is also given to the circumstances of pupils, for example those who are in Local Authority care and/or eligible for the pupil premium.

When deciding whether or not to make special educational provision, a meeting will be arranged between the SENCO/Deputy SENCO, Head of School in charge of Inclusion and Care and Guidance Team Leader to consider all the information gathered from within the school including information or input from classroom teachers.

When making decisions around any SEND provision for a pupil the parent or carer will be consulted with as to the most appropriate provision and next best steps considering

- The children and young people's areas of strengths and difficulties
- Any parent/carer concerns
- Plan any additional support your child may receive
- Any referrals to outside professionals, to support your child's learning

How are children and young people with SEND supported at The Bemrose school?

A range of additional support and structures are available at school. The curriculum and Care and Guidance teams work in partnership with the SEND team to ensure that all pupils needs are supported and included. The support offered is bespoke.

Examples of the support we offer include:

- Targeted reports
- Mentoring
- Teaching assistant support
- Access to reading and phonics support
- Fluency and reading for meaning programs
- Social skills
- Life skills
- Changing lives
- Online learning packages such as SENACA and SPARX maths and reading
- Mental health support
- Referral to the Child and Adolescent Mental Health Team [CAMHS]
- Support from specialist teachers for hearing and visual impairments
- Educational Psychology service
- Art therapy
- Digital access

- Occupational and physiotherapy programs

More information on the Derby City provision can be accessed on the Derby City Local Offer.

[Derby's SEND Local Offer - Derby City Council](#)

We value and celebrate each child and young person being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council. If your child has a EHC Plan, they will be involved in writing and reviewing their own outcomes, reflecting on their success and setting future targets. Children and young people have regular opportunities to engage in pupil voice activities about aspects of the school, including:

- Pupil parliament
- EHCP reviews
- IEP reviews
- Pupils report
- Post data drop
- Student surveys
- Form time activities

How we check our SEND pupils are making progress?

Children and young people's progress is continually monitored by subject and classroom teachers, Learning Directors, Progress Leads as well as the SENCO and Deputy SENCOs. Progress is reviewed at regular intervals and formally once each term. You will receive a regular report on their progress as well as having the opportunity to speak to subject teachers, support staff and the SENCO at a parents'/carers' evening. During Parents Evening or Target Setting Day you are welcome to make an appointment to see the SENCO or Deputy SENCO and the member of staff who key works your child. SENCOs and Deputy SENCOs will attend the pupil progress meetings after every data collection to plan for additional support or adapted learning opportunities where pupils with additional needs are identified as falling behind.

The progress of children with an EHC Plan is formally reviewed at an annual review. We are constantly monitoring through the graduated response 'assess, plan, do, review' model. The SENCO and Deputy SENCOs will also monitor that the children and young people are making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

How do we evaluate the impact of interventions and support?

Class teachers, the SENCO and school Leadership Team will use the four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children and young people's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Across both phases we adopt an intervention cycle which links to our data points within each term.

The SEND support will take the form of a four-part cycle:

- **Assess** - An analysis of the need of child and young person will be carried out by the subject teacher and SENCO. Outside agencies may also be involved.
- **Plan** - If the school decides to provide the child or young person with SEND support parents/carers will be notified. We will share quality information about your child so that teachers can plan to meet their needs. We will create a document called a description of needs – we encourage parents and carers to contribute to this.
- **Do** – interventions/support will be delivered. Strategies for supporting the pupil will be written into their description of need so that teachers can use these in the classroom.
- **Review** – the effectiveness of the intervention/support will be reviewed regularly.

We implement the graduated response. Where pupils are not making progress having received high quality teaching and evidence-based intervention we would begin to collect evidence to adapt support or consider an application for assessment by the Local Authority for an EHCP to be written for the pupil.

We will work with children and their parents throughout this process.

How do we listen to our pupils?

Pupil voice is an integral part of us being a listening school. Not only do we listen to the pupil body through the School Parliament we also listen to groups of pupils through our surveys and pupils report forms. Equally we will always sit down with a pupil and listen to their concern and talk this through. We know that some pupils find it challenging to share their voice. We will always find the best way and have learnt that a patient and nurtured approach is best.

How do we listen to parents?

We want our parents to be fully involved in the life of the school. Communication is critical and this can be face to face, letters, email, phone call or voice mail.

All parents are invited to parent's meetings, and we have a parent forum that meets half termly. This compliments the other offers we have over the year for parents to participate in school.

All of our conversations want to make sure that:

- There is a good understanding of what we do at The Bemrose School
- There is an understanding of the pupil's strengths and areas to develop
- Parental concerns and where they are rooted
- What the best and most reasonable outcome is?
- Clarity on the next steps

We will notify parents and carers what is decided and how the next steps will play out.

What kinds of special educational needs (SEND) for which provision is made at the school?

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health, and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school. The School's Admissions Policy can be found at:

<https://www.bemrose.derby.sch.uk/welcome/admissions/>

For children with an EHCP, parents have the right to request a particular school and the local authority will look to comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person.
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

- This is in line with our Equality Statement:

[Equality-information-and-objectives-September-23.pdf](#)

How do we manage Admissions and Transitions at The Bemrose School?

We follow the school's admission policy.

<https://s3.eu-west-2.amazonaws.com/cdn-bemrose.derby.sch.uk/uploads/2023/09/Admissions-Policy-September-2023.pdf>

Young people with an EHCP will apply through the Local Authority. If your child has an EHCP and wishes to join The Bemrose School, we encourage them and the family to visit to look around and see our offer. This also helps us to make sure that we are the right place for the child. We will then work through the consultation via the Local Authority to make the best admission for the child. We are committed to ensuring that SEND pupils admissions are not treated any differently from any other pupil's admission.

