



SEND Information Report

At The Divergent School Harborough, we believe every child deserves the chance to thrive. Our SEND Information Report explains how we support all students to fulfil their potential within a compassionate, 'can do' environment. By working closely with teaching staff, parents, and students, we create personalised learning experiences that build on each student's individual starting point and nurture their happiness, confidence, and independence.

Our curriculum is creative, meaningful, and designed to spark curiosity while supporting progress in a way that feels achievable and empowering. Independence, Belonging, Curiosity, and Compassion guide everything we do. With qualified, experienced staff and therapeutic principles embedded throughout daily life, supported by Speech and Language Therapy, Occupational Therapy, and a nurturing school environment; we help students grow academically, socially, and emotionally.

As a small and welcoming school, we offer a calm, structured setting where children feel safe and valued, with flexible spaces and opportunities to access both specialist and mainstream environments. Our aim is simple: to ensure every learner enjoys school, feels proud of their achievements, and is fully prepared for a positive, confident future. This report outlines how we meet the requirements of the Special Educational Needs and Disability Regulations 2014 and how we support our students to lead fulfilled, meaningful lives. This can be found at: [The Special Educational Needs and Disability Regulations 2014](#)

This SEN Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. This applies when they:

- Have a significantly greater difficulty in learning than most children of the same age, or
- Have a disability that prevents or hinders them from using educational facilities generally provided for children of the same age.

Context:

The Divergent School, Harborough is a special school for neurodivergent students needing more support than mainstream schools, but less than traditional special schools. The school offers a calm, flexible environment tailored to sensory and communication needs, with access to some mainstream lessons. Students follow a personalised curriculum designed to nurture both their talents and individual educational needs. All students admitted to Divergent Schools have special educational needs connected to a neurodiversity. This may mean they have diagnosis such as ADHD, Autism, Learning Difficulties or Developmental Delay.



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	Question	School response
1	Who are the SEN contacts?	Miss Charlie Smith –Head Teacher; Charlie.Smith@thedivergentschoolharborough.com
2	What kind of SEN provision is accessible to students	The Divergent School, Harborough provides specialist support for neurodivergent students who require more support than mainstream education, but less intensive provision than traditional special schools. Students follow a personalised curriculum tailored to their educational and personal development, with access to selected mainstream lessons where appropriate. The school offers a sensory- and communication-friendly environment, small class sizes, and targeted interventions, including therapy and support for additional needs, while fostering independence, life skills, and preparation for post-16 pathways. All teachers and support staff in the school have been trained to support students with special educational needs and are committed to supporting the progress of all students, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.
3	How do we identify students who may have a SEN?	Our students join our school with their primary Special educational need/disability already identified and defined through their Education Health Care plans (EHCP). Within the school, we have small classes and high staffing ratios, as a result it is possible for us to meet the learning needs of each student on an individual, small group & whole class teaching basis. Each year the cohort is reviewed and classes are based on SEND, academic & communication needs ensuring that not only are the learning needs of each student are being met but also social, communication, independence and whole child development.
4	How does the school evaluate the effectiveness of its provision for students with SEN? a) How will school staff support a student? b) Who will oversee, plan work with students and parents? c) How often will this happen? d) Who will explain to parents what is happening for the student? e) How does the School assess and review the	a) How will school staff support a student? Staff at The Divergent School, Harborough provide personalised support based on each student's strengths, needs, and learning profile. This includes tailored teaching strategies, differentiated tasks, sensory- and communication-friendly environments, and access to interventions or therapy where needed. Classroom staff work closely with students to develop independence, confidence, and engagement with learning. b) Who will oversee and plan work with students and parents? The SENCO/Head oversees the planning and monitoring of SEN provision for each student. Class teachers, keyworkers, therapists, and support staff collaborate with the Head/SENCO to create individual learning plans, targets, and interventions. Parents/carers are involved as partners in this planning process. c) How often will this happen? <ul style="list-style-type: none"> Initial assessments occur during the first six weeks of admission. Individual targets are reviewed at a six-week meeting with parents/carers. Progress is monitored continuously throughout the year, with termly assessments, student progress meetings, and interventions reviewed regularly.



