

Denefield SEND Information Report to Parents 2025-26



Context:

Denefield 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 1175 students.

School summary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 210		On Roll: 198		On Roll: 194		On Roll: 193		On Roll: 177		On Roll: 101		On Roll: 102		On Roll: 1175	
	No.	%	No.	%												
Non-SEN	162	77.1%	154	77.8%	135	69.6%	149	77.2%	127	71.8%	95	94.1%	83	81.4%	905	77.0%
SEN	48	22.9%	44	22.2%	59	30.4%	44	22.8%	50	28.2%	6	5.9%	19	18.6%	270	23.0%
E	3	1.4%	4	2.0%	7	3.6%	5	2.6%	9	5.1%	0	0.0%	0	0.0%	28	2.4%
K	45	21.4%	40	20.2%	52	26.8%	39	20.2%	41	23.2%	6	5.9%	19	18.6%	242	20.6%
EAL	13	6.2%	15	7.6%	6	3.1%	3	1.6%	9	5.1%	6	5.9%	6	5.9%	58	4.9%
FSM	41	19.5%	45	22.7%	37	19.1%	29	15.0%	29	16.4%	7	6.9%	8	7.8%	196	16.7%
Services	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	1	0.1%
LAC	2	1.0%	1	0.5%	1	0.5%	4	2.1%	3	1.7%	0	0.0%	1	1.0%	12	1.0%
PP	38	18.1%	39	19.7%	37	19.1%	29	15.0%	27	15.3%	0	0.0%	0	0.0%	170	14.5%
Autistic Spectrum Disorder (ASD)	19	1.6%	12	1.0%	21	1.8%	13	1.1%	25	2.1%	4	0.3%	9	0.8%	103	8.8%
Hearing Impairment (HI)	0	0.0%	4	0.3%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	1	0.1%	6	0.5%
Moderate Learning Difficulty (MLD)	10	0.9%	7	0.6%	13	1.1%	0	0.0%	9	0.8%	2	0.2%	1	0.1%	42	3.6%
Multi-Sensory Impairment (MSI)	3	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%
No Specialist Assessment (NSA)	3	0.3%	2	0.2%	3	0.3%	1	0.1%	3	0.3%	0	0.0%	0	0.0%	12	1.0%
Other Difficulty/Disability (OTH)	3	0.3%	4	0.3%	2	0.2%	3	0.3%	1	0.1%	1	0.1%	4	0.3%	18	1.5%
Physical Disability (PD)	0	0.0%	0	0.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	3	0.3%	5	0.4%
Severe Learning Difficulty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Social, Emotional and Mental Health (SEMH)	22	1.9%	13	1.1%	18	1.5%	19	1.6%	19	1.6%	1	0.1%	13	1.1%	105	8.9%
Specific Learning Difficulty (SPLD)	10	0.9%	10	0.9%	17	1.4%	13	1.1%	6	0.5%	1	0.1%	6	0.5%	63	5.4%
Speech, Language or Communication Need (SLCN)	8	0.7%	10	0.9%	6	0.5%	9	0.8%	7	0.6%	3	0.3%	0	0.0%	43	3.7%
Vision Impairment (VI)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	1	0.1%

(Data Correct as of September 2025)

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 2024 2.

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

SEND @ Denefield

Wave 1

QFT in the classroom

What this looks like;



Seating plans	Scaffolding	Identifying misconceptions and addressing them	Behaviour on a page (Clarity of expectations and consistency of response)
Key terms list	Modelling	Use of strategies on student passport	Chunking
Clarity of instruction	SEND staff training (1 per term)	Dialogue with TA	Regular check ins
Knowledge organisers	Questioning to check understanding (wait time and talk partners)	Regular knowledge recall	QFT staff training (1 per term)

Wave 2

Short term intervention

What this looks like;

Fresh Start	Spelling club	ELSA	EAL
No5 counselling	ACE behaviour module	Homework Club	Subject interventions
Additional careers sessions	Learning plan on provision map	CAMHS referral	Educational Psychologist referral and assessment
Literacy assessment	School nurse	Youth worker	Handwriting club
Tutor doctor	Academy 21	RAW mentoring	Break and lunch club (Edison)
EHA referral			

Wave 3

Long term intervention

What this looks like;

SLP programme	ACE programme	TA support in classroom	Core Booster (KS4)
Out of MFL literacy group (KS3)	Learning plan on provision map with regular reviews	EHC Assessment Request	Offsite Alternative Provision
Exam concessions	Scribing/Reader	ASD Advisory teacher	Berkshire sensory consortium (HI and VI)
Break and lunch club (Edison)			

On entry in Year 7, students are assessed through the following means to identify any needs and put appropriate intervention in place: New Group Reading Test by GL assessments, KS2 results, information shared by primary schools and teacher 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, enabling intervention and support to be put in place quickly.

Please also see appendix 1 and 2 of the school SEND policy (see below).

All school policies can be found on the school website [here](#).

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

- Special Educational Needs and Disabilities Policy (SEND)
- Teaching and Learning Policy
- Safeguarding and child Protection Policy
- Reasonable Force and Restraint Policy
- Equality Policy
- Behaviour and Discipline Policy
- Attendance and Punctuality Policy

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 SENDCO 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 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 variety 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 to best meet the needs of a student.

In some cases, students with specific 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 SEND policy.

Name and contact of SEND Coordinator:

Christopher Burrows SENDCO cbs@denefield.org.uk

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, 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 specific members of staff, to ensure that the specific needs of our students are met. We seek to recruit 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.

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:

We have added a brail reception entrance sign

We have added a ramp between the BIR level and the rear of the Montessori building

We have added ambulant toilet cubicles to the courtyard toilets

We have made a disabled toilet available (via swipe card) to students during the day

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.

Extending the handrail on the new netball court steps to reach the ground.

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 students, 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 parents' evenings for all year groups, where five minute appointments are scheduled with the student's subject teachers. Where appropriate, we aid 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 regard 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.

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.

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.

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 and SENDCO liaise 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 to share the outcomes of any intervention a student has received from external agencies.

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

[SENDIASS](#) (SEND Information Advice and Support Service)

[SEND Local Offer link to support services](#)

Reading SEND:

Poppi Dando

Poppi.Dando@reading.gov.uk

West Berkshire SEND:

Alice Taylor

Years 7 - 8

alice.taylor2@westberks.gov.uk

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 SENDCO then meets with each primary school SENDCO, 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/carer meetings. There are also several parental consultation evenings and meetings offered.

From KS3 to KS4, several parent/carer consultation evenings are offered to all parents/carers to inform them and the students of different options. In liaison with the Deputy Head, the Assistant Head and SENDCO ensure 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, several 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 from our careers lead with applications, careers guidance, additional visits to colleges, 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.

Where Denefield's local offer is published:

You can find details of our [local offer and the Local Authority offer here](#).

Glossary:

EHCP Educational Health Care Plan

KS3 Key Stage Three

KS4 Key Stage Four

KS5	Key Stage Five
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant