



Durrington High School

A Learning Community “going beyond our best”

Special Educational Needs – Local Offer

Durrington High School is a “Learning Community Committed to Personal Best”. This is true for all students. All the staff at the school are committed to ensuring that every student has the opportunity to attain their maximum potential.

Students who have special educational needs or disabilities find difficulty in fully accessing the curriculum. The school is committed to providing appropriate intervention and support to help remove any barriers to learning.

1) How does the school know if students need extra help?

A student may be identified as having a Special Educational Need at any stage during his / her education. This may be a long term difficulty requiring continuing support or a short-term difficulty requiring specific intervention. Information about your child’s needs comes from a number of sources:

- Liaison with your child’s previous school which often involves school visits prior to transfer
- Cognitive Abilities Tests
- Tests for reading, spelling and comprehension
- Screening for particular educational needs
- Parents / carers expressing concern
- Staff feedback
- Pastoral staff concern(s)
- Student self-referral

2) What should I do if I think my child may have special educational needs?

If you think your child may have special educational needs that have not been previously identified, then you should contact the school and ask to speak with the Learning Support Department;

01903 244947 - Carole Marsh, Wendy Lovett

admin@durringtonhigh.w-sussex.sch.uk FAO Carole Marsh, Wendy Lovett

3) What provision is there for students with Special & Additional Educational Needs?

The SEN team is line managed by a Deputy Head teacher and split into two defined areas.

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SEN Learning (communication & interaction, cognition & learning and physical sensory) is led by the SENCO (Carole Marsh).

SEN behaviour (social, mental and emotional health) is led by the DHT, devolved to the six company teams (company leader, deputy director and pastoral manager) on a day-to-day basis and also provided for within the Learning Support Unit run by Mark Morley (Inclusion Manager).

Specialist staff (academic and behavioural) who work to support the provision in each unit.

In the case of students who are physically disabled (D) the school will allocate, in each individual case a named member of staff to lead/coordinate the support. The coordination of provision for individual students is likely to include access arrangements, timetable adjustments and any other adaptations that are reasonable.

4) How will I know how my child is doing?

Parents/carers will receive regular formal reports from subject staff. In addition to this there are the Parent/Carer Consultation Evenings which provide an opportunity to meet with subject staff and discuss progress. Students with an Education, Health and Care Plan will also have an Annual Review Meeting and outside agencies may be invited to attend. Students are encouraged to attend consultation and annual review meetings in order that their voice is heard.

How does the school know how well my child is doing?

Teaching staff undertake tracking tasks and enter data centrally on individuals on a termly basis. This data is reviewed on each occasion by the subject leader, Company leader and by the SENCO.

This ensures that there is always relevant and up to date information on the level that is currently being achieved by each student. In addition to this, students who have personal programmes have their targets and progress monitored to ensure that the school has complete information on the whole learning experience and not just the academic side of things.

5) How will the curriculum be matched to my child's needs?

The policy of the school is to enable students with SEN/D to have access to a broadly based and balanced curriculum, including the national curriculum. All staff (teaching and non-teaching) who work with students with defined SEN needs support the individual to access the curriculum via careful planning and differentiation. The school will use SEN information, data reviews and the reporting process to provide a framework that ensures a student entitlement is delivered, progress is monitored and reviewed.

The policy and practice of the school is to educate students with SEN in whole groups. At certain times some might be withdrawn for specialist support which could include small group or one to one literacy, numeracy, mentoring and counselling.

6) How will the teaching be adapted for my child?

Teaching students with SEN/D is a whole school response. Central to the work of every teacher in each subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, attitudes and interests of the students. The majority of student's at Durrington High School learn and progress through this differentiated planning.

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A further personalised response is adopted for those students identified as having SEN/D. The level and support of this response depends upon the particular needs of the individual student. This support may involve:

- Students at School Support level and those with an Education, Health and Care Plan all have a Student Information Sheet which outlines the difficulties of the student, lists support strategies
- The allocation of a member of staff to support the student within the mainstream lessons. Where this is the case the role of the support will be framed by the teacher of the class.
- Withdrawal into a smaller teaching group
- Some personal one-to-one support for a set period of time
- Referral and access to external services
- Access to the learning support break and lunchtime provision
- Examination access arrangements

7) What support will there be for my child's overall well-being

Our team of dedicated teaching and associate staff are committed to giving every student the support they need to go beyond their best. Each student is part of a company within which they are supported by both their form tutor and additionally by a team of company staff including a full time pastoral manager, deputy company leader and company leader. In addition to this we have a range of other staff that are available to support the individual. The exact nature and timing of support will be determined by the school.

