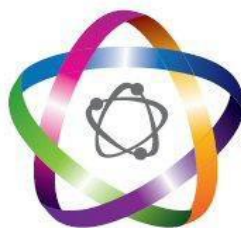


POLICY DOCUMENT**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy



Special Educational Needs Information Report

History of Document

This policy is reviewed annually or more often if required

Issue No	Author/Owner	Date Written	Approved by Governors on	Comments
1	L Ramsay	Sept 14	7 October 14	1 st Issue
2	L Ramsay	June 15	7 July 15	2 nd Issue
3	L Ramsay	June 16	5 July 16	3 rd Issue
4	L Ramsay/ A Scott	Dec 16	4 July 17	4 th Issue -Minor review
5	A Scott	Dec 18	3 July 18	5 th Issue – Minor review
6	A Scott	June 19	2 July 19	6 th Issue – Minor review
7	A Scott	June 20		7 th Issue COVID 19 review
8	L Ramsay / A Scott	June 21	July 2021	8 th Issue
9	A Scott	June 22	5 July 2022	Minor amendments

Debenham High School Information Report

Who is the Special Need Co-Ordinator (SENCo)? How can I contact them?

Shared role: Mrs Angela Scott and Dr Amy Healy

Mrs Angela Scott

Contact by telephone – 01728 860213 - Extension 259

Contact by email – ascott@debenhamhigh.co.uk

Dr Amy Healy

Contact by telephone - 01728 860213 - Extension 259

Contact by email – ahealy@debenhamhigh.co.uk

How does the school identify students with special needs?

Identification of pupils with SEND begins prior to transfer in Year 6. Students' Education, Health and Care Plans (EHCPs) which name Debenham High School on the plan, have their plan sent to the SENCo early in Year 6, to inform of need and provision. The SENCo is invited by Primary Schools to attend Year 6 Annual Reviews where Debenham High School (DHS) is named or likely to be named on the Education, Health and Care Plan (EHCP) to inform transfer.

In the Summer Term, the SENCo and Head of Year 7 meet with Year 6 teachers or Head teachers from feeder Primary Schools, to collect transfer information around students' strengths, interests, support needs, effective strategies, attainment at the end of Key Stage 2, diagnosis assessment information, standardised test scores, Stage of Support details and latest Individual Education Plans or reviewed termly targets. Year 6 teachers of transferring students also fill in transfer sheets around attainment in English and Mathematics, additional needs, areas of strength and student interests. The SENCo makes contact with out of catchment primaries where special needs / support needs have been identified on the transfer sheets. The SENCo also speaks with any Specialist Education Services (SES) Professionals or identified Health Professionals working with students for transfer information.

Prior to entry, KS2 SAT results in Mathematics and English are analysed to identify those who missed the expected threshold and to consider which students are appropriate for small teaching groups in these subjects. When KS2 SATs results are unavailable, as in the Covid-19 period, primary school KS2 Teacher Assessment data will be the main source of information. Diagnostic tests for reading and spelling are administered to these identified pupils in the Autumn Term of Year 7 in order to provide baseline scores and possible teaching targets.

Pupils working significantly below the expected level at the end of Key Stage 2 in Maths or English due to cognition and learning difficulties, those with communication interaction issues, sensory and physical issues or social, emotional and mental health issues which act as a significant barrier to learning will be added to the school Special Educational Needs and Disability (SEND) Register. Students with difficulties which may be a potential barrier to their learning will be added to a school Register of Students with Additional Needs. Both registers are available to teaching and support staff who are expected to familiarise themselves with this information to inform teaching, differentiation and support.

Once attending DHS, identification of pupils giving concern is the responsibility of the Subject Teacher, Form Tutor or Head of Year. Special educational need and disability concerns will be referred to the SENCo. Initially, information will be collected and once validated, these concerns will be shared with parents and necessary action discussed. Concerns and support strategies will be shared with staff at pastoral meetings /

staff briefings / staff meetings or through email and through the SEND Register and the Students with Additional Needs Register.

