



SEND Information Report

October 2022

At Denbigh School, we believe that all students are entitled to a broad, balanced and inclusive 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 Disabilities (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 and/or Disabilities.

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 matters – including those identified as having SEND.

All students, including those with SEND, will have access to a broad and balanced curriculum, which will include core subjects. The culture, practice, management, and deployment of resources at 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 have 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 Autumn term 2022.

	Education, Health & Care Plan	SEN Support	Cognition & Learning <i>Inc SPLD</i>	Communication & Interaction <i>Inc ASD</i>	Social, Emotional & Mental Health	Sensory and/or Physical
Year 7	6	19	11	6	5	4
Year 8	5	24	13	10	4	2
Year 9	3	20	11	5	2	5
Year 10	6	22	9	8	6	5
Year 11	7	14	3	9	7	2
Sixth Form	5	11	6	2	2	6

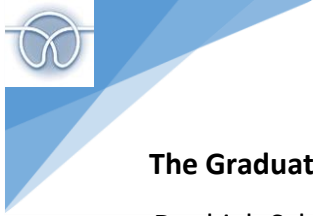
Identifying need

At Denbigh School, the identification of special educational needs is a thorough process, involving the views of students, parents, carers, school staff, and in some cases, as appropriate, external specialists. This ensures that all areas are considered 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 Heads of Years, 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 and Disabilities Coordinator (SENDSCO). You could also contact your son/daughter's form tutor, Head of Year.



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 our 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 SENDCO 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 and Disabilities descriptors used in our Additional Needs Register:

- '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' (SEND 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 SENDCO, following consultation with parents/carers. External support services may advise on outcomes and provide specialist input to the support process where appropriate. All students at SEND Support will have an 'Academic Profile' identifying strategies and outcomes.
- 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 high quality teaching 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 some ability setting in 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 Pastoral Leaders. In addition, students with SEND may be included in social skills programmes and offered break and lunchtime support. Other interventions have included:

- Reading and numeracy intervention groups.
- Specific intervention groups for targeted skills and support.
- Mentors.
- Peer Mentors.
- Emotional Literacy Mentor.
- Clubs.
- Rewards.
- Pastoral intervention and behaviour Plans.
- Celebration Assemblies.
- Breakfast club.
- Liaison with outside Agencies.
- School Counsellor.
- Homework support.

All students who require additional support beyond adaptation from their class teacher will have an Academic Profile or Pupil Passport outlining the specific strategies and support that are recommended for each student. All students who are at SEND Support (K) or have an Education, Health and Care Plan (EHC) will have an Academic Profile or Pupil Passport.

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 lessons. Small group and individual interventions have been ongoing throughout the academic year. A selection of students has 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. Some targeted support continued remotely.

Progress reports are issued up to five times in the Academic Year which highlight current working grades as well as current homework, attitude to learning, and behaviour points 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/carers. Students with alternative individual outcomes will also have these reviewed with their allocated key worker and/or SENDCO. For students with an Education, Health and Care Plan (EHC) an Annual Review will be held with the SENDCO, and all relevant professionals will be invited to attend.

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

Number of students involvement in selected interventions and support



Intervention	Number of students 2019/2020	Number of students to Sept 2020 – April 2021	Number of students Sept 2021- July 2022
JCQ Exam concessions (Year 10 – 13)	102	63	129
Non-JCQ Exam concessions (Year 7 – 9)	60	56	46
Word processor users in lesson	35	53	43
Reading Intervention scheme	29	31	36
Numeracy Intervention scheme	20	45	64
School Counsellor involvement	80	118	121
Pastoral mentor involvement	126	152	165
Pastoral Assistant	-	35	35
PSC withdrawal/medical withdrawal cards issued	124	133	209
SEAL group	8	26	38
Students using coloured paper / overlays	20	19	19
Homework club support offered	45	0 *	32

* due to Covid restrictions

Outcomes for students

At Denbigh School, we recognise that progress can be seen in many ways, particularly for students with SEND. We work to support the 'whole student' and often the most significant progress for our students relates to their overall wellbeing, social skills, independence, and confidence. Where appropriate, we consider personalised curriculum pathways for our students and some have achieved notable success on vocational pathways at an alternative provision.

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 at GCSE level. The Progress 8 score includes English and Maths GCSE results and shows whether students have performed to their personalised expected levels. A positive Progress 8 score means that students have made better progress than expected. Amendments to the examination procedures in 2020-2022 resulted in no Progress 8 scores being awarded. Our Year 11 cohort in 2022 demonstrated resilience in their learning, demonstrating notable progress and securing appropriate post 16 provision, including remaining at Denbigh School, to complete Level 3 qualifications.

On completion of Year 11, many of our students remain at Denbigh School and enter our Sixth Form and study a wide range of subjects. This year we have students with SEND completing a wide range of Level 3 courses including English Literature, History, Philosophy, Sport BTEC, Business, Computing and Maths. In 2022, three SEND students successfully completed their A Level studies and moved on to higher education, employment or training. Our Year 13 cohort in 2022 included three students at the SEND Support level of our graduated approach, who achieved an average C grade at A Level. One



student achieved A*s in English Literature and Extended Project. We are proud to maintain contact with many of our previous students and to hear of their continued progress and success into adulthood.

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.
- Autistic Spectrum Disorder.
- Hearing Impairment.
- Visual Impairment.
- English as an Additional Language (EAL).
- Sensory Support.
- Disability Awareness.
- Literacy and vocabulary difficulties.
- First Aid.

In addition, there is also regular training in:

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

Communication with parents and carers

We involve parents/carers in school-based support 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.
- Parent Consultation and Tutor Consultation evenings which provide an opportunity to meet with subject staff and discuss progress, attended by the SENDCO.
- Students with Academic Profiles or Pupil Passports have clear targets that are regularly reviewed with key workers and may also be updated through meetings with the SENDCO or Student Support staff.
- Students with an Education, Health and Care (EHC) 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, Heads of Year 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 students with SEND 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 to support planning and preparation for adulthood.

Key contacts and information:

SENDCO Mr Paul Forster

Deputy SENDCO Mrs Maja Asif

SEND Administrator – Keri Church

SENDCO@denbigh.net

01908 505030

Related Policies

This document should be read alongside the Special Educational Needs Policy and the SEND Local Offer.

Other related school policies include:

- Anti-Bullying Policy
- Attendance 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 their Head of Year or SENDCO 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 2022