



SEND Information Report

October 2018

At Denbigh School, we believe that all students are entitled to a broad, balanced and differentiated curriculum. Students are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all students are important to us as a School and practical steps are taken to account for students' varied life experiences and needs. Denbigh School complies with 'The Special Educational Needs and Disability Act 2014' which sets out the legislation for the identification and provision for children/young people with special educational needs and/or disability (SEND). As set out in the 2014 Act Denbigh School has regard to the SEND Code of Practice, 2014 when deciding how to support students with special educational needs.

Inclusion at Denbigh School

Denbigh School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having SEND.

All students, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The culture, practice, management and deployment of resources 'in school' are designed to ensure all student's needs are met. As a mainstream school, student learning takes place in the classroom and is facilitated by teachers. Additional individual or small group support is used to help some students to improve their reading, spelling, numeracy or study skills. Additional support in lessons from a Teaching Assistant may be provided across all years where appropriate.

The main school building and the school field has wheelchair access, there are two lifts and toilet facilities for disabled students. The school has 3 'Evac chairs' for emergency evacuation of the staircases.

Classification of Special Education Needs at Denbigh School:

The SEND Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This could be because they have greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction (C&I);
- Cognition and Learning (C&L);
- Social, Emotional and Mental Health Difficulties (SEMH);
- Sensory and /or Physical Needs (PD).



The following table indicates the numbers of students who were identified as having SEND and what **primary category** their SEND need fell into in the summer term 2018.

	Education, Health & Care Plan/ Statement	SEN Support	Intervention	Cognition & Learning <i>Inc SPLD</i>	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or Physical
Year 7	4	28	14	17	15	12	2
Year 8	4	26	23	38	8	4	3
Year 9	0	21	15	27	4	3	2
Year 10	7	12	15	19	3	11	1
Year 11	5	12	21	26	2	7	3
Sixth Form	1	8	25	23	3	4	4

Identifying need

At Denbigh School, the identification of special educational needs is a thorough process, involving the views of teachers, parents, carers, SENCo, Deputy SENCo and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to determine if the student has special educational needs or whether the impact on progress and attainment is as a result of other factors.

Information about your child's special educational needs comes from a number of sources:

- Primary School for Year 7 Transfer
- Baseline testing
- Screen tests for reading comprehension and spelling ages
- Observations
- Monitoring student progress
- Learning Support Assistant feedback
- Parental concern or referral
- Student self-referral
- Information from Head of House, subject teachers and form tutors
- External agency report

If you think that your child may have special educational needs that have not been previously identified, then you should contact the school and ask to make an appointment with the Special Educational Needs Coordinator. You could also contact your son/daughter's form tutor or Head of House.



The Graduated Response

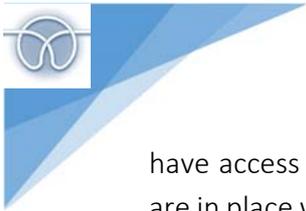
Denbigh School adopts the levels of intervention as described in the SEND Code of Practice, (2014). The Code of Practice advocates a graduated response to meeting students' needs. Within our school, every teacher is a teacher of every child, including those with SEND, therefore we believe it is essential to create an inclusive environment for all students within the educational setting. All teachers are therefore responsible for the progress and development of students in their class. Their role will involve identifying, assessing and making provision for students with SEND and liaising with the SENCo or Deputy SENCo as and when appropriate to the needs of the student. Subject intervention is made by the teacher and supported by the Head of Faculty through the 'Assess, Plan, Do and Review' system used at Denbigh School.

Special Educational Needs Descriptors:

- 'I' (Intervention) – This is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that despite receiving differentiated teaching a student makes little or no progress over a sustained period or shows difficulty developing skills in the key areas.
- 'K' (SEN Support /External Agency Involvement) – This is characterised by involvement of external services including the Specialist Teachers. A student with a diagnosed area of need or who continues to make little or no progress despite intervention will also be at this level. Placement of a student at this level will be made by the SENCo, following consultation with parents. External support services will advise on targets and provide specialist inputs to the support process where appropriate. All students at 'K' will have an 'Academic Profile' identifying strategies and targets.
- An Educational Health and Care Plan (EHC) is provided where, after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the school can offer without additional support. We recognise as a School that a request for a Statutory Assessment does not inevitably lead to an EHC.

Support for students with additional needs:

School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom. The Student Support Faculty aims to ensure the fullest possible access to the curriculum for all students. The provision in place to support students is reviewed throughout the year and formally twice yearly to ensure it addresses the needs of current students. All students



have access to quality teaching and there is ability setting in the majority of subjects. Interventions are in place within individual faculties and the student support faculty if required to support students.

Pastoral support is provided to students through their tutors and Head of House. In addition, students with SEND may be included in social skills programmes and also offered break and lunchtime support.

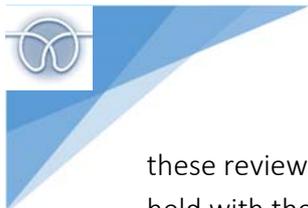
Other interventions have included:

- Reading groups
- Numeracy groups
- Mentors
- Peer Mentors
- Emotional Literacy Mentor
- Clubs
- Rewards
- Behaviour Plans
- Celebration Assemblies
- Breakfast club
- Liaison with outside Agencies
- School Counsellor
- Homework support

All students who require additional support beyond differentiation from their class teacher will have an Academic Profile outlining the specific strategies and support that are recommended for each student. All students who are SEN Support (K) or have an Education, Health and Care Plan (EHC)/Statement (S) will have an Academic Profile.

