



SEND Information Report

September 2025 - September 2026

Chellaston Academy is an 11 to 18 mainstream secondary school and sixth form whose vision is to 'Inspire each other to realise our potential through Integrity, Care and Excellence.' Our academy values are Integrity, Care and Excellence.

Integrity

Care

Excellence

By embedding these values in our approach, we create an inclusive environment where every student can develop into a confident, successful global citizen who can thrive in a forever changing world.

Prepared by:	Nicola Kennedy
Date:	October 2025
Review Date:	October 2026



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1. Who is our Special Educational Needs Co-Ordinator (SENCo) and how do I contact them?	The Academy SENCo is Mrs Nicola Kennedy Telephone: 01332 702502 Email: n.kennedy@chellaston.derby.sch.uk
2. What type of SEND do we provide for?	Children will be included on the SEND register if needs are identified in the following areas: 1. Social, Emotional and Mental Health (SEMH) <i>E.g. Children experiencing emotional, social or mental health difficulties for example attention deficit hyperactivity disorder (ADHD).</i> 2. Communication and Interaction (C & I) <i>E.g. Children on the autistic spectrum, speech and language difficulties.</i> 3. Cognition and Learning (C & L) <i>E.g. Children with a specific learning difficulty such as dyslexia, dyspraxia.</i> 4. Physical and/or Sensory (P & S) <i>E.g. Children with a sensory need or physical disability such as sensory processing disorder, visual impairment, hearing impairment, cerebral palsy, epilepsy.</i> At the start of September 2025, 221 students (12%) were receiving SEND support, while 53 students (3.5%) had an Education, Health and Care (EHC) plan in place.
3. How do we identify children with SEND?	To identify and assess the needs of children with SEND the Academy uses the following methods: • The Head of Year, SENCO and/or DSENCo visit all feeder primary schools prior to transfer to the Academy. • Analysis of primary school assessment data. • Liaison with parents/carers. • Liaison with external agencies working with a child or family (e.g. health professionals, social care).

	• Subject baseline testing of all year 7 children on entry to the Academy. • Whole school tracking and assessment. • Referral system, staff pass on any SEN concerns, they have about a child to the SEND team. 1. Staff will be identifying children who are working at a significantly reduced rate compared to their peers when starting from the same baseline, are not matching, or improving their previous rate of progress or are failing to close the attainment gap between themselves and their peers and, or the gap is widening. 2. Staff will be monitoring the attendance of children and pass on any concerns/patterns they observe. 3. Staff will be constantly observing the behaviour of children in their care and will share any concerns/patterns they observe.
4. How do we assess and review pupils' progress towards outcomes?	Where children are identified as having SEND, the school will seek to remove barriers to learning and put SEN provision in place. SEN support will take the form of a 'Graduated Response' process: 1. Assess Analysis of the child by the subject teacher and SENCo involving their previous progress, attainment and behaviour and the individual child's development compared to their peers and national data. Parents /carers will be asked for their views and experiences and outside agencies if they are involved. 2. Plan If the academy decides your child requires SEN support, parents/carers will be informed, and all academy staff involved with your child will be advised on how to address their needs in the classroom through the creation of a 'SEND Learner Passport'. The passport outlines your child's specific barriers to learning and appropriate strategies to overcome them. 3. Do Interventions and support will be provided. 4. Review The effectiveness of the intervention/support will be reviewed regularly and amended if necessary. In addition to the graduated response the students' progress and achievements will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.
5. How do we involve parents and carers?	We aim to have any conversation regarding the identification of any special educational provision as early as possible; these conversations serve to reassure children and their parents/carers that:

	- Academy staff will work closely with children and parents throughout the Assess, Plan, Do and Review process to ensure that everyone develops a good understanding of the child's areas of strength and difficulty, everyone agrees on the outcomes we are seeking for the child and are clear what the next steps are. - We will always take the child and parent/carers views and wishes into account when determining the support that is needed and whether we are able to provide it by adapting our core offer or whether something different or additional is required. - We will formally notify parents/carers when it is decided that a pupil will receive SEN support (including interventions) and therefore be placed on the SEND register. - The SENCo is available at all parents' evenings and 'Meet the Coach' days. In addition to this, parents and carers are welcome to meet with the SENCo, Deputy SENCo or the child's keyworker as and when required to discuss concerns and progress.
6. What is our approach to teaching children with SEND?	Chellaston Academy has four levels of support in place: Education, Health and Care Plan (EHCP) Students who have an EHCP have specific provision to address their individual needs that are explained in their plan. The SENCo consults with the local authority responsible for the plan and will work alongside them to secure the resources the Academy needs to meet the requirements of the plan. EHCP's are compiled by many different specialists involved with the individual child and the school has a statutory duty to adhere to the provision detailed in the final plan which could consist of, for example, regular advice, meetings and updates from social and or health care, 1:1 and small group intervention in and out of lessons, allocation of a key-worker, individual provision mapping, annual review meetings, access arrangements for exams, transport to/from school, and offsite provision with specialist providers. Specialist Support Children placed at this level are given additional highly personalised interventions and receive quality first teaching in all lessons. These children often receive support from outside agencies. Strategies employed for these children can include regular advice, meetings and updates from social/health care, 1:1 and small group intervention in and out of lessons, allocation of a keyworker, individual provision mapping, annual review meetings and access arrangements for exams.

	• Targeted Support Children placed at this level are given additional intervention for them to work at age related expectations and receive quality first teaching in all lessons. Strategies for these learners can include 1:1 and small group intervention in and out of lessons, allocation of a keyworker, individual provision mapping, review meetings and possibly access arrangements for exams. • Universal Support It is imperative that children at this level should receive quality first teaching in all lessons. The classroom teachers are responsible for these children and where necessary will work closely with the SEND team to determine how they can best support the child and their area of need. Strategies/interventions may come in the form of effective questioning, seating arrangements, high expectations, exciting/engaging lessons, group/individual work, different learning styles, adherence to a whole school marking policy and effective use of the Academy's reward system. All teachers at Chellaston Academy are teachers of SEND and recognise the importance of high quality first teaching. Teachers work hard to remove barriers to learning through adaptations and sharing good practice alongside participation in regular, relevant training.
7. How have we adapted our curriculum and learning environment to support children with SEND?	All children who attend the Academy have access to a broad and balanced curriculum. Children with complex SEND are included in mainstream lessons so far as is practical and compatible with their individual requirements. Following liaison with feeder primaries, discussions with parents, health professionals and other agencies and after meeting the children during admissions or transition visits, students who have been identified as needing additional support are supported on an individualised basis, this may be a reduced curriculum, times spent off site at alternative provision or sessions with our specialist teacher. Children on the SEND register (EHCP, Wave 3 and Wave 2) have a personalised 'SEND Learner Passport'. Learner Passports are created with input from the children (and parents/carers wherever possible) and are updated at least twice a year.

	Teachers use the Learner passports to plan differentiated lessons to accommodate all learning styles and needs. Personalised strategies are identified which assist in removing barriers to learning and these can include: • Changing teaching styles and content of the lesson. • Allowing longer processing time. • Providing 'task lists' which serve to remind the children of the task ahead of them. • Reading instructions aloud, • Pre-teaching of key vocabulary. • Using recommended aids such as coloured overlays, visual timetables, larger font, laptops, dictation software and reader pens. • Adapting our staffing and resources.
8. How accessible is the school environment?	Please refer to our Accessibility Plan 2025-2028 (found on our website).
9. What additional support can we offer to your child?	All children with Education, Health and Care Plans (EHCPs) and those on the SEN register are allocated a SEND Link. The SEND Link is a member of staff, working under the guidance of the SENCo, who is skilled and experienced around SEND. If your child is allocated a SEND Link, you will be informed by email of how to contact them should you need to. The role of the SEND Link is to: • Have full understanding of the needs of individual children. • Regularly update your child's student passport, inform the SENCo of any changes and address any issues or concerns. • Liaise with teaching staff, parents/carers and outside agencies regarding the needs of individual children and their provision. • We have several Learning Mentors who are timetabled to provide in class support with students on a 1:1 and small group basis, they also deliver interventions 1:1 and in small groups. Access arrangements for examinations are available to children who have been identified through the Academy referral system and where evidence can be collated from classroom teachers that this is a normal way of working. These students are not necessarily on the SEND register. In addition, parents are welcome to contact the SENCO and express interest in their child undergoing testing to access help in examinations. The Academy draws on expert advice from a range of external organisations.

	• Assistive technology provider (Everway -Read & Write) • Educational Psychologist • STEPS • Education and Welfare Officer • Physically Impaired Service • Hearing Impaired Service • Visual Impaired Service • Speech and Language Therapy • Occupational Therapy • CAMHS (Child and Adolescent Mental Health Service) • Changing Lives • Social Care • School Nurse
10. How do we evaluate the effectiveness of SEN provision at the Academy?	We evaluate the effectiveness of provision for pupils with SEN by: • Carrying out termly reviews of interventions and their impact. • Reviewing pupils individual progress towards their goals, e.g. EHCP annual reviews, termly review meetings with parents, revisit and update learner passports, annual progress report from subject teachers. • Ensuring student voice questionnaires are completed by children on our SEN register. • Ensuring parent/carer feedback of children on the SEN register is collated. • Ensuring all staff are offered appropriate CPD and training. • Adhering to the 'Graduated Response' process to inform effective/ineffective provision and next steps. • Acting on feedback from external reviews such as the SEND Peer Challenge Review, Graduated Response Program and OFSTED Reports. • Monitoring lessons across the Academy, specifically for SEND. • Networking and sharing good practice with schools within our Trust and across the city. • Regular monitoring of the SENCo by the Headteacher, SEND Governor, governing body and Trust.
11. What SEND training and expertise do staff at the academy have?	Our SENCo, Mrs Kennedy gained her NASEN qualification in 2017 and has been a SENCo in the city since that time. She has worked at Chellaston Academy since 2024. Our Deputy SENCo Miss Starbuck gained her NASEN qualification in 2022 and has worked at the academy since 2005

	Mrs Eyre is our Deputy Headteacher and lead for Inclusion. She received her NASEN qualification in 2013 and has been in post at the academy since 2020. We currently have service level agreements with Evolutionary Mindset (Educational Psychology) and Flourish (Speech and Language Therapy). We have a team of one specialist teacher and 14 Learning Mentors who are trained to carry out and deliver various interventions and procedures including: • Autism Champions • Adverse Childhood Experiences • Drawing and Talking Therapy • First Aid • Lego Therapy • Safeguarding • Emotion Coaching • Boxall profiling • ELSA (Emotional Literacy) • Mental Health First Aid • Nurture • Phonics • Speech and Language support (programmes devised by SALT) • Physiotherapy (programmes devised by OT) • Boxall profiling • ELSA (Emotional Literacy) • Mental Health First Aid • Boxall profiling • Numeracy Interventions • Literacy Interventions All teacher staff in the academy follow a CPD timetable which includes training and support around SEND, this is delivered by internal and external SEND specialists.
12. How do we enable children with SEND to engage in activities with children without SEND?	Careful consideration of all children is made when planning our curriculum which encourages all children to participate in engaging lessons and activities alongside their peers. All students are included in trips and visits offsite. Risk assessments are carried out prior to any off site activity and where required additional staff such as key workers and or Learning Mentors will increase adult to child ratios.

13. How do we support your child's emotional, social, health and well-being? (Please read this section alongside our Accessibility Plan, Behaviour Policy and Medicine Policy)	We provide support for pupils to improve their emotional and social health and wellbeing in the following ways: • All Academy staff have knowledge and understanding of children with SEND in their care, this could be through a SEND Learner Passport, Medical Plan, Risk Assessment or through discussion at weekly SLT/Heads of Year/Deputy Head of Year/Learning Mentor meetings. • All staff are safeguarding trained. • Break and lunchtime provision with adult supervision is available. • A full timetable of extra-curricular activities after school, available to all students. • Peer support from our trained well-being ambassadors. • Referral to School Wellbeing after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved well-being of the student. • Resources available on the school website with regards to Wellbeing. • Visual signposts around the Academy for students to self-refer themselves to external agencies such as Kooth, School Health and CAMHS. • Appropriately trained staff who can refer students to external agencies such as Changing Lives, Specialist Community Advisor, Build Sound Minds, CAMHS, Kooth, Single point of access, Early Help services and School Health. • 1:1 or small group interventions with our Emotional Literacy Support Assistant (ELSA). • Participation in whole school activity days involving activities on and off the academy site.
14. How can you let the Academy know you are concerned about your child's progress in school?	If you have concerns about your child, you should, in the first instance, contact your child's SEND Link, coach or subject teacher. If you have concerns that your child has an unmet special educational need after speaking to your child's SEND Link, coach, subject teacher or Head of year, you should contact Mrs Kennedy, the Academy SENCo n.kennedy@chellaston.derby.sch.uk or 01332 702502
15. How do we allocate SEND support to children within our school?	The Head teacher, SLT, SENCo, Heads of Year and Learning Mentors meet regularly to share and discuss information they have about SEND in the academy, including:



	- Children who are currently receiving extra support. - Children who require extra support, assessments and or referrals. - Children not making as much progress as expected. - Changes in our students' circumstances which are affecting their personal and academic progress. - Assessments, reports, and recommendations from outside agencies. All interventions are provision mapped to track academic and social/emotional progress; and reviewed regularly, with any changes discussed and made in conjunction with the child, parent/carers, and staff, as and when required.								
16. How will we support children as they transition from one setting to another?	Primary to Secondary - Alongside the transition coordinator, the SENCo/DSEnCo visits primary feeder schools prior to transfer to gather necessary information and ensure all staff are aware of any SEN before your child starts at the Academy. - Any child wishing to, can visit the Academy at any time with their parents/carers or primary school representative. - For selected year 6 children with specific special educational needs there will be an additional transition day held at the academy, this is in addition to the year 6 common transfer days. Secondary to Further Education - In addition to timetabled careers and 'Next Steps' workshops, lessons and events, we can arrange further careers advice, accompanied visits to college and support with applications where required.								
17. What other support services are available to you as parents/carers?	Please find details of the support available to you and your family on our website or in the table below. <table border="1"> <thead> <tr> <th colspan="2">To check which local council your address comes under please click here</th></tr> <tr> <th>Derby City</th><th>Derbyshire</th></tr> </thead> <tbody> <tr> <td>Derby City -Local Offer</td><td>Derbyshire County Council -Local Offer</td></tr> <tr> <td>Derby City SEND Voice (parent partnership)</td><td>Derbyshire's parent & carer's voice</td></tr> </tbody> </table>	To check which local council your address comes under please click here		Derby City	Derbyshire	Derby City -Local Offer	Derbyshire County Council -Local Offer	Derby City SEND Voice (parent partnership)	Derbyshire's parent & carer's voice
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CHELLASTON ACADEMY

Swarkestone Road, Chellaston, Derby, DE73 5UB
Tel: 01332 702 502 Email: contactus@chellaston.derby.sch.uk
Web: www.chellaston.derby.sch.uk
Proud Executive Headteacher: Mr P Smith



	For general SEND help, support and guidance in Derby City	For general SEND help, support and guidance in Derbyshire
	For information about Family Hubs in Derby City	For information about Family Hubs in Derbyshire
	For Information about Neuro Hubs in Derby City	For information about ND Hubs in Derbyshire
18. What if you want to complain?	Complaints about SEN provision in the Academy should be made to Mrs Kennedy our SENCo in the first instance, n.kennedy@chellaston.derby.sch.uk or 01332 702502. Should you feel your complaint has not been dealt with effectively please contact the Head Teacher, Mr Phil Smith. For more information regarding our complaints procedure please refer to our SEND policy available on the academy website.	