

Special educational needs (SEN) information report

Diss High School



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.disshigh.norfolk.sch.uk>

You can ask a member of staff to send you a copy of the SEND the policy if you would like a paper version.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report or ask for help from our SEND team. If you still have questions please call the SEND team at school who will be happy to help.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Emma Somers.

She has seven years' experience in this role and has worked as a Head of Year and qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

She has completed Trauma Informed training as well as additional training for SPLD, Autism Spectrum Disorder and ADHD Awareness. She is a Level 7 qualified Exams Access Arrangements Assessor and holds a CPT3A which enables her to complete additional educational testing.

She is allocated time within a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Mrs Sara Palmer.

She has 10 years' experience in this role and has also worked as a primary school teaching assistant.

She manages the TA team in their daily roles and has undergone training in Nurture, Trauma, supporting students with SPLD, Autism Spectrum Disorder and ADHD. She is the lead for the ASDAN courses which are offered as part of our provision.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In 2022 all staff undertook Trauma Informed training and in September 2023 all staff have received specific training in Norfolk's Provision Expected as SEND Support. A programme of continuous training is available in specialist areas through our Continuing Professional Development programme. This enables all teachers and support staff the opportunity to complete short courses in all areas of SEND to help tailor their knowledge to the needs in their classes.

Teaching assistants (TAs)

We have a team of 9 TAs, who are trained to deliver SEN provision, who are also trained to deliver interventions such as reading for development, literacy interventions such as phonics, Toe by Toe, IDL and spelling support, numeracy interventions including Power of 2, times tables support and money for understanding. Additional interventions such as Talkabout Teenager, Emotional Literacy and Memory Games are also used with small groups. We use Typing Club to help those who need to use typing to develop their speed and accuracy of working.

In the last academic year, TAs have been trained in Literacy, Numeracy and SEMH interventions as well as Trauma Informed Practice and Norfolk PEASS.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists through Just One Norfolk
- Educational psychologists through Willow Tree Learning and Norfolk S2S
- Occupational therapists through Just One Norfolk
- GPs or paediatricians
- School nurses through Just One Norfolk
- Child and adolescent mental health services (CAMHS) Supporting Smiles
- Social services and other LA-provided support services such as the School and Communities Team, Dyslexia Outreach Service and S2S
- Volunteers such as our Youth Link Workers
- Norfolk Inclusion and SEND team

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's form teacher or Head of Year. Please call 01379 642424 and the reception team will help you find the right person to talk to.

They will pass the message on to our SENCO, Mrs Somers and one of the team will be in touch to discuss your concerns.

You can also contact the SENCO directly via email emmasomers@disshigh.co.uk or call reception on 01379 642424

A member of the team will meet with you in person or discuss your concerns over the phone to and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. We usually look at adaptations that can be made in class for two cycles of review before moving to the next stage.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, numeracy skills, processing, use of language or concerns regarding memory.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEN and Pastoral team will observe the pupil in the classroom and in social situations to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers, their CAT test and available national data.

The team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Please be aware though that referrals and access to these services take time.

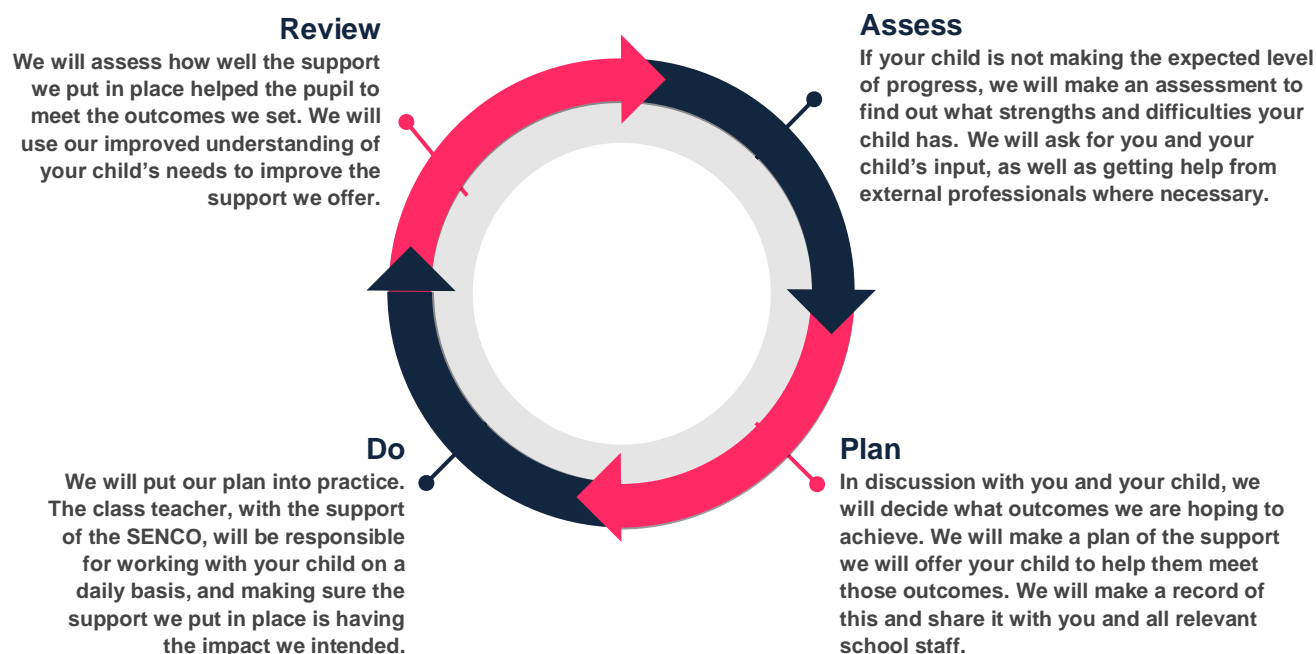
Based on this information, the SENCO will implement a plan with the teaching staff which will be reviewed after two cycles of adjustment. From this point a decision will be made indicating whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEN team will work with you to create a SEN support plan for them. This will be done using Provision Map software.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide three paper reports on your child's progress **each year.**

In addition to this your child's teachers will meet with you annually via video-call to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

In Year 7 there is also an additional in person appointment offered to discuss how your child has managed the transition to High School.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. Copies of any diagnosis paperwork or referrals are very useful to us.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's Head of Year.

Year 7 – Miss Jarocki kimjarocki@disshigh.co.uk

Year 8 – Mrs Bensley emmabensley@disshigh.co.uk and Mrs Barrett bethbarrett@disshigh.co.uk

Year 9 – Dr Busby simonbusby@disshigh.co.uk

Year 10 – Miss Kelly christinekelly@disshigh.co.uk

Year 11 – Mr Widdeson nickwiddeson@disshigh.co.uk

Sixth Form (Years 12 and 13) Mr Hurley jameshurley@disshigh.co.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher **s are** responsible and accountable for the progress and development of all the pupils in their class.

Please follow this link to our accessibility policy to see how our school is adapted for those with additional needs:

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Accessibility-Policy.pdf>

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing step by step instructions and working to reduce cognitive load.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, voice to text and e-readers.
- Teaching assistants will support pupils on a 1-to-1 basis in exceptional circumstances.
- Teaching assistants will support pupils in small groups within class on most occasions following the EEF guidance on maximising the use of teaching assistants.

We may also provide the following interventions:

Emotional Literacy	Group/Paired Reading
Talkabout Teenager	Spelling support
Toe by Toe	Phonics
Power of 2	IDL
Money understanding	E reader and reader pen training
Telling the Time	Texthelp and dictation/voice to text help
Touch Typing (Typing Club)	That reading thing (training in progress)
1:1 reading support	Starving the Anxiety Gremlin

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Talkabout Teenager AET Classroom survey

	Speech and language difficulties	Speech and language therapy through Just One Norfolk S&L Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Use of laptop Voice to text Text readers (laptop or reader pen) Texthelp Toolbar
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workspace for assessments Movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Otitcon Assistive Technology
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Assistive technology as advised by support team
	Physical impairment	Depending on the impairment we have adaptive equipment, chair lift to drama and rise and fall sinks and desks in practical rooms

These interventions are part of our contribution to Norfolk's local offer which can be accessed using the link below:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term. This could be with their Form Tutor, Head of Year, member of the Learning Support Team or the SENCO.
- Reviewing the impact of interventions after 4 to 6 weeks depending on the intervention
- Using pupil questionnaires both paper and electronic
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This funding is secured using the Assess, Plan, Do, Review process in combination with the Norfolk INDES. This information then goes to triage with the Norfolk SEND and Inclusion team who decide if funding will be allocated.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Clubs which are offered include sports, art, drama, music, homework club, additional studies and department specific sessions.

All pupils are encouraged to go on our school trips, some of which may be residential (like the Camps International Trips) whilst some will be day trips.

All pupils are encouraged to take part in sports day, music lessons, school performances, workshops, house activities and drop-down days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please refer to school admission procedure

<https://www.disshigh.norfolk.sch.uk/home/about-us/admissions/>

13. How does the school support pupils with disabilities?

Please refer to the Diss High School Accessibility plan

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Accessibility-Policy.pdf>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of **LSC Lunch** club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having specially trained SEMH support through our teaching assistants, SENCO, Mental Health Lead and Mental Health First Aiders. Our Year 11 SEN mentors also act as a source of support for some young people.
- We run a nurture club for pupils who need extra support with social or emotional development in Year 7 and additional nurture support in Year 8 through ASDAN Languages and ASDAN Gardening. In Years 9-11 ASDAN Personal development ensures that the pathway is extended into KS4.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our policy on bullying

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Bullying-Policy.pdf>

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that the Head of Year and Pastoral Team around the child remain the same as much as is possible
- Ensure that timetables are available through our Management Information System before the term starts so that any worries can be discussed prior to starting back at school.
- Where needed we ensure that students meet staff they are unfamiliar with as soon as is possible.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting and will ensure this is sent on in a secure way.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils recommended by the primary school to discuss how we can best welcome their child into our community.

We have Year 11 mentors in every Year 7 tutor group to support with transition and answer questions, providing a 'buddy' role.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We have good links with Post 16 providers and make visits to them when they are able to accommodate us.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Emma Somers, who is also our SENCO, works with the pastoral team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. Where possible meetings will be held simultaneously so that all parties can share their views.

17. What should I do if I have a complaint about my child's SEN support?

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Complaints-Policy-V-2.pdf>

Complaints about SEN provision in our school should be made to the **Headteacher** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This is offered through Norfolk SENDIASS who can be contacted 01603 704070 or via the website link below:

<https://www.norfolksendiass.org.uk/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at **the Norfolk Local Offer**. Norfolk County Council publishes information about the local offer on their website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.norfolksendiass.org.uk/>

with further resources available on:

<https://www.norfolksendiass.org.uk/information-booklets-resources/senddiass-resources/>

Local charities that offer information and support to families of children with SEND are:

<https://www.norfolksennetwork.org/about-us/>

<https://www.nansa.org.uk/>

<https://www.autism-anglia.org.uk/norfolk-support>

<https://www.adhdnorfolk.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

