



SEND Information Report

2025-26

Approved by:	
Name:	Mrs. S. Anderson
Position:	Chair of Local Academy Board
Signed:	
Date:	December 2025
Review date:	September 2026

At Settlebeck School, we want every parent and carer to feel informed and supported. This SEND Information Report explains how we provide for pupils with Special Education Needs and Disabilities (SEND) during the academic year 2025-26.

We've written this report in a question-and answer format to make it clear and easy to read. Our aim is to help you understand what support is available and how we work together to meet the needs of every child.

If you have any questions or need more details, please contact:

- Miss Rhiannon Price (SENDCO)
Email: pricer@ss.changinglives.education
- Mrs Sarah Campbell
Email: campbells@ss.changinglives.education

Or call us on 015396 20383 – we're always happy to help.

You may also want to look at the **Local Offer**, which is produced by the Local Authority. This explains the wider support available.

[For the Local Offer in Westmorland and Furness](#)

[Families Information | Westmorland and Furness SEND Local Offer](#)

[For the Local Offer in North Yorkshire.](#)

[SEND Local Offer | North Yorkshire Council](#)

[For the Local Offer in Lancashire](#)

[Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

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Introduction

Settlebeck School is proud to be a small school with a real 'family feel'. This means we can give every pupil the attention they need to thrive. We focus on each child's individual needs and aspirations, tailoring our approach so they can succeed.

We believe in an inclusive ethos where every pupil is valued and supported. Our school culture is built on warm, respectful relationships and high expectations, because we know that all pupils can achieve their potential when they feel safe and encouraged.

Pastoral care is at the heart of what we do. Every member of staff takes responsibility for the welfare and happiness of our pupils, helping them to challenge themselves and grow. At Settlebeck School pupils develop personally, socially, and academically in a positive, friendly and safe learning environment.

We are also proud to be a Resourced Provision for autism, which reflects our commitment to truly inclusive education. Our Resourced Provision pupils are fully integrated into school life, accessing the same curriculum and opportunities as their peers, with adaptations and adjustments where required.

What kinds of Special Education Needs do we support at Settlebeck School?

At Settlebeck School, we welcome and support pupils with a wide range of Special Education Needs and Disabilities. Our aim is to ensure every child feels included, valued, and able to achieve their best.

Some of the needs we currently support include:

- Neurodivergence – supporting students who think and learn differently, including those with conditions such as autism, ADHD, dyslexia etc.
- Visual Impairment – helping pupils access learning through adapted resources
- Speech, Language and Communication
- Physical and/or Medical Needs
- Social, Emotional and Mental Health
- Attachment difficulties.

How do we identify students with SEND? How do we assess their needs?

Before joining us in Year 7, we work closely with primary schools and other professionals to gather information about each child. Some pupils may already have an identified additional need before starting secondary school. Where possible, we also carry out reading tests during the summer term of Year 6, so we can plan early interventions ready for September.

At the start of Year 7, all pupils completed a range of assessments, including:

- Cognitive Ability Tests (CATs)
- GL National Group Reading and Spelling Tests
- Progress Test Maths
- Progress Test Science

These assessments, alongside detailed information from primary schools, give us a clear picture of each child's abilities and any potential needs.

Our SENDCO and Headteacher, carefully analyse this information to identify pupils who may need targeted support or further assessment.

Throughout Year 7-10 we continue to monitor progress.

If a teacher has concerns about a pupil's progress in a specific subject, they may provide interventions. If the concern persists, the teacher will liaise with the SENDCO and other colleagues. Where necessary, the SENDCO may arrange further assessments to understand the pupil's needs in more detail. This may include assessment by an Education Psychologist.

How many students do we have with SEND?

Settlebeck School is proud to be a strategically resourced provision for autism, with 12 places commissioned by the Local Authority. This means we have specialist staff and resources to support pupils with autism within our inclusive school environment.

Currently we have:

- 33 pupils with an Education, Health and Care Plan (EHCP) – that's 16% of our school population
- 36 pupils receiving SEN Support – around 17.5% of our school population

Register of Need 2025-26

Total on school roll: 204

Full School	Yr. 7 – 11	%
SEN Support	36	16
EHCP (Education Health Care Plan)	33	17.5
TOTAL	66	32

Totals in individual Year Groups

Year 7	Number in Year Group	% of Year Group
Year Group	38	
SEN Support	11	28.9
EHCP	7	18.4

Year 8	Number in Year Group	% of Year Group
Year Group	44	
SEN Support	8	18.2
EHCP	6	13.6

Year 9	Number in Year Group	% of Year Group
Year Group	44	
SEN Support	3	6.8
EHCP	8	18.2

Year 10	Number in Year Group	% of Year Group
Year Group	40	
SEN Support	7	17.5
EHCP	5	12.5

Year 11	Number in Year Group	% of Year Group
Year Group	39	
SEN Support	8	20.5
EHCP	7	17.9

Who should I contact if I am concerned my child has a Special Educational Need?

If you have any concern about your child's learning or wellbeing, please speak to use as soon as possible. Your first point of contact will usually be:

- SENDCO
- Your child's Form Tutor
- Head of Key Stage

Head of Year 7 and 8:  Mrs. Steph Williams williamss@ss.changinglives.education

Head of Year 9,10 and 11 Mrs. Rachel Davies daviesr@ss.changinglives.education

Who is the SENDCO at Settlebeck?

Our SENDCO is Miss Rhiannon Price.

You can contact her by email at pricer@ss.changinglives.education or by phone on 015396 20383

What arrangements do you have for parental involvement regarding a child's Special Educational Needs?

We believe that working closely with parents is essential to supporting pupils with SEND. Here's how we will involve you:

- **Before your child joins Settlebeck:**
If your child already has an EHCP, our SENDCO will attend the year 5 review meeting (where invited) to start planning transition arrangements with you, your child's primary school and other professionals. This is beginning of an ongoing conversation to ensure smooth transition.
- **End of Year 6:**
Parents are offered to meet with SENDCO to discuss your child's support plan and provision before they start with us.
- **During Year 7:**
We provide several opportunities to meet and review your child's progress, including:
 - Annual Review Meeting
 - Parents' Evening
- **Years 8-11**
Parents continue to have opportunities to discuss provision and progress through:
 - Parents' Evening
 - Annual Review Meeting

We welcome requests to discuss provision and support at any time outside of these formal meetings.

How do you consult with students about their Special Educational Need and/or disabilities?

We believe that pupils should have voice in decisions about their education. In addition to whole school opportunities such as pupil voice survey, school council, 1:1 interviews and parents' evening, pupils with SEND are actively involved in the review process. The level of involvement depends on each individual case, their needs, and their wishes.

Ways pupils may be involved include:

- Giving input into what is written in their support plan
- Reviewing their current provision
- Helping to set targets

All pupils with an EHCP have a keyworker who works closely with them to ensure their views are heard and their needs are met.

What support do students with SEND get when they move from primary school to secondary school?

We know that moving to secondary school is a big step, so we put carefully planned transition arrangements into place for pupils with SEND. These include:

- Early visits to primary schools to meet pupils and gather information
- Close links with our feeder primary schools to ensure we understand each child's needs
- Using information gathered to create a Personal Learning Plan for each child, which is shared with teaching staff before 'Moving Up Day' in July and the start of Year 7

For pupils with an EHCP, we offer a bespoke transition programme which may include:

- Visits from Settlebeck staff to the child's primary school
- Additional visits to Settlebeck School to help build confidence
- Extra meetings with parents, other agencies, and the primary school to ensure a smooth transition

If your child has an EHCO, it's important that we are invited to their annual review meetings in Year 5 and Year 6. This helps us build a secure understanding of their need and plan effectively for their move.

What arrangements are put in place to support students who are moving from Settlebeck School to different phases of education?

We pride ourselves in preparing pupils for adulthood and helping them to access the right Post-16 pathway. For pupils with an EHCP, the planning starts as early as Year 9. We work with relevant agencies to make sure:

- Pupils and parents receive clear advice about next steps
- Information is passed on to the next setting
- All pupils with an EHCP have access to specialist careers advice from INSPIRA to support planning.

Where needed, we also support visits to Post-16 destinations to make the transition as smooth as possible.

What were the destinations of some of your students who had an Education Health and Care Plan last year?

Last year, we have seven pupils in Year 11 with an EHCP. They have successfully moved on to range of Post-16 institutions and apprenticeships, including:

- A' Levels at Queen Elizabeth School, Kirkby Lonsdale, and Kirkby Stephen Grammar School
- Kendal College
- Lancaster and Morecambe College
- Apprenticeships in agriculture and construction

What is your approach to teaching students with SEND?

At Settlebeck School, we are proud of our inclusive culture, which ensures that all pupils have access to:

- High-quality teaching and learning, adapted to meet needs
- An appropriate curriculum offer
- The best possible personal guidance and support

Teaching staff are responsible and accountable for the progress and development of every pupil in their class, including those who need adaptations and support. We believe that good teaching for SEND pupils is good teaching for all.

For some pupils, we provide bespoke elements to their curriculum, tailored to meet their individual needs. This might include adapted lessons, personalised targets, additional interventions, and wellbeing support from our ELSA and/or school counsellor.

How are adaptations made to the curriculum and the learning environment for students?

We are proud of the broad and balanced curriculum we offer, designed and adapted to meet the needs of pupils with a wide range of abilities and needs. As a resourced provision we provide:

- A mix of academic, creative and practical GCSE and vocational qualifications
- Entry level courses and functional skills for pupils who need an alternative pathway
- Additional courses such as BRIDGE, life skills, and social skills

Each year, our staff carefully plan provision for individual pupils, ensuring their learning experiences are tailored to their needs.

It is our responsibility to remove barriers so pupils can thrive. We are committed to making reasonable adjustments and adapting our approach so all pupils can access learning. Working with parents and other professionals at an early stage is essential to ensure we are prepared and can provide the right support.

What expertise and training do support staff who work with SEND students have?

As a strategically resourced provision for autism, our support staff have a high level of expertise and experience. We are committed to ongoing professional development to ensure pupils receive the best support possible.

Over the last 18 months, our staff have completed training in areas such as:

- Attachment and trauma informed practice
- Autism and Suicide Prevention
- Braille
- Emotional Literacy
- Good Autism Practice
- Positive behaviour
- Safeguarding
- Social, Emotional and Mental Health
- Suicide awareness
- Supporting attainment in Maths
- Supporting attainment in English
- Understanding autistic masking
- Neurodivergence

- Supporting students with ADHD

This training ensures our staff can meet diverse needs and provide tailored support for every pupil.

How effective is the provision made for students with SEND?

We believe that support provided by Settlebeck School is highly effective. The Local Authority values our inclusive approach and the level of expertise within our school.

Ofsted, May 2025 reported ‘The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). It has designed a broad, balanced and ambitious curriculum. This includes those pupils in the specially resourced provision for pupils with SEND (specially resourced provision). Pupils achieve well because of the well-designed curriculum and the support they receive at school. The school identifies pupils with SEND promptly so they receive the support they need to thrive.’

Progress of students with SEND 2025-26

In 2025-26 students with SEND studied a range of qualifications

Subject Area	Course Level
English	GCSE Literature
	GCSE English Language
	Functional Skills L1/2 English
Maths	GCSE Maths
	Functional Skills Maths L1/2
Science	GCSE Combined Science
	GCSE Biology
	GCSE Chemistry
	GCSE Physics
	Entry Level Science L1/2
ASDAN Cope	Level 1 and Level 2
Art	GCSE Art
Computing	GCSE Computing
Drama	GCSE Drama
Food and Nutrition	GCSE Food Preparation and Nutrition
Geography	GCSE Geography
History	GCSE History
Design Technology	GCSE Design Technology
Physical Education	Cambridge National Sport Science
Media Studies	GCSE Media Studies

100% of

students with SEND were accepted onto the Post 16 course or apprenticeship of their choice.

What targeted intervention and catch-up support is available for pupils with SEND?

At our school, teachers and support staff have the resources they need to provide support and interventions to help pupils close the gaps in learning and support their emotional and personal development. This includes:

- Skill-specific, step by step lessons for pupils who need extra support
- Independent practice materials to build confidence and fluency
- Strategies and routines to structure individual and group activities.

Some of the targeted programmes we offer include:

- Fresh Start phonics
- Reading fluency
- Reading comprehension
- Paired Reading
- Maths
- Social skills
- Life skills
- Touch typing
- ELSA
- Barnardo's Mental Health Support
- School Counsellor

What type of activities are available for students who have SEND?

At Settlebeck School, we are proud of our inclusive approach and aim to ensure that all pupils have access to a full range of enrichment activities. We take our duty to make reasonable adjustments for pupils with SEND seriously so that they have equitable access to every opportunity.

Last year our SEND pupils enjoyed a wide variety of opportunities, including:

- Sport fixtures and competitions
- 35 clubs per week
- Over 30 House events
- Visits to Slovenia and Dubai
- Year 7 Residential to Hawes End
- Theatre trips
- University and College Visits
- Work experience
- Performing at school events and the Brewery Arts.

What support is available at Settlebeck School for improving emotional and social development?

We pride ourselves on the high standard of pastoral care we provide for all our pupils. Every member of staff shares responsibility for the welfare and happiness of our young people and play an active role in encouraging every individual to reach their full potential. This is underpinned by excellent relationships built on respect.

Pupils are supported to develop personally, socially and academically in a positive, friendly and safe learning environment. Our PSHE and assembly programme tackles issues around relationships, friends, communication, bullying, mental health and well-being and resilience. Our school counsellor and support staff work closely with students who need additional emotional and social support.

What other agencies do Settlebeck School use to ensure the needs of students, and their families are met?

We are fully committed to working with external agencies to support pupils and their families. With your permission, we will actively seek to involve other professionals when needed. We follow the Local Authority Early Help procedures and use a Team Around the Child/Family approach to make sure support is co-ordinated.

Some of the agencies we work with include:

- Educational Psychologists – we commission and fund four days of provision in addition to the Local Authority Service
- Occupational Therapists

- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS)
- Targeted Family Support
- Community Paediatricians
- Barnardo's
- Pupil Referral Unit
- Jigsaw Family Support
- Might Oak Initiative Alternative Provision
- Evolve Sport Academy Alternative Provision

What should I do if I have a complaint about the SEND provision for my child?

We hope that you will never need to make a complaint, but if you do, here's what to do:

- **Speak to us first**
Please contact the SENDCO or your child's Head of Year to see if the issue can be resolved quickly
- **If the issue is not resolved**
Contact Mrs Sarah Campbell, Headteacher. She will work with you to address your concerns
- **If you wish to take the complaint further**
Request a copy of the school's Complaint Procedure (also available on our website), and contact the Chair of Governors, Mrs Sarah Anderson. The policy will tell you how to do this.

We are committed to working with you to resolve any concern promptly and fairly