

SEND Information Report



Stubbin Wood School & Nursery

Updated January 2026

(Parent/Carer Friendly Version)

Principal: Mr .Mark Fairbrother

SENDCo: Mrs Nicola Rees

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for LAC: Mrs Carie-Ann Wiltshire

School Improvement Board:
Pauline Corfield- Chair of School
Improvement Board

Stubbin Wood School & Nursery

SEND Information Report

Reviewed: September 2025

Next review due: September 2026

Approved by: School Improvement Board

This SEND Information Report explains how Stubbin Wood School & Nursery supports children and young people with Special Educational Needs and Disabilities (SEND). It is written for parents and carers and follows the SEND Code of Practice (2015). Our full SEND Trust Policy is available on our website.

Our Vision

At Stubbin Wood School & Nursery, we believe every child and young person should feel safe, valued, and supported to achieve their very best.

We are committed to creating opportunities for everyone to experience success and to develop the skills they need for their next steps in life.

We value:

- Teamwork and strong relationships
- Belonging, inclusion, and respect
- Nurture, wellbeing, and emotional security
- Independence and preparation for adulthood

About Our School

Stubbin Wood School & Nursery is a Derbyshire Local Authority special school for pupils aged **2–19 years**.

Most of our pupils have an **Education, Health and Care Plan (EHCP)**, which outlines their individual needs and the support they require.

We have **203 commissioned places** across several sites and offer:

- A community nursery
- Primary and secondary provision
- Post-16 provision, including a site based at **Chesterfield Football Club**
- A specialist site in **Mansfield** for pupils with Autism and Social, Emotional and Mental Health (SEMH) needs

Types of SEND We Support

We support pupils across all four areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Many of our pupils have **complex or multiple needs**, including:

- Autism Spectrum Condition
- Severe, Moderate, or Profound Learning Difficulties
- Physical and sensory impairments
- Social, emotional, and mental health needs

We recognise that every child is unique, and support is always tailored to individual strengths and needs.

Admissions

We welcome visits from prospective parents/carers at any time during the school year.

- Please contact us if you would like to visit our school.
- You need to contact Derbyshire County Council to begin the consultation process
- **See our admissions policy for further details**

How We Identify and Assess SEND

Before a pupil joins us

We work closely with parents, carers, and professionals to ensure a smooth transition into school. This includes:

- Reviewing EHCPs and professional reports
- Holding transition meetings with key staff
- Sharing information with families and feeder settings

After admission

Once a pupil starts at Stubbin Wood:

- A **baseline assessment** is completed within the first four weeks
- Progress is monitored regularly and reviewed termly
- **Individual Learning Plans (ILPs)** are reviewed and updated
- Specialist assessments are used where appropriate

We work with a range of **external professionals**, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS and other NHS services

Any changes to a pupil's needs or provision are discussed fully with parents and carers and reviewed at the **annual EHCP review**.

How We Support Pupils' Progress

We understand that progress looks different for every child. We focus on progress that is **meaningful, personalised, and achievable**.

Progress is measured by:

- Working towards individual **EHCP outcomes** (the agreed long-term goals for each pupil)
- Recognising and celebrating small steps of progress
- Using appropriate assessment tools, such as **B Squared** and the **Engagement Model**, where suitable

Progress is shared with parents and carers through:

- Annual written reports
- EHCP reviews
- Parent meetings
- Regular communication from class staff

Our Curriculum

Our curriculum is built around the **Cornerstones Curriculum**, which offers a thematic approach to learning. This helps pupils access a **broad, balanced, and well-sequenced curriculum**, linked to the National Curriculum where appropriate.

Each half-term, pupils follow a new project using the four Cornerstones stages:

- **Engage** – pupils are introduced to a theme and given a meaningful context for learning
- **Develop** – pupils build new skills and knowledge across different subjects
- **Innovate** – pupils apply their learning to answer a challenge
- **Express** – pupils share and reflect on their learning in a supportive, non-formal way

Our Learning Pathways

To ensure learning is appropriate and personalised, pupils follow one of five learning pathways. Pathways are flexible and reviewed regularly to reflect pupils' progress and needs.

EYFS (ages 2–5)

- Based on the Early Years Foundation Stage
- Learning through play, exploration, and interaction

Pre-Formal

- For pupils at early developmental stages
- High levels of adult support
- Learning through sensory and engagement-based approaches

Semi-Formal

- Developing early skills and independence
- Focus on communication, self-help, and social skills

Formal

- Subject-based learning linked to the National Curriculum
- Adult support provided where required

Post-16

- Preparation for adulthood
- Focus on life skills, independence, and employability

Supporting Transitions and Preparing for Adulthood

We understand that transitions can be challenging, so we support pupils by:

- Offering transition visits and familiarisation sessions
- Creating bespoke transition plans where needed
- Working closely with families and external providers

Preparation for adulthood includes:

- Careers guidance
- Life skills and independence development
- Supported visits to colleges or other providers
- Person-centred EHCP reviews

Working With Parents and Carers

We believe that strong partnerships with parents and carers are essential.

We work together through:

- Regular communication via **Class Dojo**
- Parent evenings and written reports
- EHCP reviews and planning meetings
- Community and school events
- Opportunities to give feedback and help shape school improvement

Pupil Voice

Pupils are encouraged and supported to share their views through:

- School council
- Pupil voice activities
- EHCP reviews
- Participation in local and county youth forums

Looked After Children with SEND

Pupils who are Looked After are supported through:

- Personal Education Plans (PEPs)
- Termly reviews
- Close partnership with social workers and the Virtual School

Inclusion, Accessibility and Wellbeing

We are committed to inclusion, equality, and wellbeing for all pupils, with a view to prevent occurrence of our pupils being treated less favourably than any other pupil in school

- Our **Accessibility Plan** ensures pupils can access the environment, curriculum, and information,
- We comply with the **Equality Act 2010**
- We hold the **Inclusion Quality Mark (Flagship School)**
- We have a **zero-tolerance approach to bullying**

Staff Expertise and Training

Our staff team includes:

- Qualified SEND teachers
- Teaching Assistants and Personal Care Assistants
- Staff with specialist training and experience

All staff receive regular training, including:

- Safeguarding
- Medical needs
- Communication strategies (PECS, Makaton, BSL)
- Moving and handling
- Positive behaviour support

Facilities and Resources

Our school benefits from a range of specialist facilities, including:

- A hydrotherapy pool
- Sensory and therapy rooms
- Hoists and specialist equipment
- Purpose-built learning environments

Complaints Procedure

If you have any concerns, we encourage you to:

1. Speak to your child's class teacher
2. Contact the SENDCo or Principal
3. Follow the school's complaints procedure if needed

Full details are available on our website.

Working With Other Agencies

We work closely with a range of external agencies to support pupils and families, including:

- Derbyshire, Nottinghamshire, Rotherham, and Nottingham City Local Authorities
- NHS professionals
- Educational Psychology
- Inclusion Support Advisory Service
- Specialist teachers for sensory needs
- Social Care