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	<p>progress of students with SEN?</p> <p>f) How is the decision made about the type and how much support a student will receive?</p> <p>g) How does the school listen to students views?</p>	<ul style="list-style-type: none"> • Annual EHC Plan reviews ensure formal evaluation of progress and ongoing needs. <p>d) Who will explain to parents what is happening for the student?</p> <p>Class teachers, keyworkers, and the Head/SENCO communicate directly with parents/carers about their child's progress, interventions, and support. This occurs through review meetings, consultation days, ClassDojo updates, written reports, and informal meetings or phone calls as required.</p> <p>e) How does the school assess and review the progress of students with SEN?</p> <p>Student progress is assessed using a range of tools:</p> <ul style="list-style-type: none"> • Baseline and termly academic assessments in Reading, Writing, and Maths (Semi-Formal and Formal pathways) • Termly and annual Communication assessments (Pre-Formal pathway) • Mapping and Assessment of Personalised Progress (MAPP) to track progress toward EHCP outcomes • Milestones SEN tracking system for academic and personal development monitoring • Regular student progress meetings to identify any underachievement and adjust support accordingly <p>f) How is the decision made about the type and how much support a student will receive?</p> <p>Decisions are based on:</p> <ul style="list-style-type: none"> • The student's assessed needs and learning profile • Recommendations from the Head/SENCO, therapists, and other professionals involved • Outcomes from ongoing assessment, monitoring, and termly reviews • Consultation with parents/carers and, where appropriate, the students themselves <p>This ensures that support is personalised and responsive, and can be adjusted according to progress and emerging needs.</p> <p>g) How does the school listen to students' views?</p> <p>The Divergent School values student voice and includes students in decisions about their learning and support. Methods include:</p>
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		<ul style="list-style-type: none"> • One-to-one discussions with class staff • Involvement in setting and reviewing personal learning targets • Feedback during lessons, review meetings, and therapy sessions • Surveys, suggestion opportunities, and age appropriate forums for students to share their views <p>Summary The school evaluates the effectiveness of its SEN provision through ongoing assessment, collaborative planning, parental involvement, and careful tracking of student progress. Support is tailored, flexible, and regularly reviewed to ensure it meets individual needs and promotes positive outcomes academically, socially, and personally.</p> <p>Access arrangements: From entry into the school, data is analysed and students are identified that may require additional support. The support a student can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the exam arrangements identified by the DfE for that year. It is important to note that there is clear criteria set by exam boards for this support.</p>
5	<p>How does the School support students with SEN?</p> <ul style="list-style-type: none"> a) will the curriculum be matched to a student's needs? b) What is the school's approach to differentiation? c) How are the school's resources allocated and matched to students' special educational needs? d) What support will there be for a student's overall well-being? e) Pastoral, medical, social emotional in and out of school? 	<p>How the School Supports Students with SEN</p> <p>a) Will the curriculum be matched to a student's needs? Yes. At The Divergent School, Harborough, the curriculum is highly personalised and designed to meet the unique needs of each pupil, and the individual needs of neurodivergent learners. Students follow tailored learning pathways (Semi-formal or Formal) that reflect their abilities, strengths, and ambitions. Lessons are adapted using individual pupil profiles, EHCP targets, and baseline assessments to ensure that all pupils can access learning meaningfully and make progress at their own pace. Opportunities for cross curricular, contextualised, and real life learning support engagement and meaningful skill development.</p> <p>b) What is the school's approach to differentiation? Differentiation is central to our teaching. Staff adapt content, teaching methods, learning activities, and resources to meet the sensory, communication, and cognitive needs of each pupil. Flexible seating, cocooning spaces, and varied approaches to learning (wiggle-friendly areas, floor chairs) ensure that pupils can learn in ways that suit them best. Key vocabulary and concepts are introduced and reinforced to support comprehension and long-term retention. Staff continually monitor progress to adjust teaching approaches as necessary.</p> <p>c) How are the school's resources allocated and matched to students' special educational needs? Resources, including teaching staff, therapists, specialist equipment, and classroom materials, are allocated based on individual pupils' needs. The SENCO, class teachers, and leadership team work together to identify requirements and provide the necessary support, whether this is additional adult support, access to specialist interventions, or adaptive equipment. Pupils also have access to selected mainstream lessons or community experiences when appropriate, ensuring support is balanced with opportunities for independence.</p> <p>d) What support will there be for a student's overall well-being? The school prioritises the holistic development of each pupil. Pastoral support is provided through:</p>



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		<ul style="list-style-type: none"> • Keyworkers and class teachers who monitor social, emotional, and behavioural development • Therapeutic interventions, including occupational therapy, speech and language therapy, and counselling where required • Opportunities to develop life skills, resilience, and independence within school and the wider community • Structured approaches to communication, sensory regulation, and social interaction <p>e) Pastoral, medical, social emotional support in and out of school</p> <ul style="list-style-type: none"> • Pastoral support: Daily access to keyworkers, structured routines, and social emotional learning activities • Medical support: Care and medical plans are written for pupils as needed, with staff trained to manage conditions safely • Social emotional support: Pupil Profiles, sensory breaks, therapeutic interventions, and tailored activities support pupils' emotional well being • Out of school support: Community visits, work placements, and experiential learning are used to apply skills in real world contexts, fostering independence and confidence <p>The Divergent School, Harborough provides a flexible, ambitious, and personalised learning experience for all pupils with SEN. The curriculum is carefully adapted to individual needs, staff provide differentiated support, and resources are allocated according to each pupil's EHCP and personal profile. Combined with robust pastoral, medical, and social emotional support, the school ensures that every pupil can thrive academically, socially, and personally, both within school and in preparation for adulthood.</p>
6	<p>How does the School adapt the curriculum and learning environment for students with SEN?</p> <p>How will students be included in activities outside the classroom, including school trips?</p>	<p>As an inclusive school; the school takes reasonable steps to modify or adapt the learning environment to meet the needs of the individual.</p> <p>The Divergent School adapts both the curriculum and the physical environment to fully support SEN learners through:</p> <ul style="list-style-type: none"> • Sensory-friendly classrooms with low visual/noise distraction • Flexible seating (wobble chairs, floor seating, cocooning pods) • Soothing colour palettes and predictable routines • Communication friendly displays and visual supports • Personalised timetabling and structured transitions • Overarching termly themes to provide meaningful, connected learning • Regular opportunities for experiential, practical, and community based learning <p>Staff use ongoing assessment, EHCP outcomes, and personalised profiles to ensure all adaptations meet the precise needs of each learner.</p>



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		<p>All pupils are included in enrichment activities, school trips, and off-site visits. Risk assessments, staffing ratios, sensory supports, and personalised preparation ensure safe and meaningful participation. Adaptations might include:</p> <ul style="list-style-type: none"> • Advance visits or visual stories • Adjusted timings • Additional regulation breaks • 1:1 support where needed • Alternative equivalent experiences if a particular activity is unsuitable <p>Inclusion is planned from the start, ensuring every student can access wider opportunities.</p>
7	<p>Parent/Carer involvement</p> <p>a) How will both the school and parent know how a student is doing?</p> <p>b) How will the school support parents to help their student's learning?</p> <p>c) When will parents be able to discuss a student's progress?</p> <p>d) How are parents involved in the school, and how can they become involved?</p> <p>e) Who can parents contact for further information, or raise concerns?</p>	<p>Parent/Carer Involvement</p> <p>a) How will both the school and parents know how a student is doing?</p> <p>During the first six weeks at The Divergent School, Harborough, staff carry out a range of assessments to identify each student's strengths, needs, and learning preferences. These include baseline assessments in core curriculum areas, communication profiles, and, where appropriate, behaviour management plans, feeding plans, and transport plans. Individual targets are set and shared with students and their parents/carers at a six-week review meeting. Progress is tracked throughout the year using termly academic assessments, communication assessments, and specialist SEN progress tools such as MAPP (Mapping and Assessment of Personalised Progress) and Stages of Learning. Interventions and support programmes are implemented and monitored to ensure students make measurable progress.</p> <p>b) How will the school support parents to help their student's learning?</p> <p>The school works closely with parents/carers to provide guidance and practical strategies for supporting learning at home. Communication is facilitated via ClassDojo, written reports, and regular updates, ensuring parents are informed about their child's progress and any interventions. The school also provides advice on resources, learning approaches, and therapeutic strategies to complement classroom support.</p> <p>c) When will parents be able to discuss a student's progress?</p> <p>Parents/carers can discuss progress during scheduled meetings, including:</p> <ul style="list-style-type: none"> • Six-week review meetings after a student starts at the school • Annual EHC Plan reviews • Two dedicated parent consultation days each academic year <p>Additionally, the school welcomes visits or telephone calls from parents/carers at any time to discuss concerns or updates.</p> <p>d) How are parents involved in the school, and how can they become involved?</p> <p>Parents/carers are valued partners in their child's education. They are involved in:</p> <ul style="list-style-type: none"> • Setting individual targets and reviewing progress • Contributing to annual EHC Plan reviews • Participating in school events, workshops, and parent consultation days



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		<ul style="list-style-type: none"> Engaging with the school through ClassDojo, emails, and telephone contact Parents/carers are encouraged to collaborate with teachers and support staff to enhance their child's learning experience. <p>e) Who can parents contact for further information, or raise concerns? Parents/carers can contact:</p> <ul style="list-style-type: none"> Class teacher or keyworker for day-to-day concerns and updates SENCO/Head for advice regarding SEN provision or support plans School leadership team for escalated issues or formal concerns Additional professionals involved in EHC Plan reviews (e.g., therapists, educational psychologists) may also be contacted through the school as required. <p>Assessment and Monitoring Tools The school uses a combination of academic and specialist assessments to track student progress:</p> <ul style="list-style-type: none"> Reading, Writing, and Maths assessments each term (Semi-Formal and Formal pathways) Communication assessments each term (Pre-Formal pathways) Annual SALT assessments for all students with the Speech & Language Therapist Implementation and monitoring of interventions/support programmes MAPP assessments to track progress towards EHCP outcomes Milestones SEN tracking system for academic monitoring Regular student progress meetings at every data point to identify underachievement <p>The school operates under the Ofsted and Independent Schools Standards (ISS) framework, ensuring high-quality provision and accountability.</p> <p>Additional information may also be collated through the following means:</p> <ul style="list-style-type: none"> Referrals from outside agencies Parents Observations Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational therapists, Speech and Language Therapists, Specialist teacher advisors (such as teacher of the deaf or visually impaired team, or the Specialist Support Service). <p>Reports from these services are shared with parents and school whenever there are updates.</p>
9	<p>What specific expertise is available to students with SEN?</p> <p>What specialist services and expertise are available or accessed by the school?</p>	<p>What specific expertise is available to students with SEN?</p> <p>The school's staff team has expertise in supporting pupils with:</p> <ul style="list-style-type: none"> Autism Spectrum Condition (ASC) ADHD and other neurodivergent profiles Speech, language and communication needs Sensory processing differences