When moving classes in school:

- Information will be passed on to new class teachers and subject teachers. All relevant information will be shared.
- Within the primary school extra transition time is planned to support your child moving classes or key stages. EYFS to year 1 and year 2 to year 3

If your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as requested.

Transition from Key Stage 2 [Year 6] to Key Stage 3 [Year 7]:

- Assistant Headteacher KS2 and KS3 will visit your child's primary school. Where areas of need are identified, the SENCO will contact the school for information.
- If we know in advance, the SENCO will attend the year 6 EHCP review for your child
- City information exchange event takes place early in the year.
- Transition meeting with staff from both schools.
- Record sharing.
- Enhanced transition, which includes visits and activities with designated members of staff. We have produced a transition video to show pupils who are joining us in year 7 or mid-year at other points.

- Extra support for tests, assessments and examinations will be considered as and when necessary.
- Bespoke transition plans for the child

Transition from Year 9 to Key Stage 4 [Year 10]:

Our school has high aspirations for all pupils and gives a range of guidance to ensure that pupils choose the most appropriate courses for them.

- Support with options and meetings with key staff to discuss options.
- Options evening for all parents/carers to inform them about options and courses available.
- During year 9, identified pupils will be tested for eligibility for examination access arrangements.
- Each pupils choices are looked at to ensure that their academic and social needs are met to ensure that they can be their very best.

Transition from Key Stage 4 to Key Stage 5 /and liaison with alternative provider:

- During year 10 your child will have the opportunity to take part in a work experience placement
- Liaison and visits to post-16 providers
- Record sharing
- Meeting with careers advisor
- We forge strong links with all Post 16 providers
- Transition package including orientation visits to Derby College.
- Travel training.

All pupils with an EHCP successfully transitioned to an appropriate pathway after year 11 this year and in 2022.

Transition from Key Stage 5 to further study/employment:

Guidance and advice about different pathways available and support for pupils with SEN&D to University.

Throughout all key stages all pupils have an age-appropriate careers program and independent advice and guidance about career choices. This program has supported all pupils accessing their career choices and the appropriate next steps in their move to becoming an independent citizen and adult.

How do we keep young people with SEND safe?

We recognise what the data tells us: that pupils with SEND are at increased risk of neglect and abuse. Hence, we seek to offer additional safeguards for these pupils. Crucially, all staff are aware of pupils who are on the SEND register, and they are highlighted on class lists and seating plans.

Where appropriate, we adopt a more personalised approach to the delivery of safeguarding principles to pupils with SEND, which includes mental health/wellbeing, sexual health and development, healthy online/offline relationships, online safety in general, sharing nudes/ semi-nudes and terrorist/extremist material.

We acknowledge that pupils with SEND may face greater barriers to social inclusion and may face isolation or even bullying from peers. We work in a proactive and even targeted way to identify pupils at risk and support them in attending enrichment experiences and extracurricular visits/trips. We address these areas with explicit teaching in our Social Skills program. We have used cross department planning to write the programs of study in PSE. We use social skills time for over learning and to reinforce the PSE themes. We are responsive to concerns that arise. We build the themes of self-advocacy and consent into a range of situations across the school.

The schools Safeguarding Policy is below.

[Model Safeguarding Policy for Derby Schools](#)

We work with external agency input where appropriate to help pupils connect within their home community too.

Key workers will create bespoke support for their key pupils when safeguarding concerns are raised. We use social stories and comic strip conversations to contextualise issues. Where we can, we will engage support for external agencies

How do we implement our school behaviour policy for a SEND pupil?

As a school we recognise that some pupil's behaviour maybe impacted upon by a child's special educational need. Decisions on whether a pupil's SEND has an impact on an incident of misbehaviour will be made on an individual case by case basis. We will balance our legal responsibility when making decisions about the implementation of the behaviour policy and make reasonable adjustments as necessary.

Legal duties include.

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policy or practises in line with the equalities Act 2010
- Doing all we can to meet the needs of students with SEND as in the Children and Families Act 2014
- If a pupil has an EHCP the provisions identified in the plan should be met by the school

In meeting these duties, the school will anticipate as far as possible likely triggers for misbehaviour and put in place support to prevent and support the pupil from these occurring. These will include preventative measures that meet the requirements of the pupil.

As a school we will try to pre-empt and remove triggers of misbehaviour on an individual basis by making reasonable adjustments to the behaviour policy. Examples of these are.

- Short term sensory breaks
- Use of reregulation spaces
- Process and reflection time
- Additional adult support
- Pupil specific targets link to rewards
- Adaptations in the classroom environment
- Adaptations to uniform requirements where needed for those peoples with sensory needs
- Training for staff to understand and meet the individual needs of pupils.
- Timeout
- Adaptations to the length of the pupil data reduce cognitive overload

We will engage with specialist to guide our offer and make recommendations.

How to make a complaint

If you feel you are able to please talk to us first, you can speak to any key members of staff who support are SEND pupils and they may be best placed to manage the issue around provision and need. We want to work with you to achieve the best provision and outcome for your child.

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still wish to raise a complaint, you can do so in writing to the Executive Headteacher. Please see the complaints policy for full details.

<https://s3.eu-west-2.amazonaws.com/cdn-bemrose.derby.sch.uk/uploads/2021/09/Complaints-Policy-September-2021.pdf>

Linked documents on the school's website include:

- Complaints Policy
- Behaviour Policy
- Safeguarding Policy

- Access Policy
- GDPR and Data Sharing Policy

All the above policies can be found on our website:

[Policies - Bemrose](#)