



Welcome to the Diss High School SEN Information Report



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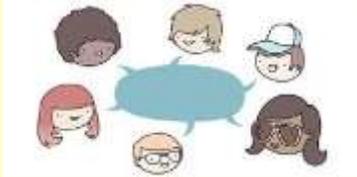
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Our SEN Report



- aims to inform all of how we support students with Special Educational Needs and Disabilities (SEND).



- is updated annually and has been produced with information and support from Diss High School stakeholders. We would welcome your feedback in the review of our offer, so please do [contact us](#).



- is part of Norfolk's Local Offer, to find out more about Norfolk's Local Offer please [CLICK HERE](#).



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[Our approach to teaching learners with SEN](#)

Our approach to learning



- All members of Diss High School community support students with SEN and disabilities and ensure that SEND students are integrated into the life of the school.
- All students identified as having SEND, as far as possible, have equal access to a broad and balanced curriculum, with modifications made if appropriate.
- Differentiation occurs in all lessons to improve the educational opportunities of all students.
- Meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout and resources of the school.
- Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership.



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[How we identify SEN](#)

How we identify SEN

At different times in their Diss High School career, a child or young person may have a SEN. The Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for **special educational provision** to be made for them. A child or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age. or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.

If a learner is identified as having SEN, we will develop provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in their learning for lots of reasons and we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not making progress, we will intervene. However this does not mean that all vulnerable learners have SEN, only those with a learning difficulty that requires special educational provision will be identified as having SEN.



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[People who support students with SEND](#)

People who support our students

There are lots of experienced people working to support your child. Should you wish to contact any professional about the support available please [contact us](#).

Click on each of the different professionals to find out more about their responsibilities.

Class Teacher



Form Tutor

Head of Year



Mrs Emma Somers
Special Educational
Needs Co-Ordinator
(SENCO)

Teaching
Assistants (TA)



Dr Jan Hunt
Head Teacher or
Diss High School

Mrs Julie Botwright
SEND Governor



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[Ways teaching can be adapted](#)

Class teacher



Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

Form tutor

Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.



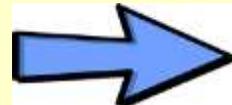
Head of Year



Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.



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[People who support students with SEND](#)

SENCO – Special Educational Needs Co-ordinator

Mrs Emma Somers

Ensures that:

- All members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- All staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside help and specially planned work.
- Staff are aware and confident about how to meet the needs of your child and others within Diss High School, this may involve additional training.
- There is appropriate support in place for children with SEND.
- There is an up to date SEND record of need, which documents the needs of pupils in the Diss High School.
- Parents are kept informed about the support their child is getting.



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[People who support students with SEND](#)

TA – Teaching Assistants



Teaching Assistants work with the class teacher to identify areas of support for students with SEND.

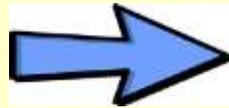
They attend all training opportunities related to SEND and differentiation.

Their main priorities are to:

- Support students to access the curriculum.
- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Keep students focused on learning activities during lessons.
- To deliver small group intervention workshops.
- To communicate, where appropriate, with parents and carers regarding aspects of pupil progress.



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[People who support students with SEND](#)

Head Teacher of Diss High School

Dr Jan Hunt

- The day to day management of all aspects of Diss High School. Including the support for children with SEND.
- Ensuring that the governing body is kept up to date about any issues in the Diss High School relating to SEND.
- Ensuring that the SENCO role is delivered in accordance to statutory guidance and in line with the Diss High School policy.
- Will give responsibility to the SENCO and class teacher but is still responsible for ensuring that your child's needs are met.



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[People who support students with SEND](#)

SEND Governor

Mrs Julie Botwright

- Making sure that Diss High School has an up to date SEND report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children.
- Making sure that the necessary support is made for any child that attends the school who has SEND.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure that your child achieves his/her potential.



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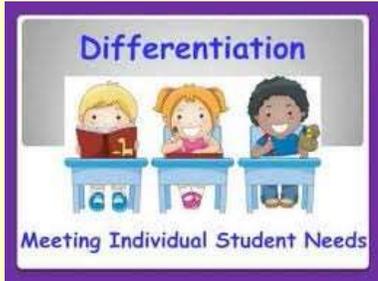


[People who support students with SEND](#)

In the classroom



Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer.



Class Teachers' plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. This is part of Quality First Teaching.

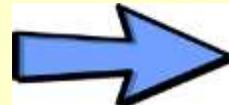
Specific resources and strategies will be used to support your child individually and in groups.



Your child may be included in small intervention groups to improve Literacy and Numeracy skills. Your child can also be supported to complete homework in Homework Club each Monday 3.15pm to 4.15pm.



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[The different types of support](#)

The types of support

SEN support will be provided using a 'graduated approach'. This approach will follow a four part cycle. Access, Plan, Do and Review.

Students will get support that is specific to their individual needs. This may be all provided by the Subject Teacher, other staff in the school or staff who visit the school from outside agencies such as S2S, Parent Support Advisors or the School Nurse. Interventions are carefully coordinated and delivered throughout the school day to minimise the impact on time spent in the classroom learning.

Click on the following to find out more about the types of support.



Class teacher



Small group



Specialist sessions



Specified Individual Support



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[Waverley High School is physically accessible to those with SEND](#)



Class teacher

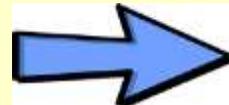


Class teacher input via Quality First classroom teaching.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">• The teacher will have the highest possible expectations for all students in their class.• All teaching is based on building on what your child already knows, can do and can understand.• Putting in place different ways of teaching so that your child is fully involved in learning in class.• Putting in place specific strategies to enable your child to access the learning task.	All children in the school receive this.



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[The types of support](#)

Specific small group work



These are often called Interventions or Study groups.

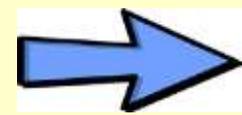
This means the student has been identified as requiring additional support in school as part of the Assess, Plan, Do and Review Cycle.

These can be carried out by the SEN team or the subject teachers

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">• The class teacher/SEN team monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.• Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.• Support is offered throughout the school day. These are carefully coordinated to ensure that a student does not fall behind with any of their class work.	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Students accessing intervention groups, which means they have been identified by the class teacher as needing some extra support in school, will be receiving intervention.</p>



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Specialist sessions



Specialist support run by outside agencies e.g. Speech and Language therapy, Occupational therapy
This means the class teacher/SENCO have identified the need for some extra specialist support in school from a professional outside the Diss High School.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">• If your child has been identified as needing more specialist input in addition to, good/outstanding teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.• Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward. You may need to support these referrals by visiting your GP.• The specialist will work with your child to understand their needs and make recommendations, which may include:<ul style="list-style-type: none">a. Making changes to the way your child is supported in class.b. Support to set targets which will include their specific professional expertise.c. Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit.d. Group or individual work with outside professional.	<p>Students with specific barriers to learning that cannot be overcome through whole class quality first teaching and intervention groups.</p>



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Specified Individual support



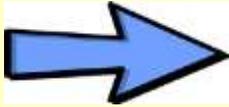
This is usually provided via an Education, Health and Care Plan (EHCP).

This means your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">• The school (or you) can request that the Local Authority (LA) carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Norfolk Local Offer• After the school has sent in the request to the LA, they will decide whether they think your child's needs seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs and then write an EHC Plan (previously a Statement of Special Educational Need).• If this is not the case, they will ask the school to continue with the support through the graduated approach and also set up a meeting at school to ensure a plan is in place to ensure your child makes as much progress as possible.• The document will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.	<p>Students whose learning needs are:</p> <ul style="list-style-type: none">• Severe, complex and lifelong• Need more than 15 hours of support in school.



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[The types of support](#)

Accessibility at Diss High School

We ensure that equipment used is accessible to all children regardless of their needs.



- There is designated access parking.
- There are toilets with disabled access.
- Trained staff.
- ICT facilities – Computer suites and access to laptops.
- Learning Support Rooms equipped with specialist resources.
- Policies are available in a print format from the school upon request.
- In addition to this we provide a ‘safe-space’ for vulnerable students to use at times during the day when appropriate.



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[Measuring effectiveness of support](#)

Effectiveness of the support

We monitor progress in school and report to Governors annually.
Analysis of SEND pupil performance data will include:

- Progress and attainment
- Number of exclusions
- Student and parent contributions to reviews
- SEND pupil attendance
- Lesson observations/learning walks
- Feedback from teachers, support staff, parents and pupil
- Minutes of key SEND meetings
- Feedback from student focus group



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[How will the School let me know if they have any concerns about my child's learning?](#)

Communicating with parents

- Diss High School has robust measures for tracking student progress. When classroom teaching is not meeting the needs of a student, the teacher will raise this with the SENCO. If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group, and will inform you.



- If your child is still not making expected progress the school will discuss with you:
 - Any concerns you may have.
 - Any further interventions or referrals to outside professionals to support your child's learning.
 - How we could work together, to support your child at home and in school.



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[Funding for SEN](#)

Funding for SEN



- In addition to our main funding the school is able to apply for further funding as and when needed.



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[How will Diss High School support your child with identified special needs - Starting at the school?](#)

Support before starting

The school will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

The general procedures for receiving and transferring pupils are in line with the agreed Admissions Policy. In support for these arrangements the following additional information and documentation is provided by the SENCO to the receiving educational establishment for pupils with SEN:

- Assess, Plan, Do, Review plans
- Review of Assess, Plan, Do, Review Plans
- Education Health and Care Plans
- Assessment details
- Reports
- Meetings with primary schools during the year
- Early visits to familiarise students and parents with the Diss High School
- Additional induction days for pupils with SEN



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[How will we support your child when they are leaving Diss High School?](#)

Support after leaving Diss High School

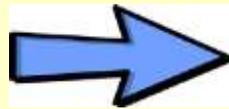
We recognise that 'moving on' can be difficult for a child with SEN and or disabilities and steps are taken to ensure their transition is as smooth as possible.

For students moving from our school into new schools, colleges or universities:

- We can be contacted by the new school for discussions about specific support.
- We can make sure that all records about your child are passed on as quickly as possible.
- We will provide evidence of additional classroom or exam based support.
- We will provide guidance and signposting for students as they move into the next phase of their education or into employment.
- Support may also be offered in relation to applying for the disabled student allowance.



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[How can I let the school know I am concerned about my child's progress?](#)

Communicating with the Diss High School

- If you have concerns about your child's progress, you should speak to your child's Subject Teacher, Form Tutor or Head of Year.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO.

Heads of Year; SENCO and Head Teacher:

Head Teacher	Dr J Hunt
Head of Year 11	Mr N Cole
Head of Year 10	Mr N Widdeson
Head of Year 9	Mrs E Somers
Head of Year 8	Mrs M Offord
Head of Year 7	Miss K O'Neill



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Frequently Asked Questions



My child is having problems with learning. How do I find out what his/her particular difficulties are?

There are several options open to you. We recommend that you discuss the difficulties with the Subject Teacher or Key Stage Coordinator in the first instance.

What tests do you administer on entry to Year 7?

Students in Year 7 take baseline assessments at the beginning of Year 7. This data helps the us to identify students who may experience difficulties with the school curriculum. It also helps us to identify Gifted or Talented students. Students in Year 7 also take reading and spelling tests.

My child is not dyslexic but has trouble reading and writing. What can the SEND department do?

Students who have reading or spelling issues will be identified to complete an additional literacy intervention programme. This intervention is designed to enable rapid progression in reading and spelling. There may also be the need, we may withdraw him/her for some additional support, this is done with the support from other subject areas. We may also provide in-class support where appropriate. We will also ask you to work with your child at home to help these skills develop and become embedded.

My child has been diagnosed with dyslexia. What can the SEND department provide?

Students with mild dyslexia receive support in class via quality first teaching and may also benefit from support from a Teaching Assistant. Their progress is monitored and additional support may be provided should progress be slow. Students with moderate or severe dyslexia may be offered additional literacy support and technology such as a reader pen and access to an online reader toolbar for computer based work. Staff receive guidance to support students with dyslexia from the SENCO.



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