
Diss High School



SEND Information Report

September 2022

Review Date:

September 2023

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What is meant by Special Educational Needs/Disabilities (SEND)?

A child may have special educational needs/disabilities if they have a learning difficulty or disability which may require special educational provision to be made for them.

- The child may have a significantly greater difficulty in learning than children of the same age.
- Has a disability which prevents or hinders them from using facilities generally provided for others of the same age within a mainstream School.



What is the local SEND offer?

Diss High School is committed to supporting all pupils to achieve their potential, including those who have Special Educational Needs/Disability. The SEND Local Offer sets out information about the provision of support the School is able to offer youngsters who have SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the School engages in regarding SEND assessment, provision and review.

Diss High School is an inclusive School and may offer a range of provision to support pupils with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment either internally by School staff or by specialists from external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should be seen as part of the School's learning offer and not in isolation.

The School endeavours to work in partnership with parents and pupils in all aspects of School life. Parents of pupils with SEND and the pupils themselves will be involved in identification, assessment and decision making from the very beginning of the process. In the spirit of 'coproduction' encouraged by the SEND Code of Practice 2014, we will work together to ensure, to the best of our ability, that your child's needs are met.



Where can I find the SEND Code of Practice (0- 25 years) 2014?

As part of the new Children and Families Bill the Government passed a new SEND Code of Practice into law in June 2014. The new legislation came into practise, for Schools, from 1st September 2014. It is very different from the previous Code of Practice and has a renewed focus on the involvement of pupils and their parents in decision making and the coproduction of planning and provision. The Code sets out the duties on Education, Health and Social Care with regard to children and young people (0-25 years) with Special Educational Needs. There are duties around assessment, planning and carrying out work to support individuals with SEND.

The Code identifies four areas or categories of Special Educational Need: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and sensory and/or Physical. For statistical purposes pupils will be categorised by their main area of need though they may have needs that span more than one category. The category in which a child is identified does not exclude them from accessing support and intervention identified for pupils in the other categories.

Statements have been replaced by Education, Health and Care Plans (EHCs) and other students on the SEN register are coded K. We also operate a monitoring list. The new Code of Practice does not require the school to produce Individual Education Plans but recommends the use of provision mapping and monitoring of progress through the School's own reporting and monitoring systems.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Who can I contact at the School if I have concerns with SEND?

All staff and Governors can be contacted through the main school office and enquiries email – 01379 642424
office@disshigh.norfolk.sch.uk

Form tutor He/she is responsible for:

- Supporting your child on a daily basis to ensure they are ready for learning
- Monitoring the academic progress of your child
- Discussing concerns with pupils and parents and planning appropriate actions (with advice from the Head of Department (HoD) or Head of Year (HoY) or SENCo as required)

In the first instance you should contact the Form Tutor. You may then be directed to speak to the SENCo.

Pastoral Team

Head of Year 7 – Mrs Emma Bensley and Mrs Beth Barrett

Head of Year 8 – Dr Simon Busby

Head of Year 9 – Miss Christine Kelly

Head of Year 10 – Mr Nick Widdeson

Head of Year 11 – Mr Neill Cole

SENCo

Mrs Emma Somers

emmasomers@disshigh.co.uk

She is responsible for:

- Coordinating provision for children with SEND
- Ensuring that parents of pupils with SEND are involved in supporting their child's learning and access and that they are equal participants in the production of plans, targets and provisions and in the reviewing of their child's progress.
- Liaising with a range of agencies and organisations who can offer advice and support to help pupils overcome a range of difficulties.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.

Head Teacher

Dr Jan Hunt

She is responsible for:

- All aspects of the leadership and management of the School, including the provision made for pupils with SEND.

SEND Governor

Mrs Julie Botwright

She is responsible for:

- Overseeing the provision for pupils with SEND
- Monitoring and evaluating the effectiveness of provision for pupils with SEND



How do I know if my child should receive SEND support from the School?

How does the School know how well my child is doing?

The School monitors the progress of all pupils closely through Teacher Assessment and formal testing.

- Pupils are set learning targets based on national expectations of progress from their individual starting points.
- Parents are informed of their child progress through the School's usual progress reporting system.

