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# Durrington High School

## Special Educational Needs and Disabilities (SEND) Information Report 2026

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# Contents


| | |
|---|---|
| 1. Introduction | 2 |
| 2. Contact information | 2 |
| 3. Areas of SEND that are provided for | 2 |
| 4. Identification of SEND | 3 |
| 5. Support for students with SEND | 4 |
| 6. Transition support | 5 |
| 7. Training and expertise of our team | 6 |
| 8. Complaints and feedback | 7 |
| 9. Review and updates | 7 |
| 10. Other relevant policies and documents | 7 |

# 1. Introduction

At Durrington High School (DHS), 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 underpinning this so they not only thrive as members of our school community but also have a wide range of options to progress on to post 16 and beyond.

Our aim is to mitigate and/or remove all barriers to learning whilst allowing every student to access 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.

We value strong partnerships with parents and carers through:

- SEND review meetings
- Regular communication
- Shared target setting
- Opportunities to contribute to plans and reviews.

DHS complies with the Equality Act 2010 and maintains an Accessibility Plan. Information about admissions, accessibility arrangements and support for disabled pupils is available on the school website.

# 2. Contact information

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

# 3. Areas of SEND that are provided for

Durrington High School is a co-educational comprehensive school. We are an inclusive school and know that some students in our community need additional support to ensure that they make progress both academically and socially. As a school we are committed to raising the achievement of all our students with a particular focus on students who are considered more vulnerable. This group includes many of our students with SEND.

Our school currently provides additional/different provision for a range of needs:

- **Cognition and learning –** where a student may have difficulty/struggle to learn new literacy and maths skills. This may be due to specific difficulties for example dyslexia, dyscalculia
- **Communication and interaction –** where a student may struggle with communication and find understanding language difficult, this may be due to specific language difficulties or conditions such as autism
- **Sensory and/or Physical needs –** where students may have a physical/sensory need which affects the way they are able to access the environment of their learning. This could be due to a number of conditions such as visual or hearing impairment or a physical disability
- **Social, Emotional and Mental Health –** where a student may have significant difficulties in managing their emotions and may experience highs and lows/ Examples of conditions associated with this include ADHD, depression, anxiety, attachment disorder.

We understand that a student's needs may overlap across one or more categories of need. Our approach is to try to gain a holistic overview of the student prior (including any non-SEND specific factors that may be impacting their progress) in order to plan out the support they may need.

# 4. Identification of SEND

We have a number of different methods and points at which we review individual progress and, as required, assess for specific needs. These include, but are not limited to:

**From Year 6 - 7**

- Liaison with previous schools on entry to Durrington High school – we have rigorous sharing of information systems on the age of transfer from KS2 to KS3
- Additional visits to school during the summer term
- Meeting with parents/carers of Year 6 students who are identified with SEND (based on information collected from previous schools

**Students in Years 7-11 at Durrington High School**

- Regular assessments and teacher observations
- TA and other adult feedback
- Views of parents/carers and the students themselves
- More specialist assessment tools (some used internal and some by external professionals)
- Liaison with more specialist external agencies & professionals (examples include ASCT & LBAT)

If you think your child might have special educational needs that are not already identified please contact the SEND team:


**SENDCo**: Mrs Louise Wallis Tayler lwallis-tayler@durring.com
**Deputy SENDCos**: Mrs Wendy Lovett wlovett@durring.com
Sarah Hadfield shadfield@durring.com

# 5. Support for students with SEND

A student on SEND support is recorded on our school's SEND register. The interventions we use and support students are offered will be evidence based and based on the individual. They also operate in a graduated way as a key priority is for students with SEND not to miss out on core learning as a result of lesson extraction.

The extra support that might be put in place for a student on the SEND register may include one or more of:

- Small group literacy intervention in replace of MFL lessons in KS3
- Lexonik program to support and improve word recognition, vocabulary and reading skills
- 1:1 support
- Small group numeracy sessions
- Speech and language support both by external providers and our Teaching Assistants
- Behaviour support
- Regulating emotions support
- Pastoral support
- Social communication support - including the writing and forming of social stories to develop understanding of social situations and how to react
- Support from a range of outside agencies
- In class support from Teaching Assistants (this is rarely 1:1)
- Sensory room
- SEN homework support group
- Social time support groups
- Exam access arrangements for all assessments, examinations and school work
- Speech and Language service
- LBAT and ASCT
- Educational Psychologist
- Alternative learning resources
- Use of assistive technology
- Learning support Plans

It should be noted that if intervention is not having the necessary/desired impact this will be reviewed and support adapted or withdrawn. Our intention is always to ensure that support is

- graduated
- tailored to presenting and/or diagnosed need
- is sustainable (equipment, staffing and cost wise), and
- has demonstrable positive impact.

As such support for students on the SEND register will be reviewed cyclically.

Support for students with SEND is underpinned by High Quality Teaching. At Durrington High School we have rigorous CPD for staff. It is the expectation that all subject teachers are responsible for planning lessons that are accessible and adapted for every student.

Teachers:

- Adapt learning activities and resources
- Use scaffolding and support strategies
- Provide alternative methods of recording work where appropriate
- Ensure classrooms are inclusive and accessible

# 6. 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)**

- **Additional 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/carer meetings**: We hold informal meetings or offer resources for parents/carers 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/carers can 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 student's 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.

- **Literacy specific interventions:** these are aligned to specific barriers post-diagnostic testing and closely tracked for impact. A variety of different intervention programs are in place that range from 1:1 to dedicated reading time in P1 and library lessons.

**Key stage 3-4 Year 9 into Year10**

- **Support in choosing options:** Students and parents/ carers are offered advice in a number of ways to help support the transition to GCSE subjects. The Year 9 parents/carers 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 taser 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 with SEND have an enhanced package of careers support and are prioritised for 1:1 meetings, certain visits and careers week to support them in understanding their options when it comes to. This can be through further education or an apprenticeship route. Our lead for careers has also undertaken specialist SEND-support careers training to support students.

- **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.

# 7. Training and expertise of our team

As a school we are committed to the needs of our young people and therefore we are constantly developing ourselves. Training is given to all staff in relation to SEND. Training that the teaching body has received in the last academic year:

- ASC and communication needs
- Sensory needs
- How to adapt our teaching to support the vulnerable learner
- Dyslexia
- Literacy
- Numeracy
- Dysregulation and how to support this in the classroom

## 8. Complaints and feedback

We are committed to continually enhancing the education we offer to children with SEND. We value the input of parents/carers and other professionals and 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 feedback 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. The school fully cooperates with requests for information related to tribunals or assists parents/carers in preparing appeals when necessary.

## 9. Review and updates

The SENDCo will review the SEND information report annually. However, the report may also be updated in-year to reflect changes in provision and/or staffing and support. Any updates to the information throughout the year will also be reflected. The Local Committee will approve the final version. The link Local Committee members for SEND are Ms Karen Monk and Ms Rebecca Evans.

## 10. Other relevant policies and documents

- DMAT SEND Policy 2026
- DMAT Safeguarding and Child Protection Policy 2026
- DMAT Complaints Policy 2026
- DHS Careers Policy 2026
- DHS Accessibility Plan
- Equality Act 2010
- West Sussex Local offer