What should I do if I think my child may have special needs?

If parents or carers are concerned that their child is not reaching the expected average range of attainment or the expected levels of progress due to an additional need or disability, or if they think that their child may have special educational needs, they should contact the SENCo to discuss their concerns and plan a way forward. Special educational needs come in four main categories - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Physical / Sensory needs.

What types of Curriculum Support are available for my child in the school?

The school does not have a separate Special Educational Needs (SEN) unit. At Debenham High School pupils with SEND will have access to a broad, balanced and relevant curriculum by following a mainstream high school curriculum. These pupils may require additional resources and differentiation in order to ensure progress. However, at Debenham High School they will be integrated into the educational life of the school as fully as possible and their needs should be met in the least restrictive environment.

Form groups are made up of students from their own year group and are mixed ability. At Key Stage 3 all students are taught within their form group for most subjects. At Key Stage 4 students are taught in mixed ability GCSE classes in most subjects. The educational needs of students within these classes are met by differentiation, teaching and learning strategies and support provision within the classroom.

At the start of year 7, there are small teaching groups in English and Maths for pupils with significant difficulty in Literacy and Numeracy to best meet their needs as learners. These students are identified through transfer information from primary schools, together with KS2 SATs results where available. For all students there is ability setting from November of Year 7 in English and Maths, from Year 8 in some Modern Foreign Languages groups and from Year 9 in Science. An ASDAN course runs from Year 9 for an identified group of pupils who need additional support with their social, independence, study and work skills. This ASDAN Course usually replaces Modern Foreign Languages on the curriculum where there is an appropriate identified cohort of need. There are links with alternative curriculum providers where option courses may be offered, when appropriate, to identified Key Stage 4 students where a significant SEND need has been recognised.

Withdrawal from class lessons for 1:1 tuition is kept to an absolute minimum to avoid the need to catch up on missed subject learning and pupils are consulted about appropriate times in order that they are not withdrawn from a subject in which they achieve success and enjoyment. Whenever possible, literacy and numeracy intervention programmes are implemented during registration and assembly times. The school has a SEND Inclusion Room/Office and a Student Support Office where pupils receive small group work, 1:1 support or specific assessment on an occasional basis to aid progress on return to their mainstream lessons.

Academic support provision available and class support strategies used:

- class TA support
- small group teaching for English and Maths
- 1:1 and small group, 20 min, TA led literacy and numeracy intervention work which takes place during morning registration and assembly time and overseen by subject teachers and SENCo. Programmes in use – Beat Dyslexia, Catch Up Reading, Attack Spelling Programme, PAT Phonics Programme, Touch Typing programmes, Numeracy computer programme ‘TT Rockstars
- differentiation
- instruction and task delivery strategies – Task chunking with regular checks on understanding and progress, visual instructions, ensuring student attention, repetition of important information
- quantity of work and time targets, prompts, refocusing
- mind mapping and writing frames

- task modelling and exemplar
- use of IT
- seating plans – increasing concentration and focus
- postural seating
- accessible sewing machine
- variety of equipment
- homework club
- exam access arrangements - subject teachers identify where a student consistently displays a substantial need likely to meet the criteria for exam access arrangements for assessments/exams and provide evidence to support this. A referral will be made with this evidence to the SENCO who will assess the evidence and organise standardised tests for the student to see if they meet the Joint Council for Qualifications (JCQ) criteria for adjustment. Exam access arrangements will be reviewed on a yearly basis

Where there is evidence of need and the student is not making progress, referrals can be made to Specialist Education Services (SES). SES includes Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health and Whole School Inclusion Services, the Specialist Education Services are part of Suffolk County Council.

They work together to support schools and children with SEND across the whole of Suffolk in a variety of different ways, including support for children with visual and hearing impairments, dyslexia, behaviour needs, communication difficulties and others.

Click the links below to find out more about what each service does:

[Cognition & Learning \(C&L\) Service](#)

[Communication & Interaction \(C&I\) Service](#)

[Sensory & Physical \(S&P\) Service](#)

[Social, Emotional & Mental Health \(SEMH\) Service](#)

[Whole School Inclusion \(WSI\) Service](#)

Referrals can be made to the Psychology and Therapeutic Service. NHS referrals can also be made for students with possible neurodiverse disorders and / or challenging behaviours. Referrals can be made to the School Nursing Service. There are links with paediatric Physiotherapy, Occupational Therapy and Speech and Language Therapy services and the Education Welfare Officer visits the school regularly to meet with Head of Pastoral Care

What support is available for my child's overall well-being?

Pupils with SEND are encouraged to involve themselves as fully as possible into the social life of the school so that their needs should be met in the least restrictive environment.

Under the provision of the Equalities Policy, students with SEND are supported to ensure that they are fully integrated in the school community. The Equalities Policy is on the school website and available - [http://www.debenhamhigh.co.uk/docs/Policies/Equalities Action Plan.pdf](http://www.debenhamhigh.co.uk/docs/Policies/Equalities_Action_Plan.pdf)

<http://www.debenhamhigh.co.uk/docs/Policies/Equalities.pdf> Before school and at lunchtime, identified pupils

can use Safe Place to Be facilities to allow them time to mix with other pupils and to carry out a range of activities under close supervision. All students are expected to attend at least two extra-curricular activities on arrival in Year 7, in order to encourage positive integration with peers and to ensure positive use of their social time. There is a wide range of extra-curricular clubs at lunch times and after school, to engage students with diverse interests.

The school has a SEND Inclusion Room /Office and a Student Support Office where pupils can have respite, support to resolve difficulties, conflict resolution and social stories as needed. Student support is available, as necessary, to resolve student concerns at break and lunch times.

An Emotional Literacy Support Assistant (ELSA) and a Talk Therapist is available in school to provide a block period of work with a student when required.

There is also an efficient Peer Mentoring system which sets up Matched Mentors from the beginning of Year 7 for those identified at transfer. Mentoring takes place with a member of staff when the need is identified and all students are mentored by their Form Tutor.

Through the proactive measures above, there should be few instances of bullying but should this occur for any student with SEND the same procedures exist as for the whole school community as stated in the Positive Management Behaviour Policy which is available -

<http://www.debenhamhigh.co.uk/docs/Policies/Behaviour.pdf>

Social and emotional support provision available:

- Social Skills Group (PSHE+) in the first term of transfer into year 7.
- Safe Place 2 Be.
- Lunch time Clubs.
- Student Support Worker
- Peer Mentoring.
- Mentoring.
- Emotional Literacy Support Assistant (ELSA)
- Talk Therapy style counselling.
- School Nurse.

Every effort is made to ensure that all students take part in trips and enrichment activities. Risk Assessments are completed and the venues assessed for their accessibility. The rationale behind this is outlined in both the Equalities Policy and the Policy for Supporting Students in School with Medical Conditions.

What training do the staff supporting students with special educational needs and disabilities have?

The school has some staff who are experienced in teaching pupils with cognition and learning, communication and interaction, physical, sensory, social, emotional, mental health or behavioural difficulties. School staff have received training around supporting students with anxiety and mental health needs in school. The school has two teachers who share the SENCo role. One of these two teachers has a wide range of special needs and disability teaching experience, an undergraduate degree in special needs teaching and a masters degree in special needs in the ordinary classroom. The second of these two teachers has experience of teaching a range of students with special needs and disability within a mainstream high school and has attained the SENCo qualification. Staff have attended Child Protection and safeguarding training.

SEND Faculty staff are encouraged to attend specific training recommended by Suffolk Specialist Education Services to improve the quality of teaching and learning and social and emotional development for SEND students. They are also required to attend whole school SEND INSET. SEND Faculty staff are advised around SEN student support needs and strategies at weekly faculty meetings.

Staff within school are advised and supported by the two SENCOs. INSET will be informed by the support needs of students and Faculty Reviews. Where appropriate these needs will be addressed as part of the whole school CPD programme using relevant specialists.

Whole school training needs are identified through various means, including the Subject/Faculty meetings, SEND/ Faculty Reviews, SEND parent/carer Surgeries and Pupil Perception Interviews.

How accessible is the school building?

The school is laid out over two levels. The main Special Needs Inclusion Room/Office, the Learning Resources Centre and some main teaching and meeting rooms are situated on the first floor. There is a lift in the English block and a bridge to the main part of the school and another lift in the Maths block to provide access to the first floors for pupils with mobility issues. There is also a lift facility to access the dining area and canteen.

The provision for making the school accessible is explained in the Accessibility Plan - http://www.debenhamhigh.co.uk/docs/Policies/Accessibility_Plan_2021-22.pdf

How will my child be supported on arrival and when leaving the school?

The school has a policy of Open Access. Pupils from any area are welcome to apply. Governors have a statutory duty to admit applicants with an Educational Health and Care Plan where Debenham High School is named. They also have a statutory duty to give the highest priority to children who are in public care and to children who were previously in public care but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Admissions are made by strictly applying the school admission policy criteria in priority order until the number to be admitted equals the PAN (125). See school Admissions Policy - http://www.debenhamhighschool.suffolk.sch.uk/docs/Policies/Admissions_21-22.pdf

All Year 6 pupils who are offered places at Debenham High School are offered at least three visits prior to transfer. Out of catchment students who are the only students transferring from their school year group are offered an additional visit. Further arrangements to visit can be made for ASD or high anxiety students on a needs basis.

The Head of Year 7 makes visits to the pyramid Primary Schools through the year. In the Summer Term, a visit from a Teaching Assistant is offered to all feeder primary schools and where it is requested, a Teaching Assistant from the High School spends a morning in that feeder primary working alongside identified SEN students in the classroom to allow those students to meet a member of the High School support staff and ask them any questions. Parents/carers are invited to visit the High School prior to registration but can at any time arrange to meet the SEN Co-ordinator (SENCO) and tour the school.

When a SEND student transfers schools mid key stage, the SENCO will liaise with the SENCO of the transfer school. When transferring out of Debenham High School the SENCO will send a transfer document with needs and support information to the SENCO of the new school.

The Early Help Team will be consulted, through the CAF system, when students in year 11, with an Education, Health and Care Plan, are in danger of being NEET (not in education, employment or training) at the beginning of year 12.

Where Year 11 students with an Education, Health and Care Plan have identified early which college / sixth form they wish to transfer to at the end of year 11, the SENCO will invite the SENCO from that college/sixth form to attend the student's Transfer Annual Review in the Autumn Term of Year 11. A Young Persons Worker meets with the SENCO regularly throughout the year to highlight and plan for any Year 11 SEND students who may experience difficulties due to transfer. Colleges and Sixth Forms will liaise with the SENCO around the transfer of SEND students into Further Education. The SENCO will send transfer documents with need and support information to the colleges and

sixth form SENCos where students on the Special Needs Register are transferring.

How does the school assess students with special educational needs?

Students with SEND will participate at all stages of assessment and individual target planning for their educational, social or emotional needs. The SENCo monitors the progress and provision made for students on the SEN Register through Annual Reviews for students with an Education, Health and Care Plan and through Individual Education Plans for all students on the Special Needs Register. Individual Education Plans will be drawn up by Heads of Year, Form Tutors, English and Maths teachers and the SENCo. The IEP and reviews are discussed with the student who has the opportunity to add to or edit them. Such plans will normally be reviewed termly, in line with the School Reporting System as appropriate. All students will be provided with subject targets through the subject teacher comment on the Annual Reports.

Meetings with the SENCo are offered to parents of students on the SEND Register on a twice yearly basis to review IEPs, provision and student progress. The SENCo is also available to meet with parents at yearly parents' evenings or following on line parent evening consultations.