How can I find out how well my child is doing?

School reporting system, parent information evenings and discussions with School staff.

- On-going monitoring of pupil progress is carried out through internal reporting - collated centrally and reported to parents
- For pupils with SEND, parents and pupils are also invited to physical or virtual review meetings which ensures that progress is monitored and reviewed at least 2 times per year.
- At these meetings agreements are made on the best way for everyone to support a child's learning.
- Parents are encouraged to participate in learning activities and parent workshops are organised to aid parents in helping their child.

How does the School identify/assess children where there are concerns about a child's progress and the possibility of SEND?

- Pupils on the SEND register in year 6 at primary School will stay on the SEND register when they join the School in year 7. A review discussion will take place early in year 7 involving the parents. This may be in person, via email or phone.
- Pupils take a series of Learning assessments when they join the School in year 7. These may include screening assessments to establish reading age, spelling age, and the Cognitive Ability test (CAT).
- Pupils who join the School mid-year will be assessed using the School's assessment process (CAT, Reading age, Spelling Age) and discussions with parents to assess any appropriate intervention or support.
- Teachers monitor pupil progress and will provide appropriate intervention at class level initially and to escalate this to Heads of Department (HoD), and subsequently the SENCo if their support is not sufficient or there continues to be concerns about a pupil's progress.
- Form tutors monitor pupil progress providing appropriate intervention at tutor level and will escalate to Head of Department, and subsequently the SENCo if their support is not sufficient.
- Where a parent is concerned about their child's progress or well-being they should not hesitate to contact the appropriate member of staff. We will listen to your thoughts, work with you to support your child and carry out further assessment if necessary.
- If a child's progress continues to be a concern further assessment may be carried out to ascertain whether the child has any underlying additional learning difficulties. Parents will be involved in this process.
- Should the School, parents or young person decide that the pupils needs may need to be met through an Education, Health and Care plan, an assessment request will be made to the Local Authority.

How does the School support a pupil where class level intervention is ineffective?

- After discussions with key staff, the pupil and parents, additional support will be put into place. This may take several different forms, possibly including small group work or in class support. The School's provision mapping is available which documents this information in more detail.
- This additional support is tracked in the School provision mapping and is overseen by the SENCo. The provision will be delivered by our team of Learning Support Assistants (LSA).



What support can my child receive with regards to SEND?

- A child's tutor can raise concern with parents and/or wider School staff as appropriate.
- The School uses mentors to support pupils in areas such as homework and reading. A child can choose to be mentored by a pupil mentor, often from our 6th form.
- The School will coordinate support around a child, often involving external agencies to provide SEND specific advice.
- Meetings are also held in an effort to effectively coordinate the correct support for individual pupils. Pupils and families are always involved in this process to ensure a collective approach.
- The Designated safeguarding Lead (DSL) and team are used to help coordinate support in relation to child protection concerns.
- Pupils with SEND may be assigned a SEND Keyworker to meet with regularly to support and monitor well-being and emotional health.

What if my child needs extra help in an examination or test?

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests/examinations. This might include additional time, rest breaks or the use of a scribe, voice to text or a physical or electronic reader. The SENCo and Exams officer will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the School and recognised by JCQ (Joint Curriculum Qualifier – external exam verifier) can be accepted for access arrangements for public examinations. Private assessments are not acceptable to JCQ.



Are staff trained in SEND and will they understand my child?

- An on-going programme of training is in place to ensure that teachers and non-teaching staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered: Safeguarding, Understanding and managing behaviour, Autism awareness, Supporting dyslexic pupils, Attachment theory into practice. Staff are completing Trauma Informed School Training this year to help develop awareness and strategies to support those who have experienced difficulties.
 - The SENCo actively engages with local opportunities to share best practice and keeps abreast of local and national initiatives and policy to support pupils with SEND. We regularly send staff on training courses and attend local SEND meetings with other schools in the area.
 - Teaching staff seek support and guidance from the SENCo and Learning Support Team as required.
 - The School seeks advice and guidance from specialist schools and their staff to review, evaluate and develop provision for pupils who have a wide range of needs.
 - The School also has staff with specialised expertise and qualifications including staff in the Learning Support Centre.



How will the Curriculum, Teaching and Learning (including groupings and interventions) work for my child with SEND?

Teachers have training and are building their skills in adapting their teaching to meet the diverse range of needs in each class.

- Schemes of work and short-term planning take into account individual pupil's needs and requirements.
- Scaffolding is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- Groupings are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.
- In Key Stage 4 pupils are provided with options and a selection of suitable subjects to choose based on their prior attainment. For a small group of pupils one option maybe replaced with a qualification which will support their wider study and develop independence.
- Should a child with SEND require additional support on educational visits and/or work experience support is given when planning and appropriate to meeting their needs. Risk assessments will be carried out, when required, in consultation with parents and the pupil.

What is available if my child with SEND needs extra intervention and how do the School decide if my child requires such intervention?

In Key Stage 3, additional support is provided through registration session and occasional withdrawal for whole or part lessons in order for the pupils to engage in interventions sessions. Parents and pupils are consulted regarding the timetable for intervention. The implications for a pupil's equality of access to the curriculum is carefully considered alongside the need for supportive intervention programmes.

Pupils' achievement and well-being are carefully monitored. The School's provision map details the identification criteria for pupils to be considered for intervention. Though this is not an exhaustive list and each child's needs are also considered on an individual basis.



If my child needs support from external agencies, who might be involved?

The School works with a number of agencies and charities including:

Educational Psychologist
Specialist Teacher Service – Dyslexia Outreach
S2S
Occupational Therapists
School counselling service

School Nurse
CAMHS
Speech and Language Therapists
ADHD Nurses Paediatricians and GPs
Youth Link Workers



If my child has SEND, what intervention could they receive?

Access to Learning Support Centre staff

- In class support in foundation subjects
- In class support in practical subjects
- For group work outside of the classroom
- After school homework club
- Rolling programme of literacy and numeracy intervention (Bedrock, MathsWatch, Paired Reading)

IDL – literacy and spelling tool used to improve spelling age and spelling confidence along with typing skills

Access to Learning Support Centre at social times

Strategies to support/develop literacy including reading

- Focused reading sessions – small group and 1-1
- Small group intervention programmes including phonics
- Catch up reading/spelling support
- Access to specialist dyslexia support, both from School and external agencies
- Ability setting in lessons

Strategies to support/develop numeracy

- Small group intervention programmes delivered by Learning support assistants
- Ability setting in lessons
- Catch up maths sessions

Strategies/support to develop independent learning

Mentoring by peers, support staff or teaching staff

- Small group programmes working on study skills at KS4
- Homework club
- Touch typing for all year groups

Pupils take ownership of their homework using our online platform SIMS Homework, this is also monitored by parents.

Provision to facilitate/support access to the curriculum

- Quality first teaching
- Rolling programme of SEND training for staff
- Support for staff from SENCo and Heads of departments
- Support available from staff from external agencies for teaching staff
- IDL is the literacy provision we offer, supporting our pupils in their reading, writing and spelling achievement.



My child has SEND and I am worried about their social skills, what support is available at the School?

Strategies to support the development of pupils' social skills and enhance self esteem

- Small group programmes often led by MTM Youth services.
- Lunchtime clubs
- Peer mentoring
- Learning mentor
- Learning Support base available break/lunch time
- Social skills groups
- Wellbeing group

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Support East are on-site twice a week to support mental health needs pupils.

- Transition support, additional visits from year 6 when necessary visits and parent/tutor evenings
- Modified timetable

Youth Link Mentors

- Supporting Young People as they negotiate the challenges of life

Strategies to support behaviour

- School sanctions and reward systems are used across the School
- PSP report process (Pastoral support plan)
- Behaviour Support from Mr Cole – Senior Pastoral Leader for Behaviour
- Mentoring
- Small group work

Planning, assessment, evaluation and next steps

- Bench-mark testing in Key Stage 3 in English, Maths and Science.
- Provision mapping across all year groups

SENCo reviews provision termly to assess the impact.

Personal and medical care

- Care plans for pupils with medical needs

Medical passes and toilet cards can be offered to support underlying medical needs.



My child has SEND and is anxious about leaving primary school, what support is there to help me?

Joining the School in Year 7

- The SENCo attends transition day meetings with the SENCo in the feeder primary schools.
- Mr Lea (Assistant Headteacher) and the Head of Year attend transition meetings with staff and meet parents and pupils as required.
- Extra transitional visits may be arranged for your child to support transition anxieties.
- In some cases multi agency meetings are held to plan for transition if required.

Joining the School mid-year

- The School will make every effort to retrieve information from the previous School.
- Where advance notice is given we will endeavour to meet parents and contact the previous school to plan the transition.
- We will meet early with parents and the pupil to discuss concerns and strategies.

Moving between year groups within the School

- Pupils will have opportunity to discuss any worries about moving into the next year group with their Head of Year, Form Tutor and LSC staff.

Moving classes within the School

- Plans to move a child's teaching group or tutor group will be discussed with pupils, and where possible with parents, to enable them to be involved in decision making.

Moving to another School

- The School ensures that information is passed to the new School in a timely manner.
- We will contact the SENCo of the new school and share information about special arrangements and support that has been made available to help your child achieve their goals.

Moving on after Year 11

- All pupils with SEND have transition meetings, with their Tutor or other Key Staff during key stage 4 where progression routes for post 16 are discussed.
- Transition plans and support are put in place for those who require them.
- Those pupils with an EHC plan will have a transition plan in place which is regularly monitored and reviewed.



Who is in the Learning Support department at the School?

The Learning Support Department works within our Specialised Learning Support Centre. It is a strong team with a wide variety of skills and qualifications. We work closely together to meet the needs of our pupils and draw on our extensive skills and interest to support a diverse range of needs.

Learning Support Assistants are deployed in a wide range of lessons and support roles and also have areas of support and intervention in which they specialise.

The staff in the department, while working across the full age and subject range in the School, are linked to specialised areas. These 'specialisms' are taken from the four areas of need identified in the Code of practice: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and Sensory and/or Physical. These links allow training to be targeted to the department staff, build specialised skill bases within the team, allow the team to develop further their areas of strengths and enable us to support a wide range of need.

SENCo - Mrs Emma Somers

Mrs Sara Palmer – Assistant to SENCo and Senior Learning Support Assistant

Mrs Riana Halil – Learning Support Assistant and Literacy Coordinator

Mrs Emma Goddard – Learning Support Assistant

Miss Gemma Steele – Learning Support Assistant

Mrs Elizabeth Coleman – Learning Support Assistant (part time)

Miss Hayley Watts – Learning Support Assistant (part time)

Mrs Tara Darrall – Learning Support Assistant (part time)

Mrs Kelly Sadler – Learning Support Assistant

Mrs Debra Flatt – Learning Support Assistant



How do we ensure equity when admitting SEND pupils?

All pupils, regardless of any additional needs, have the opportunity to apply for a place at the School following our admissions policy. If a pupil has an Education, Health and Care plan (EHCP), the local authority will name an appropriate School within that plan. As the named School, we then liaise with the local authority and proceed with the admission in line with our admissions policy. We endeavour to meet with pupils, parent/carers and, if necessary, the local authority SEND caseworker prior to any admission to ensure that any pupil moving to our provision is well-catered for and their needs are fully met. This meeting allows all parties to ensure we collectively agree on a successful admission to the School and can ensure the pupil is at the centre of our thinking.

How do I make a complaint regarding SEND?

The Complaints Policy is based on the principle that concerns expressed by a pupil, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints is outlined within our complaints policy. This policy can be accessed through the School website.

The Complaints Policy demonstrates how complaints are handled within the School and explains the various stages involved. Any complaint of a SEND nature expressed by a pupil, parent or any other individual or organisation should be resolved in a timely matter and where possible, avoiding the need to escalate further onto the formal stages.

Typically for those complaints made of a SEND nature, the closest member of staff to initially deal with it will be the Special Educational Needs/Disabilities Co-ordinator (SENCo). The SENCo will then liaise with the appropriate members of staff and will endeavour to resolve the complaint as quickly as possible.