When a student has significant medical needs we produce a Health Care Plan together with the parents, the School Nurse, Mrs Ray (our welfare officer) other health professionals as necessary.

8) What Specialist Services are available within or accessible to the school?

External support services play an important part in helping the school identify assess and make provision for students with SEN/D. These include;

- Advice from Specialist Advisory Teaching services for example
 - Sensory Impairment
 - Physical Difficulties
 - Down's Syndrome
- Advice and support from
 - Speech & Language Therapy Service
 - Occupational therapy Service
 - Physiotherapy Service
 - School Nurse
 - Child Development Centre
 - Child and Adolescent Mental Health Service
- Advice from the Educational Psychology Service

Before the school make any referral to a specialist service we will always gain parental permission.

9) What training are the staff supporting students with SEN/D had or are having?

The SENCO provides training for new TAs, NQTs, ITE trainees on:

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- the role of the SENCO and the Learning Support Team
- application of the Code of Practice
- interpretation of the special needs register
- working with students who have particular learning needs – recognition of those needs and teaching strategies to ameliorate the impact of those needs

Members of the Learning Support team work closely with Departments to ensure that staff are able to differentiate their work to cater for the needs of our SEN/D students.

The school calls upon outside agencies for specialist training as appropriate e.g. Speech & Language, Social Communication, Occupational Therapy, Child and Adolescent Mental Health.

10) How will I be involved in discussions about and planning for my child's education?

All students in the school have termly progress reports and a subject review evening. In addition to this we also hold parent support evenings for each year group and key stage 4 study skills evenings. The termly report contains a parental feedback page where parents can comment on the progress of their child. Effective communication is achieved with home either through letters, telephone calls, emails or the student planner.

Students who have a Statement of Special Educational Needs or Educational, Health and Care plan will have a multi-professional annual review which looks carefully at progress towards the learning objectives.

11) How will my child be included in activities outside the classroom, including school trips?

Students with additional needs are supported and encouraged to be fully involved in all areas of school life; in and out of lessons. Individual arrangements are planned in advance to ensure that they are able to participate. Where necessary the school will liaise with parents and carers to discuss individual needs prior to any activity.

12) How accessible is the school environment?

The school is accessible to students with physical disabilities. There are no entry steps. Each block has a lift between floors. The corridors and doorways are wide. There are disabled toilets on each floor of each block.

We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is purchased.

13) How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

Prior to your child joining Durrington High School, the SENCO or the SENCO's assistant are available to meet with you to discuss your child's needs and any concerns you may have. In addition to this we gather information and prepare for students joining us by;

- Liaison visits to the Middle School by the SENCO and SENCO's assistant
- Liaison visits by the Transition Coordinator

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- After school taster sessions are held in the summer term in a number of curriculum areas
- Middle school records
- Additional transfer visits as required
- Screening tests on new intake day
- Cognitive Ability Tests in October
- Contact with parents and carers

To prepare students for post-16 the following takes place;

- A dedicated careers evening held in the autumn term
- Local college providers are invited to send a representative and have a display at the year 11 parents evening
- All students are guided in producing a CV
- Careers interviews throughout key stage 4
- Students who have a Statement of Special educational need or a Health, Education and Care plan meet with the Senior Planning Co-Ordinator (WSCC)
- Liaison with and transferring of information to Post 16 providers

14) How are the school's resources allocated and matched to students' special educational needs?

The school is funded to meet the needs of all our students through its core budget but is additionally funded to support provision for SEN/D through;

- Deprivation and underachievement factors, based on the number of students receiving free school meals and those underachieving on entry
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets

15) How is the decision made about how much support my child will receive?

Every student's needs are carefully assessed and decisions are then made based on the ability of the student to access the curriculum and make progress. The school SENCO will work with all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources.

16) Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact will be your child's Form Tutor. For specific queries relating to a subject area you would contact the subject teacher. For issues relating to your child's SEN/D you would contact the SENCO. For concerns about wellbeing, behaviour or medical issue then you need to speak in the first instance to a member of your child's company staff (Head or Deputy of company, or Pastoral Manager).

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