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	<p>What training will the staff supporting students and young people with SEND have had or receive?</p> <ul style="list-style-type: none"> • Social, emotional and mental health needs • learning differences • Emotional regulation and anxiety • <p>What specialist services and expertise are accessed by the school? Depending on pupil need, the school works with:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Educational Psychologists • CAMHS • ASD specialists • Sensory integration professionals • Medical and nursing teams • Local authority SEND and inclusion services <p>These professionals contribute to assessments, planning, training, and ongoing review.</p> <p>What training have staff supporting pupils with SEND had or will receive? Staff receive ongoing training in:</p> <ul style="list-style-type: none"> • Autism and neurodiversity • Sensory processing and regulation • Communication approaches (e.g., visual supports, social stories) • Trauma informed practice • De escalation and behaviour regulation • Safeguarding and child protection • Medical needs and first aid • MAPP assessment • Mental health and wellbeing • EHCP outcomes, differentiation, and adaptive teaching <p>Training is updated regularly to reflect emerging needs, new pupils, and best practice within The Divergent School Group.</p>	
11	<p>How accessible is the school environment?</p> <p>The environment is adapted to meet the needs of the students as required.</p> <p>Some children who require it will have their own individual routes and evacuation procedures outlined in their personal emergency evaluation plans (PEEPs).</p> <p>If there is need, some students will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.</p>	
12	<p>Transitions</p> <p>a) How will the school prepare and support a student to join the school? Transition into the school is carefully planned and may include:</p>	



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	<p>a) How will the school prepare and support a student to join the school.</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	<ul style="list-style-type: none"> • Visits and tours • Meetings with parents and professionals • Sharing of pupil profiles, EHCPs and previous assessments • A staggered or flexible start if required • Visual guides, transition booklets, or videos • Induction assessments during the first six weeks • A 6-week review meeting to confirm support plans/Pupil Profiles <p>b) How will the school support a student transferring to a new school or next stage of life? Support includes:</p> <ul style="list-style-type: none"> • Multi agency transition planning • Work related learning, community experiences, and life-skills teaching • Visits to new settings or colleges • Supported introductions to new staff • Transition reports and updated assessments • Careers guidance and preparation for adulthood • Support for parents/carers in navigating next steps <p>The aim is to equip every pupil with confidence, independence, and the skills required for their future.</p>
18	<p>Governance</p> <p>a) Who are Governor Contacts?</p> <p>b) How do Governors monitor attainment and progress of SEN students ensuring their needs are met by the school?</p>	<p>We share reports to Trustees with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of student and curriculum. The Trustees review policies, attend school meetings and monitor and challenge provisions through talking to staff, students and parents.</p>
19	<p>Admissions</p> <p>How do students gain admission to the school</p>	<p>Admissions for children into the school must have a relevant EHCP, meeting the required criteria of need. To apply for a place you must contact the EHC Team at your appropriate Local Authority , although we do consider parent-paid placements in a small minority of cases.</p> <p>Noth Northants: ehckettering.ncc@northnorthants.gov.uk. https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/ehc-plan.aspx</p> <p>West Northants: ehcassessments@westnorthants.gov.uk</p>



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		<p>Leicestershire: Contact the SENA service Leicestershire County Council</p> <p>Rutland: send@rutland.gov.uk</p> <p>Dedicated tours are available on request: The Divergent School Harborough Open Afternoons. – Fill in form</p>
20	Where can I access other information around support for student, young people and families for SEN and disabilities (including the LA's Local Offer)?	<p>Local authorities, are required to publish information about services they expect to be available in their areas for students and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This is known as the 'Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.</p> <p>For further information: Leicestershire Local offer please visit: What is the Local Offer Leicestershire County Council North Northamptonshire Local offer please visit: Local Offer, SEND and EHC plans North Northamptonshire Council West Northamptonshire Local Offer please visit: Local Offer West Northamptonshire Council Rutland SEND Local Offer Rutland County Council</p>

Further policies on the following can be found at ;

- Equalities Policy
- Accessibility Policy
- SEN Policy

Review: