



Special Educational Needs & Disabilities School Information Report

June 2021



Introduction

Welcome to our SEND Information Report, this is part of the Derby Local Offer for learners with Special Educational Needs and Disabilities (SEND). Derby City Council's full Local Offer, which is intended to be an important resource for parents/carers for understanding the range of provision and services in the local area, can be found at: www.derby.gov.uk/sendlocaloffer.

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually and reflects the provision for pupils with SEND throughout the year. All Derby City Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the authority to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential at school.

At Hardwick Primary School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our report, so please contact us at admin@hardwick.derby.sch.uk.

Vision and Values

Our Values: We want everyone involved with our school to CARE and make it a place that is:

CARING – where everyone cares about each other and our school

ACHIEVING – where everyone always does better than their previous best

RESPECTFUL – where everyone remembers their manners and respects one another

EXCITING – where everyone enjoys learning and experiencing new challenges

Our School Code: At Hardwick Primary School we:

- Care about each other and our school
- Always do our best
- Remember our manners
- Enjoy learning

Hardwick Primary School is an inclusive school where diversity is celebrated.

What is SEND?

SEND stands for *special educational needs and/or a disability*. The Code of Practice 2014 states that:

'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

In the first instance, the class teacher has responsibility for:

- checking on the progress of your child;
- identifying, planning, and delivering the differentiated curriculum for your child in class as required;
- personalised teaching and learning for your child;
- ensuring that the school's SEND Policy is followed in their classroom.

At Hardwick Primary there is also a team of professionals who lead on Inclusion, which incorporates all aspects of SEND:

SENCo and Inclusion Manager: Mrs L Smith
01332 272249
senco@hardwick.derby.sch.uk

SEND Governor Mr A Repesa

Designated Safeguarding Lead: Mrs R Sandhu
01332 272249
head@hardwick.derby.sch.uk

Pastoral Care Team Mrs R Yates & Mrs R Oliver
01332 272249
r.yates@hardwick.derby.sch.uk
r.oliver@hardwick.derby.sch.uk

They are responsible for:

- developing and reviewing the school's SEND Information Report and Policy;
- co-ordinating all the support for children with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of children in the school are known);
- ensuring records of your child's progress and needs are kept up to date and are confidential;
- providing / enlisting specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that parents are:

- involved in supporting your child's learning;
- kept informed about the support your child is receiving;
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g., Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for at Hardwick are:

A pupil may have a difficulty in one or more dimension of need as outlined in the Code of Practice 2014. The dimensions of need are:

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and the needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties, which can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school recognises that some children may need support in more than one of these areas.

How are children with SEND identified at our school?

At Hardwick Primary School we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

At Hardwick Primary School, all teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo will ensure that these pupils requiring different or additional support are identified at an early stage. The SENCo reviews pupil progress meetings with class teachers and phase leaders each term where concerns can be raised and discussed. Conversations can be held at any time between teachers and the SENCo to share and discuss concerns that adequate progress is not being made and to identify possible next steps.

Alongside learning progress, a number of other indicators may be used to identify pupils as having SEND, including:

- Consideration and use of the Derby City Council criteria of Cognition and Learning, Communication, and Interaction, Sensory and Physical and Social and Emotional Mental Health Difficulties.
- Information from and liaison with previous schools.
- Information from other services and external agencies.
- Health diagnosis.
- An “open door” policy for parents, carers, and school staff to contact the SENCo at any time with any concerns.

With all the relevant information the SENCo, class teacher and teaching assistant will review the differentiated approaches adopted through a ‘Universal’ approach and, in accordance with new legislation, determine whether the pupil’s teaching and learning should now follow either a ‘Targeted’ or ‘Specialist’ approach. When it has been identified that a pupil has SEND the teacher will provide targeted interventions that are additional to / different from everyday class teaching. If adequate progress is not achieved from this, a ‘Specialist’ approach will be adopted with support from external specialist support services. Where concerns remain despite intensive and sustained intervention, the school will consider requesting an assessment by the Local Authority for an Education Health and Care Plan. Parents/carers will be fully consulted, and their views sought, at each stage. The school also recognises that parents/carers have the right to request an assessment for an EHC Plan.

Hardwick Primary School is:

Hardwick Primary School is a vibrant inner-city school with 600 children on role, from Nursery to Year 6. There are at least 30 different languages spoken and English is an additional language for over 90% of the children.

The building was opened in 2007 and is fully accessible for all pupils, including those with physical disabilities. For further details, please see the school’s Accessibility Plan, showing how we plan to improve access over time.

What are the different types of support available at Hardwick?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The following strategies are applied by all staff at Hardwick:

- teachers adapt planning to support the needs of all children, including those with SEND
- teachers use a variety of teaching styles and cater for different learning styles to allow all children, including those with SEND to access the curriculum
- teachers and other adults in the classroom work together to give targeted support according to individual children’s needs
- all children are fully involved in their learning. This takes place in classrooms (both inside and outside) and in intervention areas
- strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

At Hardwick staff deliver a variety of interventions for individuals and groups of children. These may include:

- Language Link / Talk Boost (communication intervention)
- Speaking & Listening Groups (Foundation Stage)
- Maths, English & Phonics (accelerated progress)
- Nurture Group/Direct Nurture Work (social, emotional, and mental health intervention)

How do we measure progress?

A child's progress is continually monitored and reviewed at regular intervals by the class teacher, year leader and the senior leadership team. If your child receives SEND Support or has an EHC Plan, you will be invited in to school to discuss your child's progress towards their individual targets. You will also have the opportunity to speak to class teachers at parent consultation meetings throughout the year. The progress of children with an EHC Plan is formally evaluated at an annual review, which you will be invited to. The SENCo will also monitor the child's progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

The range of provision, monitoring and assessment:

Due to changes in current legislation (2014) the teaching and learning for all pupils with SEND now follows a Universal, Targeted or Specialist approach depending on level of need.

Universal Approach

Class teacher input via excellent classroom teaching. For the pupil this would mean:

- That the teacher had the highest possible expectations for all pupils in their class.
- That all teaching is based on building on what the pupils already know, can do, and can understand.
- At times the teacher may direct the class-based teaching assistant (TA) to work with an individual or a group as part of normal working practice.
- Different ways of teaching are in place so that every pupil is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support every pupil to learn.
- The teacher will have carefully checked on progress and may have decided that a pupil has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Teaching and resources will then be differentiated and adapted to meet the pupil's needs and progress monitored
- If adequate progress is not made the teacher will follow a more targeted approach to teaching.

Targeted Approach

The targeted approach is for pupils who are not making good progress despite adapted teaching methods and resources through the Universal approach. They will have targets set which will require additional teaching and support and which will initially start with:

- Specific group work within a smaller group of pupils run within the class or as a withdrawal group by a teacher or TA
- Engaging in group sessions with specific targets to help the pupil to make progress.
- An outside professional may be contacted to offer advice to teachers, TAs, and parents. They may be from Local Authority central services or external agencies such as the Speech and Language therapy (SALT) Service or a SEND consultant.

For the pupil this would mean:

- The class teacher or SENCo (or parents) has identified them as needing further input in addition to quality first teaching and intervention groups.
- Parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward and asked to give their permission for their child to be referred to a specialist professional if needed e.g., a Speech and Language Therapist or Educational Psychologist. The specialist professional will work with the pupil to understand their needs and make recommendations to staff. This type of support is available for pupils with specific barriers to learning that cannot be overcome through 'catch up' intervention groups.

Specialist Approach

This is usually provided via an Education, Health and Care Plan (EHCP). This means the class teacher or SENCo will have identified a pupil as needing a particularly high level of support or small group teaching which cannot be provided by the universal and targeted support available in school. Usually, they will also need support from professionals outside the school. This may be from Local Authority central services or outside agencies such as the Speech and Language Therapy (SALT) Service. If a child meets the local authority threshold criteria, the school (or parents/carers) can request that the Local Authority carry out an assessment of the pupil's needs. If the LA agrees to the request, they will complete an assessment and either write an EHCP or decline and the school will continue with the support at a targeted level. There will be a meeting in school to ensure a plan is in place in order so that the pupil makes as much progress as possible. An EHCP is for pupils whose learning needs are severe, complex, and long-lasting and need more than the targeted support available in school.

At Hardwick Primary School, the main methods of provision made by the school are:

- Full time education in classes with additional help and support by class teacher/curriculum leaders through a differentiated curriculum.
- Full access to all school resources for pupils with disabilities as outlined in the Accessibility Plan, which also shows how we plan to improve access over time.
- Periods of withdrawal to work with a Teaching Assistant or the Pastoral Care Team. These may include:
 - Specialised Literacy intervention
 - Physical Literacy
 - Accelerated Progress groups
 - Fine and Gross Motor skill support
 - Physiotherapy and Occupational therapy programmes
 - Social Skills
 - Speech and Language programmes
 - Concentration and Listening Skills
 - Nurture Groups

Staff use their relevant expertise to address the needs of pupils by following the **Graduated Approach** to SEND. For example, if a pupil is identified as having SEND, we will provide support that is “**additional to or different from**” the universal differentiated approaches and learning arrangements normally provided as high quality, personalised teaching intended to overcome the barriers to their learning.

Once a pupil is identified as having SEND the school will fund extra provision and necessary equipment through the notional budget. If further funding is needed the school will use their best endeavours to secure funding from the Local Authority via an EHCP.

When providing support that is “**additional to or different from**” we engage in a four-stage process called the Graduated Approach to SEND: Assess, Plan, Do, Review.

Assess – this involves taking into consideration all the information from discussion with parents/carers, the pupil, the class teacher, and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings that parents and, when appropriate, the pupil will be invited to attend.

Do – this is providing the support, extra assistance for learning or learning resource aids as

set out in the Intervention Plan.

Review – this is measuring the impact of the support provided and considering whether changes need to be made. All people involved – the pupil, their parents or guardian, the teacher and SENCo - contribute to this review.

Any intervention will be tailored to meet a pupil's individual needs and will target their area of difficulty. This support may be provided in class, on a 1:1 basis or as part of a small group and targets will be recorded and assessed through a Multi Element Plan (MEP), which is reviewed termly, as well as on an informal basis by class teachers and teaching assistants.

If the school feels that a child requires specialist support, or potentially an EHCP assessment, this will be discussed in a meeting with parent(s)/carer(s), where timescales, processes and expectations can be clarified, including through the provision of parent information guides. Parents are a key partner through this process, and their views will be sought at all stages.

SEND Multi Element Plans

All pupils with identified SEND will have Multi Element Plans (MEP) clearly setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with EHCPs or other external support, provision will meet the recommendations on the plan.

The MEP will record that which is different from or additional to the normal differentiated curriculum and will concentrate on up to three individual targets that closely match the pupil's needs. Parents/carers, along with any other professionals involved, will be invited to be involved in the target setting and review process.

While the majority of pupils with SEND will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan. If agreed, the EHC Plan will outline the provision that should be in place in school. It will also have long-term and short-term goals for the pupil.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to the class teacher. Class Teachers are available before and after school, you can make an appointment to see them with any queries regarding your child.

If you have concerns that your child has an unmet special educational need after speaking to the Class Teacher, you should contact the SENCo or Year Leader.

What support is there for my child's overall wellbeing?

Hardwick has a dedicated Pastoral Care provision, known as 'The Rainbow Team'. This provision is tailored to the needs of the children each year, and can involve Nurture Groups, or direct Nurture work aimed at supporting children's social, emotional, and mental health.

The Rainbow Team manage the provision of the schools Breakfast Club which operates daily from 08:00 – 08:45 for children from Reception to Year 6. The Breakfast Club offers a healthy breakfast option whilst also offering a range of play-based learning opportunities.

The school runs an 'R' Time program in each year group from Nursery onwards and this links to PSHE and the school's half termly CARE themes.

Some children require support to nurture their wellbeing which may involve working alongside outside agencies such as the Health Service, and/or specialist educational services. The school SENCo will contact parents / guardians to discuss such referrals and obtain consent prior to them being made.

The school has an excellent relationship with the many agencies we work alongside to support children, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- STePS (Specialist Teaching & Psychology Service) for children with Physical Impairment, Hearing Impairment, Visual Impairment and Autism Spectrum Disorders (ASD)
- Specialist Education Consultants
- CaMHS
- Community Paediatricians
- School Health Service
- Education Welfare Officer

How is SEND support allocated to children at Hardwick?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children or young people of the same age.'

Children are categorised as 'SEN support' (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets. This does not automatically apply to children who are new to England, or those who have lived in the UK for less than 2 years. Children with more complex needs, who may also require support from outside agencies would also be categorised as 'SEN support' (previously School Action Plus).

The school receives a budget from Derby City Local Authority, which includes funding to support children with special educational needs and disabilities. This is called 'SEN Notional Funding'.

The Headteacher, SLT and Inclusion Manager decide on the budget allocation for SEND in consultation with the Governors, on the basis of needs within the school. The Headteacher and Inclusion Manager discuss information they have about SEND with the School Business Manager. This includes numbers of children already receiving extra support and children that have been identified as requiring additional support.

All resources, training and support are reviewed regularly, and changes made as necessary in order to meet the needs of the children in school. Children can be removed from the SEND register if and when targets or outcomes have been achieved.

Who else could support your child with SEND?

As listed previously the school enlists the support of a variety of outside agencies. Some of which are funded directly by the school:

- Class Teachers
- Teaching Assistants
- Pastoral Care Team
- Educational Psychology Service / STePS

Paid for centrally by Local Authority / Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Information on the Voluntary Sector (paid for services) can be found at www.derby.gov.uk/sendlocaloffer
A comprehensive list of voluntary organisations are listed on the website, a selection of which are:

- Umbrella
- Fun-abil8y
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

What is the Local Offer for SEND?

Derby's SEND Local Offer is an online one stop shop for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND) in the city. Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. Derby City's Local Offer is available here: www.derby.gov.uk/sendlocaloffer . It tells parents how to access services and support in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

What support do we have for you as a parent / guardians of a child with SEND?

Hardwick Primary actively encourages parental engagement and as such has the following support in place:

- Class Teachers, Teaching Assistants, Year Leaders, SENCo/Inclusion Manager and Pastoral Care staff are available to discuss issues, as appropriate to their roles in school
- Your child's MEP will be reviewed a minimum of 3 times a year, we encourage you to participate in the planning and reviewing process
- For children with an EHC Plan we will meet with you 3 times a year to discuss your child's progress. The SENCo will organise an annual review and invite parents and relevant professionals to attend
- We will liaise with outside professionals where and when appropriate

- We hold transition and parent consultation meetings
- We will share information with you about parent/carer support groups

This section is also appropriate for children and young people who are 'looked after' by the Local Authority.

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions.' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, April 2017.

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a healthcare plan in place where appropriate.

Staff are regularly updated on conditions and medication affecting individual children and participate in training, where appropriate, so that they are able to manage medical situations.

How is the school accessible to children with SEND?

Hardwick is fully accessible for all children, including those with physical disabilities. Hardwick is built on a hill, and as such the front of the building has 2 floors. The ground floor houses the main entrance, accessible from Dover Street, the school office, a hall (used for PE and lunches), a sensory room and the Foundation Stage. There is a lift and 2 stair cases to access the first floor.

The first floor can be accessed externally via St James Road and Hastings Street. There are 19 classes in total. In Key Stage 1 all four classes can be accessed via the playground. There are 12 classes in Key Stage 2, eight of which can be accessed directly from the playground. There are intervention areas located around school for each year group and these are accessible to all children. There is a school library area, the Rainbow Room (Pastoral Care) and the Sunshine Room (relaxation area / quiet area for children with SEND) and a second hall.

There are several disabled access toilets available on both floors and the playgrounds are accessible to all relevant age groups.

The school has several Soundfield Systems that can be moved to relevant classrooms in order to meet the needs of hearing-impaired children. The Inclusion Manager liaises with outside agencies to plan for any access needs as they arise.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible. In school, transition weeks take place for the 2 weeks before the summer holidays, allowing for all children and staff to get to know each other prior to the start of the autumn term.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new teachers. All relevant information will be shared.

Starting school in the Foundation Stage

- child / parent visits to school are encouraged prior to admission
- children starting in Nursery and Reception are invited to 'Stay and Play' sessions before their admission date
- parents are invited to 'Welcome Meetings' prior to children being admitted into Nursery and Reception
- staff from Hardwick meet with professionals from feeder schools and other settings to share information and arrange to observe children with SEND prior to them starting at Hardwick

Starting school in Year 3

- child / parent visits to school are encouraged prior to admission
- parents are invited to 'Welcome Meetings' prior to children being admitted into Year 3
- staff from Hardwick meet with professionals from feeder schools and other settings to share information and arrange to observe children with SEND prior to them starting at Hardwick

Transition from Key Stage 2 to Key Stage 3:

- the Head of Year and SENCo from receiving secondary schools will visit Hardwick in the summer term
- relevant staff from both schools will meet to share records and information
- some children will receive an enhanced transition package, which includes additional visits above and beyond those normally offered with designated members of staff

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council and through the School Meals Committee. If your child has an EHC plan, they will be involved in writing and reviewing their own targets and desired outcomes, where age and developmentally appropriate. All children have the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- Using specialist assessment tools to inform planning
- Access arrangements for children with physical impairments
- Specific areas of special educational need e.g., ASD, Diabetes, Hearing Impairment, Down Syndrome awareness etc.
- Applying the new SEN Code of Practice,
- Using specialist medical equipment such as Epipen, enteral feeding and tracheostomy care etc.
- SEND Policy Reviews

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still wish to make a complaint you can do so in writing to Mrs R Sandhu, Head of School. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Complaints Procedure
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2017
- Disability, Equality and Diversity Policy
- SEND Policy
- Safeguarding Policy

Please see:

http://www.hardwickprimaryschoolderby.co.uk/website/school_policies_and_admissions/180919