



The Ripley Academy SEND Information Report

To be reviewed February 2027

The aim of this information report is to explain how we implement our SEND policy and to show you how special educational needs support works in our school. If you want to know more about our arrangements for SEND, please read our SEND policy which is available on the school website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

Remarkable Vision:

We are ambitious on behalf of all students to ensure they reach their absolute potential; we are committed to supporting the learning of students through high quality teaching and learning (where every teacher is a teacher of SEND) and we are proud of the support we offer for each child dependent on their needs to ensure that they become #nothingshortofremarkable.

The Ripley Academy is an inclusive mainstream school and we recognise that there are a wide range of special educational needs for which children may need additional support:

Area of need:	Condition:
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment, physical impairment



The Local Authority (LA) Local Offer

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish - and keep under review - information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer.'

The intention of this offer is to improve choice and transparency for families; it will also be an important resource for parents in understanding the range of services and provision in the local area.

The Derbyshire Local Offer can be found here: [Home - Derbyshire Local Offer](https://www.localoffer.derbyshire.gov.uk)



DERBYSHIRE LOCAL OFFER

Helping and supporting children & young people with special educational needs and disabilities to be more confident in their communities and live independently.

Early
Years

Education
and
Learning

Preparing
for
adulthood

Care &
support
services

Health and
Wellbeing

Financial
Support

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PARENT CARER
VOICE

Joined Up Care
Derbyshire

NHS

Produced by Derbyshire County Council, County Hall, Matlock, Derbyshire, DE4 3AG. April 2025



The Ripley Academy Offer

The Ripley Academy is fully committed to the provision of equal educational opportunity for all students. Our admissions arrangements ensure that we consider applications from parents of children with SEND, irrespective of whether an EHCP is in place or not. We believe that provision for students with special educational needs is a whole school responsibility requiring a whole school response, involving all teaching and associate staff. We believe that all of our students should be valued equally, treated with respect and be given equal opportunities.

Please explore our frequently asked questions below to see how we ensure that this happens.

Frequently Asked Questions

1. Who are the best people to talk to about my child's needs?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's form tutor or their Head of Year/Head of Sixth Form. They will then contact the Assistant SENCO, Miss Robinson, who will be in touch to discuss your concerns. You can also contact the SENCO via The Ripley Academy office if preferable, who will be happy to direct your call. They can be contacted on 01773 746334 or email:

enquiries@ripleyacademy.org

We will meet with you to discuss your concerns and try to gain a better understanding of what your child's strengths and difficulties are. Together, we will then decide what outcomes to seek for your child and agree on next steps, which will be shared with all relevant stakeholders. If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

We will identify the needs of pupils with SEND as early as possible; this is most effectively done by gathering information from parents, education, health and care services and feeder primary schools, prior to the child's entry into the school.



Additionally, class teachers will make regular assessments of progress for all pupils and the SEND and Inclusion team will support in identifying those whose progress:

- is significantly slower than that of their peers, starting from the same baseline
- fails to match or better the pupil's previous rate of progress

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. We may also identify a possible SEND need through other aspects other than attainment, for example, social needs, through specific assessments for identifying need, observations of pupil, feedback from staff.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, pupil voice and the views and wishes of parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional/different is needed.

In the absence of a formal diagnosis, the school will not assume a disability or medical condition but will aim to support the individual needs of the pupil.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a broad and balanced curriculum. This will be co-ordinated by the Assistant Headteacher (SENCO), the Assistant SENCO and the SEND Team Leader, and will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

We work with parents to gain a better understanding of their child and aim to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. The school aims to support parents in gaining a full understanding of pupil needs.

We will work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life e.g. student leadership.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with SEND?



In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from all stakeholders throughout the year. This is a continuous process including progress reviews, consultation meetings, assess, plan, do review cycles, provision mapping and the analysis of data.

Pupil progress will be formally monitored on a termly basis for pupils on the SEND register, in line with the SEND Code of Practice. The school reviews its SEND procedures and policies annually, and this is supported by the Trust SENCO.