Resources have been allocated based on student's individual needs, following discussions with relevant parties where required. Some students have received one to one or group support of a Teaching Assistant in some or all of their lessons. Small group and individual interventions have been ongoing throughout the academic year. A selection of students have also had access to support during social time, or after school in Homework Club. More specialist and targeted support has been delivered to a number of students who require additional support in literacy and numeracy. Small group support runs up to 3 hours per week and the scheme is designed to accelerate progress in specific areas.

Progress reports are issued up to five times in the Academic Year which highlight current working grades as well as current homework, effort and behaviour grades in all subjects. End of Year examinations also take place to prepare students for terminal assessments, the results of these assessments are also sent home to parents. Students with alternative individual targets will also have



these reviewed. For students with an Education, Health and Care Plan (EHC) an Annual Review will be held with the SENCo and/or Deputy SENCo and all relevant professionals will be invited to attend.

We work to encourage the increased independence of all our students.

Involvement in interventions and support of all students 2017 2018

Intervention	Number of students
JCQ Exam concessions (Year 10 – 13)	108
Non-JCQ Exam concessions (Year 7 – 9)	104
Word processor users in lesson	60
Reading Intervention scheme	27
Numeracy Intervention scheme	15
Tested for examination concessions	63
School Counsellor involvement	127
Pastoral mentor involvement	82
PSC withdrawal cards issued	69
SEAL group	28
Students using coloured paper	20
Homework club support offered	83
Attended supported transition sessions (Year 6)	40

Progress 8

All students at Denbigh School have access to a broad and balanced curriculum. This is reflected in a Progress 8 score, which demonstrates average student progress across 8 subjects. The Progress 8 score includes English and Maths GCSE results and shows whether students have performed to expectation. A positive Progress 8 score means that students have made better progress than expected. Denbigh School did not have any students with an EHC plan in Year 11 for the 2017 examination series. In 2018, we were delighted that one of our students with an EHC plan achieved one of the highest scores for individual progress. Students were considered for personalised learning plans and one achieved notable success on a vocational pathway at an alternative provision. Of the students that completed their GCSE studies at Denbigh School, we estimate the overall Progress 8 score to be 0.34.



Staff expertise and ongoing development

All teachers are trained in accordance with the Teacher Standards (2012). There is an ongoing programme of whole school training in teaching and supporting students including:

- Specific Learning Difficulties
- General Learning Difficulties
- Speech, Language and Communication Needs
- Autism
- Hearing Impairment
- Visual Impairment
- English as an Additional Language (EAL)
- Sensory Support
- Disability Awareness
- First Aid

In addition, there is also regular training in:

First Aid, Outstanding Teaching, Looked After Children, Managing Challenging Behaviour, Child Protection.

Communication with parents and carers

We involve parents in any school-based response for their child and we aim to ensure that they understand the purpose of any intervention and subsequent programme of action. Parents/carers are informed about their child's progress in a number of ways.

- Parents will receive regular formal reports and progress information from subject staff
- Subject Review Evenings which provide an opportunity to meet with subject staff and discuss progress, attended by the SENCo or Deputy SENCo.
- Students with Academic Profiles have clear targets that are regularly reviewed with key workers and may also be updated through meetings with the SENCo, Deputy SENCo or Student Support staff.
- Students with an Education, Health and Care Plan will have an Annual Review Meeting with parents or carers and relevant outside agencies will be invited to attend
- Where there are concerns regarding a student, Head of Houses will also contact parents/carers



School accessibility

The school is an accessible school as follows:

- The school is on two floors with lift access to the first floor
- Entrances to the school are flat
- Evac chairs for the safe evacuation of students from the first floor
- Disabled toilets facilities are available

Transition support

We gather a lot of information about SEND students in order to make the best possible preparation for joining Denbigh School, this includes;

- Close liaison with feeder schools during the Summer Term
- Primary school records
- Additional transition visits with staff from the Primary School in the Summer Term
- Induction Day in July
- Reports from agencies that are already supporting your child
- Contact with parents/carers.
- When possible and appropriate a named Teaching Assistant will begin working with a student in their Primary school in the Summer term prior to transition in September.

Students with SEND see the careers officer throughout Years 8 to 11. He will guide them through the transition process.

Key contacts and information

SENCo – Mrs Helen Fry

Deputy SENCo – Mrs Emma Tennent

senco@denbigh.net

01908 505030

Related Policies

This document should be read alongside the Special Educational Needs Policy (2015-2016) and the SEND Local Offer.

Other related school policies include:



- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Data Protection - Privacy Notice
- Equality & Diversity School Policy
- Curriculum Policy

Milton Keynes Council Local Offer

You can find the Local Offer from Milton Keynes Council following this link:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer> or by clicking [here](#)

Dealing with complaints

Parents are encouraged to discuss any problems with their child's subject teacher or Tutor initially. Most problems can be resolved in this way. If this is not the case parents may raise their concern with the Head of House, SENCo and Deputy SENCo as appropriate. However, if this is not successful and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the Complaints Procedure.

Document to be reviewed October 2019