

# **SEND Information Report – Dormers Wells High School**

## **Principles underlying all our practice at school**

We believe in inclusive schooling and supporting all students to reach their potential in all areas of school life. We are committed to ensuring that all students have access to a broad, balanced and relevant curriculum. We acknowledge students' strengths as well as their complexities. We aim to provide the support necessary to empower students to take responsibility for their learning, thereby enabling them to experience success at Dormers Wells and beyond.

These aims include all the young people in our school with SEN.

### **1.What kinds of needs can be supported at our school?**

Young people with every type of need are supported at our school and we make our best efforts to ensure that every student in our school makes good progress and is well prepared for adulthood.

We provide support for students in all four of the identified areas of SEN

- Cognition and Learning
- Communication and Social Interaction
- Emotional, Social and mental health
- Physical and Sensory needs

Sometimes we will commission other professionals to help us meet an individual student's needs in school or we may need to recruit staff or buy specialist equipment in order to support a student with SEN.

Sometimes a student who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the student or young person with SEN, with advice from the professional involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan.

### **2. Who can I talk to about my student's needs?**

- Form Tutor
- SENCo
- Deputy Head for Inclusion
- Head of H.I.P. (Additionally Resourced Provision for Hearing Impaired students)

### **3. How are young people's needs identified?**

All young people are different so at Dormers Wells High School we spend time identifying the needs of all our students. This is often done before they start at our school but will always happen as soon as they enter school and throughout their school life. We believe that this ensures all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a student might have a Special Educational Need then a meeting with parents (and the student if appropriate) will always be arranged to investigate the needs further before the student is classed as having an SEN.

#### **3a. How are young people's needs identified before they start at our school?**

##### **Parent information meetings.**

These are held for new parents in the summer term before your child starts our school. The Assistant Head in charge of Transition, SAFE worker, SENCo or Year Leader are always present. If you believe that your child has a Special Educational Need that has not been previously identified by your child's current school then please inform us of your concerns. We will then arrange a time to follow this up with you and your child later (please see sections on working with parents and students).

### Questionnaires to parents and young people

Before starting school we give parents and students questionnaires to find out more information about the young people. Please let us know any information about your child's needs in these questionnaires – if it has not been recorded in other documentation (eg your child's EHCplan or SEN information from another school. You don't need to give us information twice. We understand how annoying this can be!) We will then arrange to follow this up with you and your child later.

### Work with previous schools or educational settings

All school records are passed on to us and the SENCo and/ or Year group leader looks at them carefully. If we feel there is a student with SEN who will be moving to our school the SENCo/Year Group Leader/SAFE Worker will contact the primary school to get further information.

### Induction days

In the summer term every student has an opportunity to spend time at Dormers Wells High; to meet the teachers and experience secondary style lessons.

### Pupil profiles

We try and encourage all our new students to fill out a "pupil profile" in order to tell their teacher about themselves before they join the class. If your child has already had a Special Educational Need identified then this pupil profile may well have been jointly agreed between parents, young people and the professionals working with you.

We ensure that these profiles are communicated to all the staff that are working with your child so that everyone knows the best ways to provide support.

### Before entry to High School at 11 years old (also know as Secondary school, Year 7 - Year 11 or Key stage 3)

As soon as we know that a student will definitely be attending our school we start finding out more about each student so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

## **3b. How are young people's needs identified whilst they are at our school?**

### **If Students are concerned**

At Dormers Wells High School we want all our young people to feel happy, have friends and feel like they are learning successfully. It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. We hope that all our young people feel that they can tell any member of staff their worries and that they will listen. But sometimes young people are shy or embarrassed so we also have the following ways for the students to tell us about their worries without having to approach an adult directly.

## **4. If a Parent has concerns**

### **Talking to the teacher - Open door policy**

We feel that working in partnership with all parents leads to the happiest young people and the best education. If at any time you are concerned about your child please arrange an appointment with your child's form tutor as soon as possible in order to discuss them. If you cannot get into school an initial phone call, email or letter is a good start in letting us know. All teachers' emails are available and they follow a common structure:

[afynn@dwhs.co.uk](mailto:afynn@dwhs.co.uk) for Mrs. Fynn (SENCO). If, after further investigation, we believe that your child may have some special education needs then we will always arrange a meeting with you in order to identify these needs further and develop ways to support your child.

### **Parents consultation evenings**

We hold parents meetings to discuss the progress of all our students (link to timetable of dates for parents meetings) Please use these meetings to voice any concerns you may have. We often extend the time of these meetings for parents of young people with SEN so that we have more time to discuss the needs of each student and the effectiveness of the support in place.

### **Teacher assessments**

All student's progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each student on a regular basis in order to ensure that all students are making good progress and will achieve their targets. If a student is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

### **Other information that may be used to identify student needs**

We also use other sources of information to ensure that students are happy and making good progress and do not need any other support.

- analysis of behavior logs
- analysis of welfare logs

### **During a review of progress against SEN desired outcomes**

If your child has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, through an EHC plan or your child's previous school.

The success of this plan in meeting their needs and ensuring they make progress should be reviewed on a regular basis. This process really helps to ensure that everyone involved in supporting the student really understands their needs.

### **5.How do we work in partnership with parents of young people with SEN?**

We try and work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of young people with SEN is even more important so we do the following things:

- Communicate regularly and informally through Planners and/ or phone calls and letters
- Have an open door policy so that parents can make appointments to see the Form Tutors, Year Leaders and SENco when they are concerned and would like a longer discussion.
- Extend the opportunity for parents meetings so that a more thorough identification of a student's needs can take place and the desired outcomes that we are all working towards can be decided upon.
- For any student with an EHC plan and for some young people with more complex SEN the school will work with parents and young people to draw up a "pupil profile" that describes a student's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Hold an Annual Review for any student with an EHC plan.

### **6.How do we enable young people with SEN to make decisions about their education?**

We encourage all young people, including those with SEN, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- asking questions in books (please see our Learning and Teaching policy for further details)

### **Young people with SEN support**

In addition, young people with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with students and with parents in parents evening meetings or during consultations and discussions with the SENCO. The outcomes and the additional support needed to help the young people achieve them are recorded termly as a plan on our school provision map. A date for reviewing the success of these plans will be set and should happen at least termly (wherever possible). Please make sure that you come to the meeting as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can arrange that too if you give us some notice.

### **Young people with an EHC plan or statement**

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and student to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the young people's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop an "All about me" presentation that is presented to the meeting at the

beginning of any discussion. This will include any information that the student wishes to share with the adults involved and important information about their happiness and aims in life. Young people can attend the whole of the Annual Review meeting if they wish – or just state their views.

### **7.How do we help young people when they move to our school?**

Before any student moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new students have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect.

Once we know that a student has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each student to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a “transition plan” to help a student settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate, a pupil profile can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on (link section on pupil profiles).

### **8.How do we help young people when they move to another school?**

Whenever any student moves to another school we always pass on school records to the new school.

If a student has SEN we also:

- pass on SEN records to the new school including SEN support plans, or EHC plans and Pupil Profiles drawn up.
- liaise with the SENCo/ year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a student to have a settled move to a new school through their SEN support plan or EHC plan.
- If possible we invite the new school to the last annual review of a student with an EHC plan and a transition plan can be set up as part of this meeting.

### **9.How do we help young people when they move between classes and /or phases of education ?**

When moving classes in school:

- Wherever possible, students stay with their form tutor and Year Leader throughout the first five years in High School. The change comes when they decide to stay at Dormers Wells High for 6<sup>th</sup> Form. When necessary, Information will be passed on to new form tutors. All EHC plans will be shared with the new teacher.

### **10.How are adaptations made to the school to help young people with SEN?**

- Class Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child’s needs are met.
- Specific resources and strategies will be used to support your child individually and in groups. ( please see list of interventions here)
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.  
**(see Learning and Teaching Policy).**
- There is a lift for any student who is unable to use the stairs.

**Please follow Links to the “Intervention support guidance” for advice on what young people need**

Adaptations for young people with sensory or physical needs

Adaptations for young people with physical difficulties – (link to Disabled accessibility plans)

Adaptations for Visual impairment-(link to Disabled accessibility plans)

Support for Hearing impairment - (link to Disabled accessibility plans)

Adaptations for young people with social, communication needs

Adaptations for young people with emotional, social and mental health needs

Adaptations for young people with learning difficulties

### **11. What skills and training do our staff have?**

<b>Staff members</b>	<b>Training completed</b>	
All staff	Are trained in the requirements of: The SEN code of practice The Equality Act All general school policies on teaching and learning and behavior management include information on how to include young people with SEN	
SEN Teaching assistants	We have a variety of skill in our teaching assistants depending on their job Different staff have had training in the following areas: ASD SLT programmes Literacy Programmes: Catch up Reading; Stile; Reading support; Writing support; Cognitive Behaviour Therapy Maths support; Catch up Numeracy, Foundation Learning in Mathematics.	
SEN Teaching staff	OT programmes Social, personal skills development Intensive Phonics Programme Intensive Reading Programme Self Esteem through Sport Self Esteem Through Drama Self Esteem through Horticulture Dyslexic Identification	
SEN leadership		

### **12. How effective is our SEN provision?**

In the Year 2013 to 2014, .....

### **13. What do I do if I am concerned about the quality or effectiveness of support my student is getting?**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child class teacher/ form tutor.

If you still feel concerned then please contact the SENCo/ year leader/ key stage leader to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Head teacher. An appointment can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Head teacher. If you are still unhappy despite all these discussions then you can complain to the Chair of Governors