



Anthony Gell
— School —

SEND information report and School Local Offer from October 2025

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	Date	Minute No.	Review Date
Reviewed by Governors	12 th November 2025	1735/25	October 2026

Our school's approach to supporting pupils with SEND

This is Anthony Gell School's SEND Information Report for learners with Special Educational Needs and Disability (SEND). All governing bodies of schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for students with SEND.

Anthony Gell School recognises and celebrates the individuality and diversity of our students. The school is committed to working together with all members of our school community. There are no restrictions on entry. Every student has an entitlement to a broad, balanced, relevant and differentiated curriculum. The school is committed to giving all students every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential. We seek to engender a sense of belonging, to boost self-esteem, self-confidence and motivation, and better enable students to progress and achieve.

We want students with special educational needs and disabilities to feel fully included in the community of the school. Our aim is to inspire these students, give them appropriate aspirations and help them to achieve so they are ready for adult life. We want the families of children with special educational needs and disabilities to feel confident that the school will ensure the best for their child whatever their additional needs or abilities.

The provision that we describe below is consistent with recommended good practice within the Local Authority's 'Local Offer'. We would welcome your feedback and future involvement in its review, so please do contact us.

Catering for different kinds of SEND

Anthony Gell has a higher proportion of students with SEND support compared to national averages. The percentage of students with SEND support in secondary schools for 2024/2025 is 13.4% compared to 16.7% at Anthony Gell. We are proud of the work that all staff do to support the learning of students with a broad range of SEND.

We cater for all students with needs such as:

- Learning difficulties that stem from cognition and learning needs
- Communication and interaction difficulties
- Autistic spectrum disorders (ASD)
- Specific learning difficulties
- Sensory and physical difficulties
- Social, emotional and mental health needs
- Hearing impairment
- Visual impairment

The most prevalent needs in the school are Social and Emotional Health, Moderate Learning Difficulties and Specific Learning Difficulties.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Dr Lesley Cyster	SENDCo, Science and Psychology	PhD, BSC (Hons), PGCE, NASENCO
Paul Williams-Hunter	LPIP – SEND, English, Music	BEd (Hons), NPQH, NASENCO
Sarah Harrison	DTL Aspire – SEND Teaching and Learning Geography	BSc (Hons), PGCE
Tracy Ford	SEND Admin, Teaching assistant	TA
Louise Repton	BSL Level 3	Level 3 BSL
Anjali Shepherd	SEND Manager G16	TA
Lauren Henry	Learning support assistant	TA Level 3 apprenticeship
Erica Sommer	Learning support assistant, Literacy and Numeracy intervention	
Kim Lowry	Teaching assistant/Art technician	Level 2 TA
Grace Warburton	Teaching Assistant	TA
Ben Gaskin	Teaching assistant	TA
Grace Spencer	Learning support assistant	BSC Psychology
Raphael Barratt-Lawton	Learning support assistant	
Anthony Wharmby	Teaching assistant, Literacy Intervention	
Olivia Bunting	Learning support assistant	

The SENCO

Name of SENCO	Email address	Phone number
Dr Lesley Cyster	lcyster@anthonygell.co.uk	01629 825577

Securing and deploying expertise

We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEND. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the school and ensure this clarity allows all staff to better understand the allocation of resources and to assist in their decision-making process.

The majority of SEND funding is spent on additional support staff. Most of this funding comes from the central school budget and Local Authority 'top up' funding for students with high level needs. Specialist equipment and resources are considered on an annual basis and appropriate funding requests are submitted to the school. Additional resources can be requested or bid for from external agencies, but these resources are finite and dependent on specific criteria.

Additional support for learning that is available to students with SEND:

At Anthony Gell school students with special educational needs and disabilities are provided with help and support according to their level of need. The Learning Support department has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.

As part of the school budget, we receive 'notional SEND funding' from the DfE. This limited funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case.

In some specific cases a very high level of resource is required. The funding arrangements require schools to provide some additional funds for these students and above that the Local Authority (LA) should provide 'top up' funding for the school to ensure adequate resourcing is in place for the individual child to make progress. The school submits information to the LA re the needs of students and the specialist interventions they require in order to access this 'top-up' funding.

Identifying and assessing pupils with SEND

Anthony Gell school is committed to early identification of students with special educational needs. The Learning Support department works closely with the curriculum and pastoral support teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.