Assessment of all students takes place in all subject areas in a variety of ways including milestone assessments, end of unit tests, regular marking, end of Key Stage assessments and Year examinations. Identified pupils with significant difficulty with reading or spelling will be assessed on a yearly basis with diagnostic tests for reading and spelling and as needed for speed of processing. All students are graded against the Debenham High School Assessment Framework (grading works in line with the GCSE 1 to 9 grading with supporting levels W1, W2 and W3 below this to allow demonstration of progression for those who have not yet reached GCSE graded attainment). A skills framework is used in each subject to assess where students are and to identify next steps. Attainment grades are reported in the Interim and Annual Reports. These grades are used to track progress. Progress is monitored by Head of Year and progress of SEND students is also monitored by the SENCo and Head of Pastoral Care. Appropriate access arrangements for assessments will be identified by subject teachers and SENCO and reviewed on a yearly basis to ensure that Joint Council for Qualifications (JCQ) requirements are met.

How does the school communicate with parents and carers?

The school considers its relationship with parents/carers to be of utmost importance in ensuring the educational progress of all of its students. Parents/carers may telephone or visit the school to discuss a concern and a member of the Senior Leadership Team is available if necessary. An appointment may be made to meet any teacher. The school holds Parents' Evenings once a year for all year groups and parents are invited into school for information evenings.

Parents/carers of pupils on the special educational needs and disability register are invited twice yearly to attend SEN Surgeries which allow a one to one session with the SENCo to review and discuss progress, provision and targets set within Individual Education Plans. Annual Reviews are held for pupils with an Education Health and Social Care Plan. The parent/carer may appoint a named person who can attend meetings with them. The school encourages parental participation throughout referral and review processes. Parents / carers can, at any time, ask to make an appointment to speak or meet with the SENCo.

Along with the more formal approaches listed above, the Student's Log Book is a valuable method of communication between parents/carers and the school. Staff are encouraged to write both positive comments and reminders in the Log Book, which is regularly checked by the Form Tutor and home.

How are students consulted about their learning provision and needs?

Students who have an EHCP are invited to attend their Annual Review meeting and they are asked to comment on their provision within school. These students also complete a Profile Page, amended yearly, which outlines their strengths; what is important to them now and in the future and how best to support them.

Targets identified for SEND students within Individual Education Plans are discussed with students termly so that they understand their targets and have the opportunity to amend or add to these. During these

informal meetings, the student's identified key worker will talk to the student about their experiences in school. The findings of these are shared with the appropriate staff. Also, during the SEND Faculty Review but also in other internal reviews, students are invited to discuss their learning in Pupil Perception Interviews.

Who should I talk to about my child's difficulties with learning and special needs?

The SEN Co-ordinator (SENCo), is responsible for Special Educational Needs and Disabilities and is the member of staff to contact with regard to questions and concerns within this area. The SENCo works under the general direction of the Assistant Head (pastoral care), Louise Ramsay. A nominated Governor takes a particular interest in SEND. Individual members of the teaching staff are responsible for identifying pupils who are causing them concern in their form group or teaching group.

How are the school's resources to support students with special educational needs and disabilities allocated?

In all departments, resources required are bought out of subject capitation. The SEN Co-ordinator holds a special budget to be spent on items specifically needed for SEND pupils. Application by the school for High Tariff Funding is available for pupils with significant barriers to learning and high level support needs as assessed through the County SEN High Tariff Funding system.

What are the arrangements for making complaints, resolving disagreements, moderation and young peoples' right to appeal?

The first point of contact for complaints about SEND provision within the School will be the SENCo and/or member of the Senior Leadership Team. If the complaint requires further attention, it will be passed on to the Head Teacher or the Governing Body and dealt with in line with the school complaints procedure.

How do you evaluate your SEND provision?

SEND provision and the school's SEND offer is evaluated through a variety of methods:

- Regular full SEND Faculty Review conducted by the Senior Leadership Team and SENCo, which involves lesson observations; observations of small group provision; individual interventions and any alternative curriculum provision; book checks; student feedback; parental written survey; staff/TA panel.
- Annual review of all faculties and the impact of the teaching on progress of SEND pupils.
- Measurement of student progress through milestone assessments, end of unit tests, year group exams and other assessments adopted by departments to monitor pupil progress to highlight academic progress.
- Tracking student progress and attainment with Case Studies and Progress Tracker.
- Pupils making expected progress appropriate to their starting point.
- Standardised reading and spelling tests to track basic progress for those below a functional literacy age.
- Movement of pupils in the small groups to mainstream English or Maths and appropriate movement between other setting arrangements.
- Increased pupil self-esteem, confidence and well-being. The evidence for which is collected through pupil perception interviews, mentoring, attendance figures, raised levels of attainment and social interaction, movement off counselling, decreased visits to Student Support.
- Improved attendance figures.
- Parental awareness of SEND provision within the school; agreement and satisfaction with the arrangements made. Informal opportunities to receive parental feedback arise throughout the year; a formal opportunity is provided in the parental survey completed during the SEND Faculty Review.
- Though parental feedback in bi-annual SEND Surgery meetings, where parents of students on the SEND Register are invited to meet with the SENCo.
- Through next step destination data for students on SEND register at the end of Year 11. Pupils leaving at the end of Key Stage 4 moving into employment with training, college placements or sixth form placements.
- Staff feeling sufficiently supported by the SEND department. The evidence for which is collected in the

How can parents/carers be involved in the school?

Parents/carers of SEND students will be involved in their children's education. Their own knowledge, views, experiences and information about their child make them valuable contributors to their child's educational progress. There are opportunities for parents, as part of Friends of Debenham High School, to raise funds and provide social opportunities for parents. There is a parent representative on the school's governing body. Parents/carers working within specialist job fields provide career information for students. Parents are invited to information evenings and extra-curricular events.

Where can parents/carers find details of the Local Offer?

As required, the school has sent their SEND Offer to the Local Authority to form part of the Local Offer. Details of the SEND Local Offer can be found at the following link:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Which other agencies can help with SEND issues?

Family Services Team supporting Debenham high School: Academic Year 2022 - 23.
Bury St Edmunds and Central Suffolk Family Services based at West Suffolk House, Bury St Edmunds (email SENDWS@suffolk.gov.uk)
Assistant Co-ordinator, Paul Nicholls 01284 758583
Assistant Co-ordinator, Miranda Key 01284 758281
Co-ordinator, Kelly Martin 01284 741318
Co-ordinator, Tracey Fisher 01284 758720
Co-ordinator, Mary Marks 01284 758785
Lead Co-ordinator, Rachael Farrow 01284 758176
Family Services Manager, Joanna Howell 01473 263972

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide information, advice and support to young people and children with SEN or disabilities aged 0 - 25 and their parents, about education, health and social care. They provide legally based, impartial, confidential and accessible information and advice as well as casework and representation when needed.

In Suffolk, parents and young people can contact the SENDIASS Helpline on 01473 256210. This is often busy so please leave a message if you don't get through straight away and they will get back to you as soon as possible.

Contact details are available through the following link:

<https://www.suffolksendiass.co.uk/contact-us>

Please find a link to the Support wheel which is proving helpful in navigating the Suffolk Local Offer website. The support wheel is easy to use (with help available should you need it) and offers a choice of four information areas. Simply click on your area of choice, select one or more of the topics displayed and add them to your list to create a personalised map of information and services that can be downloaded when you've found what you're looking for.

The four areas to choose from are:

- School, college or alternative education
- Child or young person's needs
- Early help and social care
- Health

Policy no: P11

Issue 9

Visit the wheel at: <http://www.suffolklocaloffer.org.uk/send-support-wheel>

When will this Offer be reviewed?

The Policy will be reviewed every year or as it is required. Next review is due in June 2023.