



Durrington High School

Special Educational Needs and Disabilities (SEND) Report

2024 – 2025

DRAFT – Awaiting Approval

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DRAFT

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Academic Year 2024-2025

1. Introduction

At Durrington High School, we are committed to providing an inclusive education for all students, regardless of need. We strive to ensure that every child has access to a high-quality education and the necessary support to thrive.

We aim to remove all barriers to learning whilst allowing every student a broad and balanced curriculum. We believe that the best place for each of our students to be in their lessons and will always strive to support from within these times.

2. Contact Information

- **SENDCo (Special Educational Needs and Disabilities Coordinator):** Louise Wallis - Tayler
- **Contact Email:** lwallis-tayler@durring.com
- **Phone Number:** 01903 244957

3. Identification of SEND

We have a number of different methods which allow us to identify students with SEND. These are, but not limited to:

- Liaison with feeder schools/previous schools on entry to Durrington High school – we have rigorous sharing of information systems on the age of transfer from KS2 to KS3
- Regular assessments and teacher observations
- Parent and student referrals
- Liaison with external agencies

4. Support for SEND Students

We aim to support all students with a SEND through a variety of methods which include:

- High quality teaching- We have rigorous CPD for staff and all subject teachers are responsible for planning lessons that are accessible and adapted for every student.
- In-class support – Teaching assistants, carefully planned seating arrangements, and supported work in class

- Small group interventions – this is often focused on literacy and numeracy interventions, but we also have a number of SEMH provisions to support our students
- Access to specialist services – Speech and Language service, LBAT, ASCT, Educational Psychologist service, Thought-ful

5. Curriculum and Teaching Approaches

To allow each student in the school to access their education teachers:

- Carefully plan lessons to ensure High quality provision for all, which can include adapted lesson materials, a differentiated level of support dependent on need
- Use of assistive technology
- Alternative learning resources – this is where is appropriate for the needs of the student

6. Partnership with Parents and External Agencies

- Regular SEND review meetings with parents
- Collaboration with educational psychologists, therapists, and local SEND support services

7. Transition Support

Our goal is to make every student feel a sense of belonging to Durrington High School and our transition support aims to help this. The three main transitions are as follows:

Key Stage 2-3 (Year 6 to Year 7)

- **Extra School Visits:** We arrange for vulnerable students to visit DHS to see the layout, meet teachers, and understand the routines. This is on top of the normal transition support we offer. These are organised through the SEN team and the primary school.
- **Taster Lessons:** We organise taster sessions after school in the summer term to help make students feel more prepared and less anxious. These are open to all students but we would strongly advise students with SEND to attend.
- **Parent Meetings:** We hold informal meetings or offer resources for parents to help them understand the transition process and how to help their child adjust. There is also a new intake day meeting in the evening where parents get to meet their child's form tutor to build that initial relationship.
- **Transition Days:** We organise a Year 6 transition day in the summer term where students can meet teachers, explore the school, and do fun activities to feel more comfortable. These are a chance to meet the form tutor and the form group to help build friendships before the start of the school term. TAs are involved on this day and they get to know the students as much as possible.
- **Information Sharing:** We liaise with our feeder primary schools and ensure that teachers at the secondary school know about each student's strengths, weaknesses, and any

special needs from their primary school. We will be given each students SEN school file so that we are able to pass this information on to our staff.

- **Personalised Transition Plans:** For students with specific educational needs, such as special educational needs or disabilities (SEND), tailored transition plans may be created to ensure they are well-supported in the new environment. This may include students with an EHCP and will be organised by the SEN team.

Key stage 3-4 (Year 9-Year10)

- **Support in choices:** Students and parents/ carers are offered advice in a number of ways to help support the transition to GCSE subjects. The Year 9 parents evening with subject teachers allows time to discuss the appropriateness of the subject for that student and more in-depth knowledge of the course requirements are given. There is also an options evening which supports parents/ carers through the whole process and allows questions to be asked. There is also access to support from the SEN team on request if students are struggling to make choices.
- **Taster sessions:** Students are given support through the subject teams through the use of loom videos and subject specific assemblies. Some subjects do taster sessions so that students fully understand the subject and are aware of its requirements.
- **Exam Modifications:** We look into providing SEN students with accommodations during assessments, such as extra time or a reader. This ensures that students can demonstrate their knowledge without being hindered by their difficulties.

Key stage 4-5 (Year 11 to Year 12)

- **Careers advice:** Students have access to the careers team and are given 1:1 meetings to help support students in finding their next steps. This can be through further education or an apprenticeship route.
- **Encourage Self-Directed Learning:** Year 12 often requires students to take more ownership of their studies. We encourage students to develop a routine of independent study outside of class, setting aside regular time for reading, researching, and reviewing their notes. We also have a structured time in the day when students get to practice these independent skills.
- **Encourage Work Experience:** We encourage students to seek out work experience or volunteer opportunities that can provide valuable skills and insight into potential career paths. We support our vulnerable students in being able to gain work experience and it is a timetabled event in Year 10.

8. Complaints and Feedback

At DHS, we are committed to continually enhancing the education we offer to children with SEND. We highly value the input of parents and would appreciate hearing about your child's experience

with the support they receive. Additionally, we welcome your feedback on the content of our SEND Information Report to ensure it meets the needs of all our students.

We always appreciate and welcome compliments, which can be shared directly with staff or the SENDCo or a letter to the Headteacher. Positive feedback may also be featured on our school website.

While we hope complaints regarding our SEND provision are rare, any concerns should initially be directed to the SENDCo. If the issue is not resolved at this stage, it will be addressed through the school's complaints policy. Should further resolution be needed, parents can arrange a meeting with the Headteacher to discuss the matter in more detail and explore possible solutions. If a satisfactory resolution is still not reached, the Local Governing Body will be involved. The school fully cooperates with requests for information related to tribunals or assists parents in preparing appeals when necessary.

9. Review and Updates

The SENDCo will review the SEND information report annually for each academic year. Any updates to the information throughout the year will also be reflected. The Local Committee will approve the final version. The link Local Committee member is Ms Karen Monk and Ms Rebecca Evans.