A range of evidence is collected by the Learning Support department through analysis of each subject's assessment data. Data is captured at specific points across the academic year. Additional assessment is collected through reading age tests and Cognitive Ability Tests. Students are given target grades and a progress pathway at Key Stage 3 which predicts grades at Key Stage 4. Target grades and pathways are shared with parents/carers through the school reporting system. As well as target grades students also receive effort grades which reflect a learner's behaviour within the classroom. If a SEND student's data suggests that they are not making expected progress the Special Educational Needs Coordinator (SENDCo) and Learning Support team will work with a range of staff to decide if additional and/or different provision is necessary.

If a parent is concerned about a child's progress this should be raised with the Subject Teacher, Tutor, Pastoral Manager and/or the SENDCo. At Anthony Gell school key staff will meet to discuss student's needs in regular meetings. Staff can refer students to the Pastoral team if they have concerns about a student's learning, behaviour or well-being. If there is a need for extra help and support this will be discussed and a support plan put in place. Discussions with parents/carers take place at parents' evenings and through meetings arranged at convenient times during or at the end of the school day. Staff aim to ensure that the assessment of educational needs directly involves the learner, their family, and their teachers.

Anthony Gell school also works closely with partner primary schools (Cluster of Gell Schools or COGS) to better ensure that any information about a student's special educational needs is known in advance of their arrival in Year 7. A member of staff from the Pastoral team and/or the LPIP will contact each feeder school to gather information about the pupils who will be joining AGS. This knowledge is used to build a more detailed profile of the new

Year 7 prior to their arrival. The LPIP or SENDCo will visit students with an Education Health and Care Plan in their primary school to explore the support they will need when they transfer to AGS.

A programme of staff development ensures that all staff have the opportunity to be well equipped to support the needs of our SEND students. Anthony Gell School ensures that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. If a student needs additional and/or different provision to support their learning, we will consider all possible options of intervention before referring for a statutory assessment. Any referrals for statutory assessments are made in consultation with parents and/or carers and outside agencies that support the school.

Consulting with pupils and parents

Parents

At Anthony Gell School we endeavour to communicate positively with parents by:

- Using parental knowledge
- Trying to ensure parents understand the procedures and feel supported with these
- Respecting differing perspectives and seeking constructive ways of reconciling different view points
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings
- The School will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.
- This SEND information report declares our annual offer to all learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff
- Members of the teaching staff and pastoral team are available for meetings at a mutually convenient time

Pupils

At Anthony Gell School we endeavour to communicate positively with pupils by:

- Holding regular tutor sessions
- Holding regular assemblies on a variety of topics from safeguarding to careers
- Holding regular student voice questionnaires and interviews at regular intervals throughout the year
- Holding a pupil panel for job interviews
- Formation of pupil council with regular meetings to voice their point of view
- Trying to ensure pupils understand the procedures in school and feel supported with these
- Respecting differing perspectives and seeking constructive ways of reconciling different view points
- Pupils have designated tutor as a point of contact

Involving key stakeholders

The SENDCo and LPIP will maintain links with the LA support service, the Educational Psychology Service, The Inclusion support advisory service and other specialist agencies such as CAMHS, Speech and Language Therapists, and NHS practitioners. The pastoral team would be the normal point of contact with Educational Welfare and Social Care. Liaison within the school will ensure appropriate personnel are informed of matters that affect them.

Progressing towards outcomes

Students' progress is regularly monitored through analysis of each subject's assessment data. Students identified as not making expected levels of progress are identified. These students are then discussed in half termly progress meetings that are undertaken in teaching and learning meetings with senior staff and discussed with the DTL of Learning support, SENDCo and LPIP. Any interventions run by the Learning Support Faculty in which students are involved are closely tracked and monitored to better ensure effectiveness.

If students are not making expected progress, the Learning Support team will explore different ways to better support the student. Students will be observed in lessons and the SENDCo/LPIP alongside the Learning Support Team will work with teachers to better ensure that the learning is appropriate and effectively supports the student's needs. The SENDCo may also refer students to specialist teachers or an educational psychologist for more in-depth testing.

Transition Support

Arrangements for supporting student with SEND in transferring between phases or in preparing for adulthood and independent living.

Information about students with SEND is transferred from primary schools. The school gathers information from all feeder primary schools through contact with relevant pastoral staff and the LPIP. More detailed information is gathered either by attendance at Year 6 Annual Reviews or by visits by the SENDCo/LPIP and their team to the schools in the summer term.

Any student identified as SEND Support or who has an EHCP in Year 6 is referred to the SENDCo/LPIP and is added to the SEND Register for Year 7. Students in Year 6 who accepted a place at Anthony Gell school in Year 7 are invited to 2.5 intake days in June/July. These days give a taste of secondary school life, and can include: experience of STEM teambuilding exercises, lessons, information about how the school runs, and an opportunity for students to meet their new classmates.

Parents/carers are invited to a parents' evening, to learn about the activities their children have undertaken and to meet key staff.

In order to better ensure a smooth transition at any transition stage. The SENDCo/LPIP will also meet with advisory staff or specialist teachers to ensure that provision is put into place prior to a student with SEND transferring to Anthony Gell School.

Additional meetings support students and parents in making positive curriculum options in Year 9 for transition from Key stage 3 to 4 as well as Years 10, 11 and 12 when students and their families are making decisions about Post-16 and Post-18 education and training. This includes visits to open days and further education fairs.

Additional efforts are directed at careers activities for SEND students, with all students having 1:1 careers advice and support as and when needed.

All SEND students with complex needs receive early 1:1 careers advice to help them plan possible routes for training or education.

Teaching approach

An inclusive approach to teaching and learning is promoted across the school. Regular INSET sessions are organised throughout the year focusing on high quality teaching and learning such as differentiation, assessment for learning, data analysis, as well as sharing good practice for meeting the needs of all learners.

We believe that every teacher is a teacher of students with SEND. Quality first teaching, adapted for individual students, is the first step in responding to students with additional needs. Subject teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants and specialist support.

The SENDCo/LPIP ensure that all staff have access to the relevant information regarding SEND students, including practical classroom strategies. This information is presented in the form of student passports that identify potential barriers to learning and classroom strategies to support a student's learning. This information is stored centrally and is regularly updated when appropriate, for example after a review meeting. SEND information and advice forms are available to all staff within the school to provide support and strategies for the most prevalent special educational needs.

Adaptations to the curriculum and learning environment

At Anthony Gell School, teachers adapt the curriculum in order to enable students to access the curriculum. Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning outcomes; we scaffold work appropriately, and we use assessment for learning to inform the next stages of learning.

As much as possible all students will have full access to the National Curriculum, though at times small group teaching and one-to-one sessions. In rare occasions for students with complex additional needs, alternative provision may be provided if this better suits the learning needs of the student.

In order to have a curriculum that meets the needs of all students Anthony Gell School has:

- Smaller classes for lower ability sets
- Literacy intervention programmes targeting reading and comprehension skills
- Numeracy intervention programme targeting maths skills
- Additional literacy/English lessons for identified students in Years 8 and 9
- Social and emotional support groups if and when necessary
- Mentoring sessions
- Positive reward systems
- Specific subject interventions targeted around achievement and progress
- Language sessions for hearing impaired students to reinforce work covered in lessons with teaching assistants trained in British Sign Language.
- An option of AQA awards for some students to help with life skills

Learning Support staff, pastoral team members and faculty staff in consultation with parents/carers will seek advice or support from external specialists.

Additional strategies may be put in place and recorded in students' provision maps. Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning which has been identified. This support is described on a provision map, which monitors and tracks the interventions and actions that we undertake in the school to support learners with SEND. This map is modified regularly and changes as our learners and their needs change.

Accessibility around the school:

The following facilities are available for students and their parents/carers with physical difficulties:

- Disabled parking bays
- Easy access to buildings
- Lifts to all floors in the main building
- Accessible toilets in all teaching blocks
- Disabled toilet with electric hoist in the main building
- Gender neutral toilets
- Rails on stairs and steps
- Evac mats and emergency procedures for designated students
- Accessible break and dining areas
- A private room for administration of medication

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Inclusivity in activities

We aim to include all students in all parts of the school curriculum wherever possible and appropriate, and this is the same for trips or visits offsite. A risk assessment is carried out prior to any offsite activity to better ensure everyone's health and safety will not be compromised. If it were deemed unsafe for a student to take part in an activity, either additional resources will be provided or alternative activities which will cover the same/similar curriculum experience will be provided in school.

A range of extra-curricular activities are offered during the school day and students with SEND are encouraged to take part according to their individual interests. A range of enrichment clubs run at lunch time to provide additional support/experiences for SEND students.

Students with SEND who may find break or lunch times difficult have access to the Inclusion support base and staff are always on hand to support them. A range of sensory activities are provided in order to enrich their session.

Supporting emotional and social development

Wellbeing of all of our students are supported through the following:

- Each teacher has a knowledge of and understanding of the students in their care
- Designated tutors for checking on student wellbeing and regular pastoral meetings
- Students with high levels of SEND have a named key worker from the Learning Support department who are responsible for the co-ordination of the student's learning and social wellbeing while at school
- Students' medical needs are addressed in accordance with the statutory guidance on supporting pupils in schools with medical conditions, and medicines are administered in line with the school's Medicine policy
- Students who have specific medical needs will have a Health Care Plan the Pastoral Team provide support for students and their families and liaise closely with the Learning Support department signposting to external agencies to support the wellbeing of the child
- In-school interventions which may include access to a counsellor or school nurse
- Referrals to group and 1:1 sessions with Young Futures a charity aimed at supporting mental health and wellbeing
- Lunch time support with trusted adults
- School Nurse drop in sessions once per week
- ISAS support strategies including in-class support
- All staff active in supporting pupils with SEND– refer to Anti-Bullying policy

What support is there for behaviour, avoiding exclusion and increasing attendance

We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and students. Every lesson, every student has the opportunity to receive a positive point from the teacher. Points are recorded on the school database and monitored by pastoral leaders. This enables identification of students who may be falling behind their peers, to investigate and to address the reasons for this.

There are consequences for poor behaviour, which are outlined in the school behaviour policy. Students receive sanctions such as detentions, removal from class or, as a last resort, suspensions (fixed term or permanent).

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support is provided.

Students' attendance is monitored by the pastoral team. The pastoral team and attendance officer liaise with the Local Authority; helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school. The Attendance Officer helps parents/carers manage their child's attendance at school; oversees legal action against parents/carers whose children do not attend school and helps liaise with outside agencies that can support families in more difficult situations.

The Pastoral team works with students when their learning is affected by their behaviour: providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing action plans.

The Pastoral team work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotions, social and mental health for supporting learning at school.

Figures for exclusion of young people at Anthony Gell school are significantly below national averages and it is seen very much as a last resort. Students are supported back into school by staff following any period of exclusion. For students with SEND, senior staff will liaise carefully with pastoral staff and the SENDCO and

will make a decision with regard to any SEND the student may have. A decision to exclude a student with SEND is always taken very carefully indeed and will be the last resort after alternatives have been tried and failed.

Evaluating effectiveness

Anthony Gell is committed to continually improving and developing our provision for students with special educational needs. The learning support department development plan, ensures that the department continues to build on the effectiveness of its provision. A programme of staff development and training is identified in order to actively target and better cater for student needs.

The Learning Support department tracks attainment data of students on the SEND register in order to ensure that any provision made is having an impact on student progress. In addition, for students with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. Analysis of SEND student performance data will include:

- Progress, attainment and effort grades with their learning
- Progress towards end of Key Stage target grades
- Behaviour patterns
- Attendance and punctuality
- Lesson observations involving SEND students
- Feedback from teachers, support staff, parents and students

A programme of regular observations is undertaken of school lessons to ensure that high quality teaching is in place and that the provision provided is effective at maintaining or improving progress and achievement. Observations are also undertaken by the SENDCo and members of the management team to ensure that any in-class support provided by teaching assistants is helping students to engage and make progress with their learning.

Handling complaints

Please refer to the school general complaints procedure. The normal arrangements for the treatment of complaints at Anthony Gell School are used for complaints about provision for special educational needs.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, the Head of pastoral care or a designated Senior Leader. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be settled, everyone benefits from the speedy resolution of a difficulty and from suggestions for improvement.

If no satisfactory solution can be agreed a more senior member of staff will be able to offer advice on formal procedures for complaint if necessary. This process is outlined in the schools Complaints Procedures document.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Local Offer

Information on Derbyshire's local offer can be found at <http://localoffer.derbyshire.gov.uk/>

Named contacts

Name of individual	Email address	Phone number
Lead for year 9-13, SENDCo - Dr Lesley Cyster	lcyster@anthonygell.co.uk	01629 825577
LPIP lead for year 7 and year 8 EHCPs Paul Williams-Hunter	pwilliams-hunter@anthonygell.co.uk	01629 825577
DSL – Helen Dafforne	hdafforne@anthonygell.co.uk	01629 825577