



Tuption Hall School

Our Special Educational Needs (SEN) Information Report 2026

SENDCO	–	Mrs Ami Barnett
Assistant SENDCOs	–	Mrs Samantha Howes Miss Jessica Massey
SEND Governor	–	Mrs Liz Lovell

Welcome to our SEN information report which is part of the Derbyshire Local Offer for students with Special Educational Needs or Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for students with SEND. The information is published annually.

At Tuption Hall, all teachers are teachers of SEND and we are dedicated to provide:

- High quality first teaching, scaffolded and differentiated to meet individual student needs.
- High quality and accurate formative assessment to identify any additional needs.
- Regular discussion with parents and students to develop a good understanding of a student's strengths and areas for development.
- Review of support for students with SEND.

What kinds of special educational needs does the school/setting make provision for?

At Tuption Hall School, we make provision for, and aim to effectively meet the needs of children with difficulties in:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical and/or sensory needs

We are part of the Redhill Academy Trust and adhere to their Special Educational Needs Policy.

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

Students undertake baseline assessments and reading tests on entry and these are updated annually to identify students working below national expectations.

Students are also regularly assessed by subject teachers and data is closely monitored to ensure that they are making progress. All year 7 and 8 students will be given an additional reading assessment and follow the Accelerated Reader scheme using a reading book that is appropriate for their ability.



Students in Key Stage 4 are tested using Exact to identify and support needed to access the GCSE curriculum.

If you think that your child may have Special Educational Needs (SEN), or you are concerned about your child's progress, then you should speak to your child's form tutor in the first instance. If you continue to be concerned you may contact the subject teacher and the school's SENDCO (Special Educational Needs and Disability Co-Ordinator).

How does the school/setting evaluate the effectiveness of its provision for students with special educational needs?

The progress of all students is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENDCO will monitor the progress of students on the SEND profile and arrange additional support and/or advise on effective strategies where necessary.

Where students access targeted intervention, baseline assessments are used to measure starting points and progress is reviewed regularly to measure effectiveness. SEND targets are monitored and discussed with students, parents/carers and staff during review meetings to ensure that support remains appropriate and effective.

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

Students with an Educational Health Care Plan (EHCP) will be invited to attend an annual review meeting to discuss their child's progress. All students on the SEND profile will be monitored throughout the year and parents/carers contacted if concerns are raised. Parents/carers will receive regular contact from a key worker within the SEN or pastoral team.

What is the school's approach to teaching students with special educational needs?

At Tupton Hall School, all teachers are teachers of students with special educational needs. We provide high quality, adaptive teaching to enable students to access our curriculum. Support is delivered through a graduated approach with reasonable adjustments, targeted support and interventions implemented where required to remove barriers to learning and promote independence.

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

All teachers are teachers of SEN and are responsible for adapting the curriculum to meet the needs of students within their classes. Classroom teachers are updated regularly on the needs of students by the school's SENDCO and supported as necessary. Some students who have significant learning needs in literacy and numeracy may be offered additional intervention where the key focus is developing independence, reading and confidence. In Year 9, all students have an individual meeting with a member of SLT to discuss their Key Stage 4 options. All students on the SEND register are offered a meeting with a member of the SEND team.

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

Decisions about support are usually made by the school's SENDCO in consultation with the views and wishes of parents.

Decisions are based on information from the primary school and initial tests to determine academic ability and individual needs. Tupton Hall's SENDCO and Assistant SENDCOs work



closely with the feeder primary schools – students with complex needs should be known to the SENDCO before they arrive.

How does the school ensure that children and young people with SEND are able to take part in the same activities, opportunities and experiences as their peers who do not have SEND?

All out of school activities, including school trips, work experience and curriculum plus opportunities will be fully supported by the SEND team. Teaching assistants will be allocated according to need to accompany or support students to access activities whenever possible.

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

We have a dedicated team enabling the school to provide a 'safe space' during social times, a clear anti-bullying and behaviour policy, an inclusion team to provide mentoring and behaviour support where necessary, a thorough pastoral care system which uses a vertical tutor structure, a robust child protection system and access to outside support as necessary, which is assessed on an individual basis.

All students in school are made aware of how to access support for their emotional and social development, via targeted assemblies, student notices and the curriculum. Additional support from the House Support team and our school counsellor allows all students to share their views, discuss any concerns and contribute to the decisions about the support they receive. Our students can report worries or concerns to any member of staff or use the dedicated stop@tuptonhall.org.uk or safeguarding@tuptonhall.org.uk email addresses. All concerns are taken seriously and addressed in line with the school's anti-bullying and safeguarding procedures.

Who is the school/setting's Special Educational Needs and Disability Co-ordinator (SENDCO) and what are their contact details:

SENDCO – Mrs Ami Barnett
Email: a.barnett@tuptonhall.org.uk

Assistant SENDCOs – Mrs Samantha Howe
Miss Jessica Massey
Email: send@tuptonhall.org.uk

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

We have a team of experienced and qualified teaching assistants, with includes lead TAs for foundation learning, literacy provision, ASD and Physical and/or Sensory Needs, a primary trained Literacy and Phonics teacher and the SENDCO, who is also a qualified PATOSS exams assessor. The SEN team in school and teachers receive ongoing training around a range of needs, from specialist services where necessary.

How will equipment and facilities to support students with special educational needs be secured? How accessible is the school setting?

There are designated learning areas for students with SEN which are equipped with computers and IT. Equipment for particular or complex needs are considered and provided for on an individual basis. We have designated disabled parking areas and toilet facilities, and many parts of the school are accessible for wheelchair users.

Arrangements for the admission of disabled pupils

- The school has a specialist TA to work with students with physical needs.



- There are two lifts, one at each end of the school building that students with physical needs can access to move between the ground and first floor. If necessary, students are escorted to the lifts.
- Training takes place in order to provide staff with knowledge and teaching strategies to allow them to effectively meet the needs of all students.
- To ensure that all students are treated equally, they learn about and celebrate diversity through our Lifeskills and Wellbeing curriculum.
- The school has designated parking bays for parents/carers of disabled students.
- There are toilets which are accessible to disabled people in each faculty of the school.
- Most parts of the school are easily accessible for wheelchair users.
- All students with physical needs have an individual fire evacuation plan in the event of a fire.

Arrangements for supporting children and young people who are looked after by the Local Authority and have SEN.

The SENDCO and the Assistant Headteacher responsible for young people who are looked after by the Local Authority, work in collaboration with the young person, carers, the local authority and Virtual School staff to ensure that the young person's educational needs are met in school.

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

If your child is identified as not making adequate or expected progress, the school will discuss this with you in more detail through tutor review meetings and parent consultation evenings. The purpose of these meetings are to:

- listen to any concerns you may have;
- plan any additional support your child may need;
- discuss with you any referral to outside professionals to support your child's learning.

What are the arrangements for assessing and reviewing progress towards outcomes?

Progress towards outcomes are reviewed at least three times per year at meetings either face to face or over the phone. In some cases, contact is more frequent than this. All parents and students are invited to a parents' meeting once a year where a member of the SEND Team is available. There are also progress review weeks, where parents/carers are contacted by school staff to discuss their child's progress.

Students with an Education, Health and Care (EHC) Plan or Inclusion Funding will have an annual review meeting to enable parents/carers and students to express their views about the level of support given, progress made and to set targets for future progress.

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

All students on the SEND profile receive input from a key worker and their views are sought regularly to update their student support plan.

In addition to this, we have an excellent pastoral system to support students with all aspects of their education. All students are allocated a tutor and the SENDCO will liaise with tutors for students with SEN to inform them of individual needs.



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

The school's SENDCO, tutors and class teachers are regularly available to discuss any concerns, worries or complaints. We are committed to working together with parents/carers and students and value parental feedback and/or guidance to support students' progress and wellbeing. The procedure for raising concerns or complaints is outlined in the SEN Policy which is available on the school's website.

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

At Tupton Hall School, we strive to find ways to support parents/carers in and out of school and liaise with local organisations in order to seek support and guidance where appropriate. The school are supported by a wide range of services, including an Educational Psychologist, specialist teams and CAMHS. The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.

How will the school/setting prepare my child/young person to: transition from primary school or transfer between phases of education and prepare for adulthood and independent living?

The school's transition team will visit the local feeder primary schools in advance of students joining the school. We hold an open evening in the first term of each year and parents are encouraged to attend. Students with SEND maybe given extra visits to the school prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail with the school's SENDCO. All information from primary school will be passed to the school's SENDCO in good time so that arrangements are put in place and this information is shared with teaching staff at the beginning of the school year.

All students will receive careers information and guidance about a range of post-16 options from our independent Careers Advisor.

If required, a member of the SEND team will support work experience and transition visits to post-16 provision.

Where can I access further information?

Our SEN policy can be found on the school's website.

Any further information can be obtained by contacting the school to discuss individual circumstances/needs and to arrange a meeting or visit if required.

Information on the local authority's local offer is published: <https://localoffer.derbyshire.gov.uk/>