



Denefield School SEND Information Report to Parents 2020-21

Context:

Denefield School is an 11-18 Academy situated on the Reading/West Berkshire border in Tilehurst. It is a mainstream school, with a current cohort made up of 1148 students.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	School	LA	National
w/o EHCP	33	43	28	30	30	6	5	175	-	-
EHCP	2	2	2	3	3	10	0	13	-	-
Total SEND	35	45	30	33	33	7	5	18	-	-
Proportion SEND	17.59%	22.17%	15.71%	18.13%	17.65%	7%	6.1%	16.43%	14.5%	12.9%
Total PP SEND	11	14	6	15	8	1	0	55	-	-
Proportion PP SEND	33.33%	31.11%	20%	45.45%	24.24%	14.29%	0	4.8%	-	-
Number on Roll	199	208	191	182	187	100	82	1144	-	-

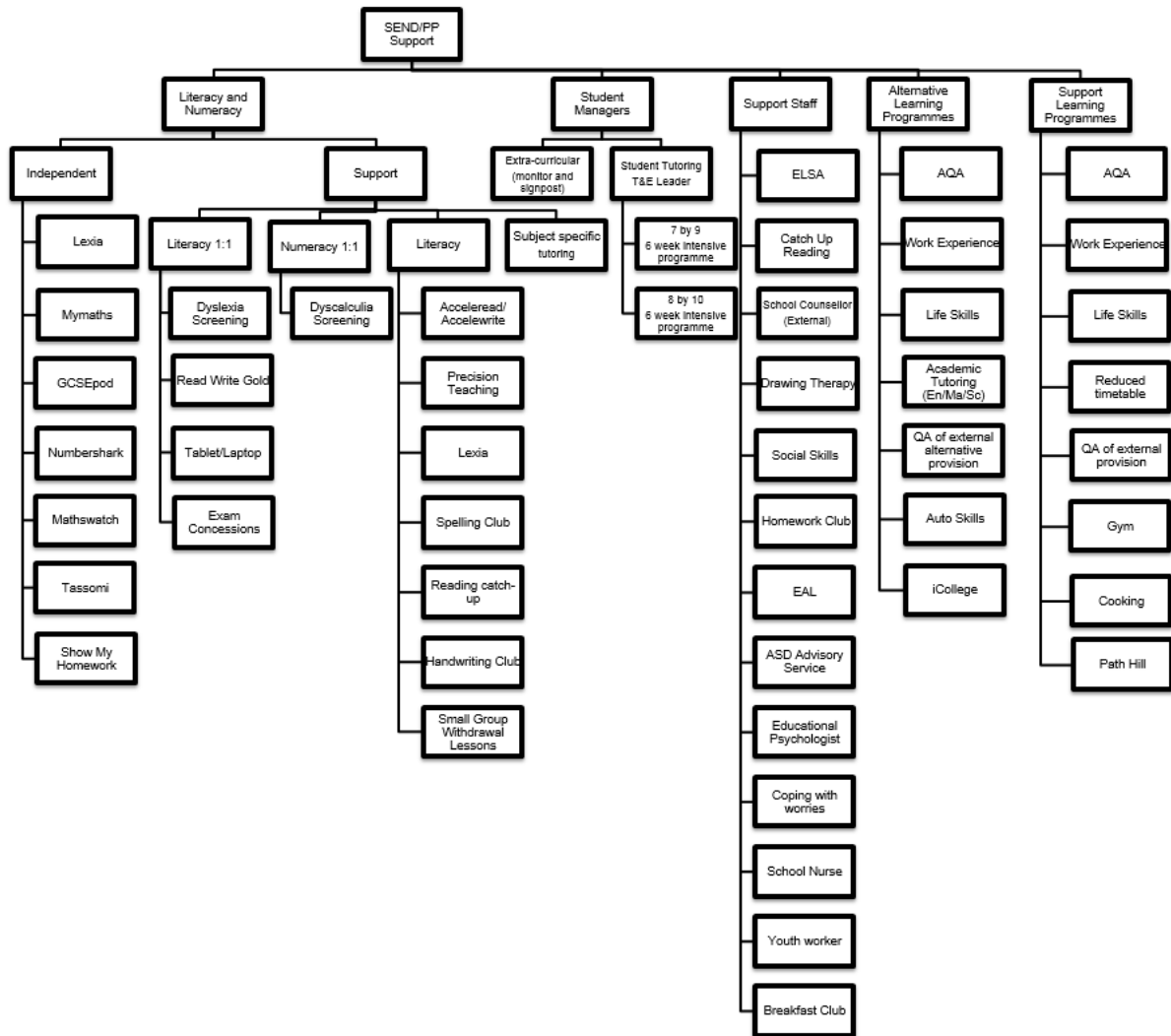
Category	Number of students	% of Students
Male	130	68.62%
Female	58	30.85%
1. Communication and Interaction	20	10.64%
2. Cognition and Learning	103	54.79%
3. Social, Emotional and Mental Health	127	67.55%
4. Physical Disabilities	18	9.6%

(Data Correct as of September 2020)



1. The kinds of special educational needs for which provision is made at Denefield;

In order to support our students with special educational needs and barriers to learning, whether they be social, emotional, behavioural or specific learning difficulties, the following provision is made at Denefield:



SEND Provision Map 2020-21



2. Information about Denefield School's Policies for the identification and assessment of students with special educational needs:

On entry in Year 7, students are assessed through the following means in order to identify any needs and put appropriate intervention in place: Lucid (literacy assessment tool), KS2 results, CAT testing, information shared by primary schools, teacher assessments and external standardised GL assessments.

We have an ethos where staff are continuously encouraged to discuss any concerns they have with their students learning and progress, and any concerns are followed up in discussion with parents/carers and additional assessment and intervention where appropriate. As a need arises, intervention is put in place as soon as possible to meet the needs of a student. We have the provision in place to be able to screen for dyslexia and assess for exam concessions internally, enabling intervention and support to be put in place quickly.

Please also see appendix A and B of the school SEND policy (see below).

All school policies can be found on the school website here;

<http://www.denefield.org.uk/Parents/School-Policies>

In particular, the following policies are most relevant to students with special educational needs;

- Special Educational Needs and Disabilities Policy (SEND)
- Learning and teaching Policy
- Safeguarding and child protection Policy
- Reasonable force Policy
- Equality Policy
- Behaviour and discipline Policy
- Attendance Policy

3. Information about Denefield School's policies for making provision for students with special educational needs whether or not they have EHC Plans:

Continued review and evaluation of Denefield's SEND provision by the Assistant Head/SENCO ensure mechanisms are in place to assess the impact and effectiveness of each intervention termly. This has ensured that the appropriate strategies have been put in place to meet the needs of our students with special educational needs. The student passport enables individual teachers to differentiate and use personalised strategies that best meet the needs of these students at classroom level, supporting quality first teaching.

All students at Denefield School have their needs initially assessed when they join in year 7. Academic progress and engagement for learning are tracked termly, and any suspected special educational needs that arise, where a student is identified as not making expected progress, are assessed and planned for. A student's special educational needs can be identified through a number of means, for example: TA/teacher referral or concerns raised by the pastoral team. This includes communication with parents/carers, and the use of the 'plan,



do, review' cycle. For some students, this short term intervention is successful. However for those students who still are not making expected progress, additional assessments, interventions and 'plan, do, review' cycles are repeated. Where appropriate, external bodies are contacted for support and intervention in order to best meet the needs of an individual.

In all cases, students with particular identified educational needs have a student passport. This is a one page document that outlines a student's learning needs, outcomes, barriers to learning, strengths, support in place and strategies to use in the classroom to support quality first teaching. These are always child centred, and form the basis of the 'plan, do, review' cycle. The student passport is shared confidentially with teaching staff and other relevant members of staff who support them. The student and parents/carers are also invited to contribute to the planning and reviewing of the passport at least annually, to ensure a positive and successful partnership. As illustrated in the SEND provision map, students are also offered support with their SEMH (Social, Emotional and Mental Health) as we believe the development of an individual's CHARACTER values will lead to better success academically, preparing them better for life beyond Denefield. The strategies outlined in a student passport can be further supplemented by additional personalised intervention for some students to meet their needs, and in certain cases their curriculum may be adapted to achieve this.

Please also see Appendix A and B of the school SEN policy.

4. Name and contact of SEND Coordinator:

Lindsay Holley Assistant Head/SENCO hol@denefield.org.uk

5. Information about the training and expertise of staff in relation to students' with special educational needs, and how specialist expertise will be secured:

Whole staff training is delivered by both internal staff and external specialists, such as the West Berkshire Sensory Consortium and the Educational Psychologist, on both how to access SEND information and specific strategies to meet the needs of students with special educational needs. It is an expectation that all classroom practitioners use these strategies in their everyday practice to best meet their students' needs.

Over time we have invested in specialist training for particular members of staff, to ensure that the specific needs of our students are met. We seek to recruit in order to fill any gaps that may arise through the consideration of both the current and future special educational needs of our individual students and the needs of the wider school.

6. Information about how equipment and facilities to support students' with special educational needs will be secured:

We will make any reasonable adjustments, in line with the SEND code of practice 2015, to meet the needs of students with special educational needs.

Below are examples of reasonable adjustments that we have already made to improve the safety not only for those students with special educational needs, but for all students and staff. These include:



- Supporting pillars painted with blue stripe to increase visibility.
- Yellow stripes on steps of internal stairs.
- Handrails erected on the small steps outside maths entrance.
- Handrails erected for the steps to the outdoor supervised area.
- Yellow paint on some of the external steps.
- Swapped light switches for lights on a key, to prevent students switching them on/off, for English and MFL corridors to support those with visual impairments.
- Removed small broken bollards on concrete slabs where the buses stop.
- Made paving slabs flatter around the rear of the School.
- Repaired broken ramp to the front reception.
- Replaced the broken rail fencing in the supervised area, increasing its height.
- The doors and frames are in different colours in order for them to be seen more clearly.
- Extending the handrail on the new netball court steps to reach the ground.

7. Arrangements for consulting parents/carers of students' with special educational needs and involving them in the education of their child:

In line with the SEND code of practice 2015 and the 'plan, do, review' cycle, parents/carers are invited to attend review meetings. Regular contact with parents/carers is also made by appropriate staff, depending on the progress of the student, so they are aware of successes and concerns, facilitating greater success through a positive partnership.

Parents/carers are also invited to attend EHCP annual reviews, and every effort is made to accommodate their attendance.

Opportunities for parent/carer consultation is offered on review day for Year 7 and 11, and parents evenings for all year groups, where 5 minute appointments are scheduled with the student's subject teachers. Where appropriate, we provide assistance to both parents/carers and students with a disability to ensure these opportunities are accessible. On these occasions, parents/carers are encouraged to discuss the education of their child with the teacher, in regards to their progress and which strategies can be mirrored at home to support them further. Subject teachers will also contact parents/carers via phone and email to discuss a student's progress where they feel additional support and strategies can be put in place to aid their progress.

8. Arrangements for consulting students with special educational needs and involving them in their education:

Every meeting that is held regarding a student at Denefield School is child centred. The student is encouraged to attend the meeting, and their views and engagement are paramount to the success of any intervention. However, if the student does not want to attend, their views are sought prior to the meeting, so they can be shared and used in planning the next steps of any intervention.

9. Arrangements by the board of trustees for the treatment of complaints from parents/carers of students with special educational needs concerning the provision made at Denefield School:



A trustee complaints policy is in place for parental use and this should be followed in the first instance. After this, if parents remain unsatisfied, they can appeal to a SEND tribunal against local authority decisions and EHC Plans.

10. How the board of trustee's involves other external bodies in meeting the needs of students with special educational needs and their families;

The Assistant Head/SENCO liaises with relevant professionals and agencies to assess and identify the best personalised intervention needed to support a student with special educational needs. These professionals, where appropriate, are invited to attend the 'plan, do, review' and EHCP review meetings with parents in order to best support a student, and following their advice, we will make any reasonable adjustment in order to meet these needs. Parents/carers will also be contacted via phone and email in order to share the outcomes of any intervention a student has received from external agencies.

11. Contact details of support services for the parents of students with special educational needs:

SENDIASS (SEND Information Advice and Support Service)

https://westberkssendiass.info/en/Main_Page

SEND Local Offer link to support services

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

SEND Support Services

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page?familychannel=4-3>

Reading SEND

Alex Waring Alexander.Waring@brighterfuturesforchildren.org

West Berkshire SEND

Bob Woodrow Bob.Woodrow@westberks.gov.uk

12. Arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:

From Year 6 to Year 7, our transition and engagement leader visits each year 6 primary school teacher and student, to get to know each student and identify any vulnerabilities or additional needs. The Assistant Head/SENCO then meets with each primary school SENCO, to discuss in detail the special educational needs of students transferring to Denefield. Students who may need additional transitional support to Denefield are identified, and a number of strategies are used to support them, including additional visits and parent/carers meetings. There are also a number of parental consultation evenings and meetings offered.



From KS3 to KS4, a number of parent/carer consultation evenings are offered to all parents/carers to inform them and the students of different options. In liaison with the Director of KS4, the Assistant Head/SENCO ensures there is a suitable curriculum for all learners and guided pathways are offered. Where appropriate, we will seek alternatives that better meet the needs of our students. At EHCP reviews leading up to a transition phase, next steps are discussed and a plan put in place to support transition.

From KS4 to KS5, a number of parent consultation evenings are offered to all parents to inform parents and the student of different options. At EHCP reviews leading up to a transition phase, next steps are discussed and a plan put in place to support transition. This may include specific support with applications, careers guidance, additional visits to colleges, morrisby testing, induction days, taster sessions and interview preparation, in addition to what is already offered to all students.

From school to college/university/place of work we support the attendance of students to open days and interviews, as well as applications for university/college/apprenticeships and employment. We also conduct a higher education week for Year 12 students, where they are given support in writing their personal statement as well as guidance on how to choose what to study.

13. Where Denefield's local offer is published:

You can find details of our local offer here:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=diApyRfjVZw&localofferchannel=4-10>

Here you can find details of the Local Authority's local offer:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

Glossary:

CAT	Cognitive Ability Testing
EHCP	Educational Health Care Plan
KS3	Key Stage Three
KS4	Key Stage Four
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant