



Buxton Community School

SEN Information Report 2025-26

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Reviewed by	Stephanie Reddy SENCo
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At Buxton Community School, we are proud to be a comprehensive school, committed to meeting the needs of all young people in our town and local community. We recognise that our students are not only developing as learners but also growing personally and socially. While we expect every student to work hard and strive for their best, we are not an 'exam factory'. We believe that education goes beyond the classroom, and that the wide range of enrichment opportunities—such as trips, clubs, sports, volunteering, and community engagement—play a vital role in building self-confidence and broadening horizons.

We care deeply about every student and are committed to supporting each individual, including those with Special Educational Needs and Disabilities (SEND). Students identified as having SEND are, wherever possible, fully integrated into mainstream classes. We make every effort to ensure they can access the full National Curriculum and participate in all aspects of school life, fostering an inclusive and supportive environment where every child can thrive.

School SEND aims:

- To ensure that all students have access to a broad and balanced curriculum
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of students requiring SEND provision as early as possible in their school career
- To ensure that students with SEND take as full a part as practicable in all school activities
- To ensure that parents/carers of SEND students are kept informed of their child's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future provision.
- To meet the needs of students with SEND by offering appropriate forms of educational provision coupled with the most efficient use of available resources
- To ensure that students make successful transitions at all relevant key stages
- To provide high quality training to ensure that all teachers deliver quality, first class teaching to all students.

What are special educational needs (SEND) or a disability?

At Buxton Community School we use the definition for SEN and/or disability from the SEND Code of Practice (2014).

This states:

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

Disability: *Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

The kinds of special educational needs for which provision is made at the school

Children and young people with SEND but without an Education, Health and Care Plan (EHCP) of SEND 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/carers, to make the provision required to meet the SEND of students at this school.

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

- o it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- o the attendance of the child or young person there 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/Carers 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.

How does our school know if children need extra help?

We use a range of strategies to identify students who may require additional support:

Transition information is shared with us from primary schools or previous educational settings, helping us to understand any existing needs early on.

Concerns may be raised by students themselves, parents/carers, teachers, or external agencies regarding a student’s progress, behaviour, or inclusion.

Screening assessments, either on entry or in response to concerns, may highlight gaps in knowledge, skills, or development.

Whole-school tracking of academic progress helps us identify students who are not making expected levels of attainment.

Observations by staff may indicate that a student has additional needs in one or more of the four broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

This multi-layered approach ensures that we identify needs early and accurately, allowing us to provide timely and appropriate support.

What should a parent do if it thinks their child may have special educational needs?

At Buxton Community School, we are committed to working closely with families and always take parents' and carers' concerns seriously. Your views and aspirations for your child are central to the way we assess needs and plan support. We believe that strong collaboration between home and school is key to ensuring the best outcomes for every student.

If you have concerns about your child's learning or progress, we encourage you to speak first with their subject teacher or form tutor. If further support is needed, this may lead to a referral to the school's SENCo, Mrs S Reddy. You are also welcome to contact Mrs Reddy directly at sreddy@buxton.derbyshire.sch.uk if you feel that would be more appropriate.

We value open communication and aim to work together to ensure every child receives the support they need to thrive.

How will the school support a child with SEND?

At Buxton Community School, all students are entitled to high-quality, inclusive teaching that is differentiated to meet diverse learning needs and promote progress. For students with disabilities, we provide reasonable adjustments—such as auxiliary aids and services—to reduce barriers and increase access to the curriculum.

The quality of teaching for students with SEND is monitored through:

- Classroom observations
- Termly tracking of progress against targets
- Regular assessments
- Work sampling and book scrutiny
- SENCo clinics and staff briefings
- Student and parent feedback
- Attendance and behaviour records

Students not making expected progress are identified, and targeted actions are taken. This includes reviewing the impact of current teaching strategies and, if needed, implementing additional support. Where special educational provision is required, parents are informed and involved in planning next steps.

Teaching Assistant Support

We follow the Education Endowment Foundation's guidance for effective TA deployment. TAs support learning through:

- **Self-scaffolding** – Encouraging independent thinking
- **Prompting** – Nudging pupils to use known strategies
- **Clueing** – Offering hints to aid recall
- **Modelling** – Demonstrating new skills
- **Correcting** – Providing answers when necessary

Assess, Plan, Do, Review Cycle

- **Assess:** Teachers gather data and involve parents in identifying needs
- **Plan:** Evidence-based interventions are agreed with input from all parties
- **Do:** Support is recorded in a Student Support Plan with clear outcomes
- **Review:** Progress is reviewed termly and strategies adjusted as needed

If progress remains limited, we seek advice from external specialists (with parental consent), including:

- Autism Outreach
- Behaviour Support
- Educational Psychologists
- Hearing/Visual Impairment Teams
- CAMHS
- Social Services
- School Nurse

For a small number of students with significant and complex needs, we may request an Education, Health and Care Needs Assessment from the local authority, which could lead to an EHC Plan.

EEF's Five-a-Day Approach

We embed the EEF's "Five-a-day" strategies into everyday teaching:

- **Explicit Instruction** – Clear modelling and guided practice
- **Scaffolding** – Structured support gradually removed
- **Cognitive & Metacognitive Strategies** – Teaching pupils to plan and reflect
- **Flexible Grouping** – Inclusive and targeted peer learning
- **Technology Use** – Assistive tools to enhance access and independence

These approaches, alongside personalised interventions and strong family partnerships, help us create an inclusive environment where every child can thrive.

How will the curriculum be matched to each child's needs?

At Buxton Community School, teachers plan lessons using students' current achievement levels to ensure tasks are appropriately adapted and progress is made by every learner. For students identified as having Special Educational Needs, further adaptations are made to both the curriculum and the learning environment to reduce barriers and enable full access to learning.

These adaptations may include:

- Adapted tasks and resources
- Use of visual aids, structured prompts, or alternative formats
- Strategies recommended by the SENCo or external specialists
- Personalised support within the classroom

Where appropriate, students may also be provided with specialised equipment, assistive technology, or additional adult support to help them engage with the curriculum effectively.

Our approach ensures that every student, regardless of need, is given the opportunity to succeed and thrive in a supportive and inclusive learning environment.

How will parents know how their child is doing?

Parents are kept informed about their child's progress through termly updates, which include feedback from SEND support reviews, school reports, and Parents' Evenings. We encourage parents and carers to arrange a meeting with the Progress Team or SENCo at any time if they have concerns or wish to share information that may support their child's learning and development. Open communication and collaboration with families are central to our approach, ensuring that every child receives the support they need to thrive.

Students with medical needs

Students with medical needs will be provided with a Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who administer and supervise medications, will follow DCC guidelines and liaise with the school first-aider as necessary.

Please refer to 'Administration of Medicines' Policy.

How will my child be included in activities outside the classroom including school trips?

The school offers a very wide range of experiences outside the classroom including optional school trips which provide all students with the opportunity to take part in a wide variety of activities.

Pre-visit risk assessments are carried out to ensure the suitability and safety of the planned activities, for all students.

All students are included in all curriculum based out of classroom learning.

How will the school prepare/support my child when joining or transferring to a new school?

Several strategies are in place to enable effective transition for students. These include:

On entry:

- A planned introduction programme delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with Primary Schools and offers parents of new students with SEND an opportunity to meet to plan for a smooth transition.
- Vulnerable students are given extra opportunities to become familiar with the school environment.
- If students are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school.
- The annual review in Y5 for students with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND to ensure a smooth transition.

After school:

- The school adheres to the Statutory guidance in '*Careers guidance and access for education and training providers 2021*'
[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/careers-guidance-and-access-for-education-and-training-providers-2021.pdf)

This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
 - This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

These target the broad areas of need:

1. Cognition and learning
2. Social, emotional and mental health
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see their child's Head of Pastoral, Director of Progress, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For students with SEND but without an EHCP, the decision regarding the support provided will be taken in school, involving the student, parents/carers, teachers, the SENCo and other agencies, as appropriate.
- For students with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the Progress Team, Learning Support staff, SENCo or a member of the Senior Leadership Team
- during parents' evenings
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the SENCo, sreddy@buxton.derbyshire.sch.uk.
- The SEN governor is Mrs J Vale: jvale@buxton.derbyshire.sch.uk
- For complaints, please contact the Headteacher in writing / by email (headteacher@buxton.derbyshire.sch.uk). If the matter is not resolved to your satisfaction, please contact the Chair of Governors via the school.

Support services for parents of students with SEN include

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: [Home - Derbyshire Local Offer](#)