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

Progress reports are published at regular intervals throughout the academic year. Reviews will be taken in line with agreed dates. The review process will evaluate the impact and quality of the support and provisions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the Assistant SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Whenever possible, pupil's opinions and views will be sought. We create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and keyworkers and other key staff members. Therefore, pupils are actively involved with all aspects of their support.

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

In the spirit of the SEND Code of Practice and latest research, we embrace the notion that Quality First Teaching, along with adaptations for individual pupils, is the first step to respond to pupils who have or may have SEND. The school makes use of an 'accelerated learning programme' to provide consistency for all students in all lessons. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Learning Support Assistants offer support to specific individuals and small groups.

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum so that it is suitably ambitious but that students are supported (where needed) to access it. In some rare instances, the curriculum may need to be differentiated.
- Adapting our resources and staffing



- Using recommended aids such as dyslexia friendly fonts, laptops, coloured paper, overlays, visual timetables etc.
- Adapting our teaching e.g. giving longer processing times, pre-teaching of vocabulary, reading instructions aloud etc.
- Occasionally it is appropriate to offer separate group or one to one intervention away from the classroom.

We also provide the following interventions:

Lexia Power Up, Lexia Core 5, Phonics, literacy sessions, academic intervention, numeracy sessions (via Complete Maths), social stories, homework support group, social support, physical regulation, Speech and Language*, personalised reward systems, counselling*, reading buddies, anxiety and anger management support, gardening club and Positive Support sessions.

*As directed by a specialist.

We aim to provide a secure environment, in which pupils with special educational needs are enabled to achieve their potential. This helps to foster maximum independence in educational, social and emotional terms and to promote lifelong learning for pupils with special educational needs.

We prepare all young people with special educational needs to contribute to society as responsible citizens and ensure that the individual needs of all our pupils are recognised and addressed and that the pupils themselves are involved in all stages of the process.

We ensure that pupils with special educational needs will have access to a broad and balanced curriculum, and that they can take part in all school activities. We also ensure a whole school approach which provides a coordinated and cohesive response to pupil's individual needs. We build positive partnerships with parents / carers in planning provision for pupils and ensure effective liaison with, and efficient use of, outside agencies.

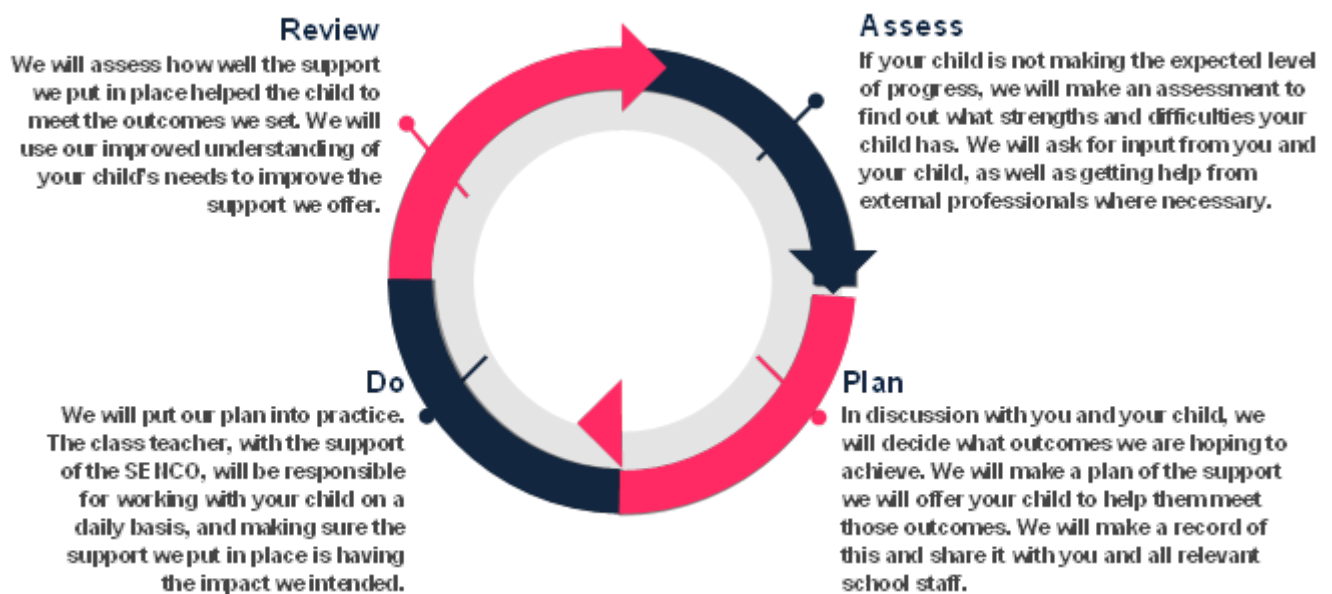
d) How will the curriculum and learning be matched to my child/young person's needs?

Each pupil's individual needs are carefully planned for and monitored. The SEND team, Intervention team and curriculum staff work together to ensure that learning opportunities are appropriate for all learners. We believe in facilitating a broad and balanced curriculum and not limiting pupils' education. Regular curriculum reviews take place with a focus on both inclusive quality first teaching and inclusive practice at intent level.



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

Where it is determined that a pupil does have SEND and their progress is significantly outside expected academic achievement, parents will be formally advised of this and the decision to offer 'additional SEND support' will be added to the pupil's school file. This is in addition to their placement on the school's SEND Register. The aim of formally identifying a pupil with SEND for Additional SEND Support is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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

The school believes that all learners should have the opportunity to experience activities outside the classroom where appropriate. This will involve careful liaison between the school and family. All pupils are encouraged to attend extra-curricular clubs and activities to suit their needs.

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

Each year group in the school is supported by a Head of Year, alongside individual form tutors. The SEND and Intervention teams work closely with all Heads of Year to ensure that pupil well-being is closely monitored and supported.



4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

The person responsible for overseeing the provision for children with SEND is the Assistant Headteacher, who has oversight of SEND, Teaching and Learning and Reading.

The staff coordinating the day-to-day provision for pupils with SEND are the Assistant SENCO and Team Leader, supported by the SEND and Intervention team.

If you need to get in touch, please email enquiries@ripleyacademy.org and a member of the team will contact you. Alternatively, the school telephone number is 01773 746334.

Within the team, there is a large number of staff to support with inclusion including the Intervention Lead, Inclusion Lead, Transition Lead and Learning Support Assistants; the query will be directed to the most appropriate staff member.

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

The SEND and Intervention Team have access to ongoing CPD including: phonics, safeguarding, Supporting ASD, taking a Trauma Informed approach, ASDAN, developing independence in SEND learners, supporting students with SEMH.

The wider teaching staff access weekly briefings - some which focus on individual students (spotlight briefings) and some which focus on developing practice in the classroom, including adaptive teaching.

Training for teaching staff has included the following recent training: ADHD and Autism awareness; developing reading fluency through the 'read like a...' initiative; adaptive teaching; effective deployment of LSAs; scaffolding for success in the classroom.

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

We work with EMET schools and other agencies to provide a wide variety of support for pupils with SEND. We aim to ensure that all pupils have access to provision which is appropriate to their special educational need or disability.

The Ripley Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil, which will then be brought to the attention of the Assistant



SENCO who will in turn inform the child's parents. The following services may be involved as and when is necessary:

- Educational Psychology Service
- CAMHS
- SALT
- Compass
- School nurse
- School counsellor
- Virtual School
- Social Care

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

The School Buildings

The Ripley Academy is a mix of architectural styles as it has been developed over the decades. The A and D block buildings are predominantly across two levels, with lift access available. There are a few classrooms with narrower doors that wheelchairs may not be able to access, which are based in Computer Science.

The Suite – where we hold our assemblies and Sports – is at ground level with automatic doors.

Assistive Technology

The school provides access to a limited number of laptops on a needs-led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning. Assistive technology is used for students with access arrangements for assessments and exams where there is a need.

The Bridge

The facilities in this area of the school provide a means to meet the needs of pupils, who may have any number or combination of challenges to their learning. It is an integral part of our whole school inclusion policy.

The Bridge has an ethos that promotes ambition on behalf of all learners, no matter their starting point. The team are committed to the process of identifying barriers to learning and focus on empowering pupils with the skills and strategies to learn and achieve their potential. This will raise their self-worth and motivation, in a caring and positive atmosphere. The Bridge provides short term, time-limited, focussed support programmes but it is recognised that in some circumstances longer term support and



intervention will be required. Where appropriate, pupils in The Bridge will work to negotiated SEND targets agreed between the SENCO, Assistant SENCO, Team Leader, ARNA Lead, Heads of Year, their parents/carers and the pupils themselves. This will be formally recorded and these targets will be reviewed regularly during keyworker meetings. There will be regular contact with parents/carers and with other involved staff. The Bridge works closely with outside agencies and other support services, in and out of school to ensure a co-ordinated approach appropriate to meeting the needs of each pupil. The Bridge is equipped with laptops, audio-visual aids and a large range of resources to meet the learning needs of pupils. It is open during break and lunch time for pupils to use and a member of staff is available to support pupils with literacy, numeracy, keyboard skills, homework and class work.

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

The Ripley Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.
- School policies are supported effectively

Parents are kept up to date with their child's progress through progress reports, parents' evenings and provision reviews at regular intervals throughout the school year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Assistant SENCo may also signpost parents of pupils with SEND to the DIASS service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

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

We believe that children who are capable of forming views have a right to receive and express their opinions, and to have that opinion taken into account. Whenever possible,



a pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are consulted and actively involved with all aspects of their support. Wherever possible, pupils will be encouraged to attend their review meetings.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We value the partnership between parents and staff but should a problem arise, parents are asked to speak to the team within The Bridge in the first instance, or directly with the SENCO, who can direct parents to the school's complaints policy if needed. In the event of staff or parents requiring clarification of the Special Educational Needs Policy, or its implementation, approaches should be made to the school reception who will direct to the appropriate person.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and



provide support for parents. The following services will be involved as and when it is necessary:

- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physiotherapy
- Inclusion Support Advisory Service
- CAMHS

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

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. No pupil is refused admission on the grounds of disability.

Admission procedures for pupils in year 7 include close liaison with feeder primary schools and schools requesting places for pupils from outside the local area once a place has been formally offered; a transition programme co-ordinated by the Head of Transition, alongside the SEND Transition Lead, is utilised to ensure that all staff in our school are prepared for the arrival of those transitioning from Key Stage 2. Extra visits or meetings for parents/carers of pupils with additional needs or with an Education and Health Care Plan can be arranged once a place has been offered.

In the autumn term, there is a Y7 SEND coffee morning, during which information about processes is shared; parents and carers have the opportunity to meet the team, and students have additional visits to school site. There are also other extra visits for some pupils who have been identified by the feeder schools, to help ensure a smooth transition and to help alleviate anxieties and worry. We try to ensure we have a full picture of a child's strengths and needs prior to transition, which is circulated to our school staff on the first day of the new academic year. Staff training may also have taken place where pupils with significant needs are joining our school community. Pupils with special educational needs admitted to the school, at times other than year 7 transitions, are carefully assessed (as soon as possible following their admission) to ensure their needs are met. The Ripley Academy aims to support transition at each stage from Year 7 to 13. All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used carefully to plan for and support successful transition both to and from The Ripley Academy.



The Ripley Academy also draw upon the support and advice of external agencies to ensure transition is successful, such as Educational Psychology, Social Care, Compass Changing Lives, CAMHS, Safeguarding partners and others.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages