

Special Educational Needs (SEN) Information Report

Diss High School



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

We aim to update this document each year and whenever we make changes to our SEND support.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website (www.disshigh.norfolk.sch.uk). If you would prefer a paper copy, please contact reception (01379 642424).

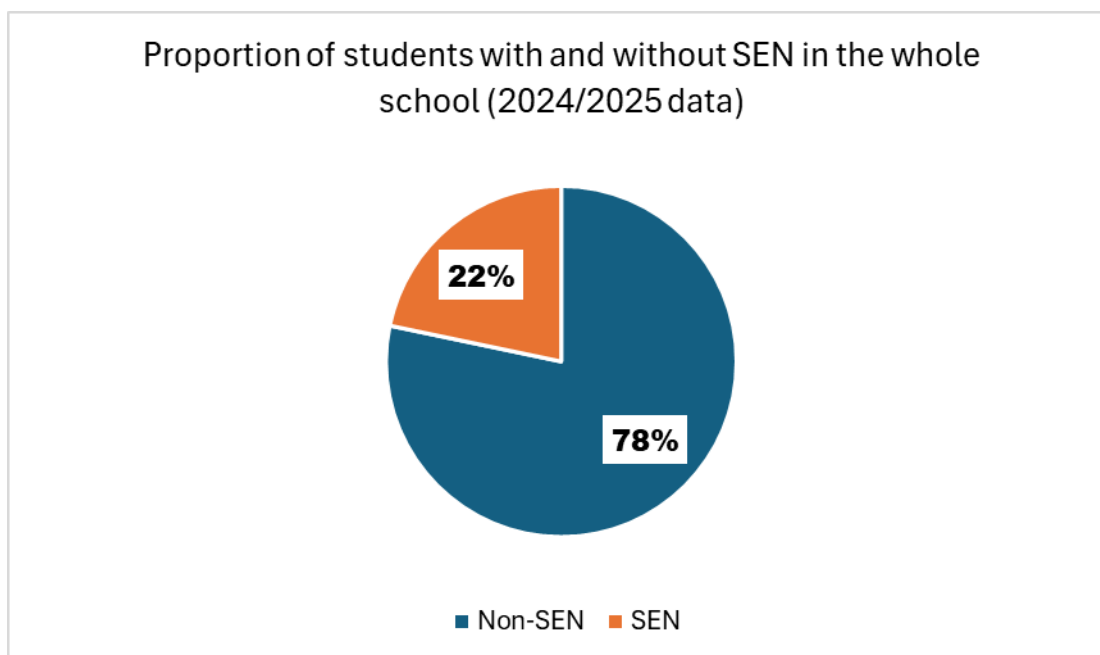
All links in this document are available via our Linktree (<https://linktr.ee/DissHighSEN>) or scan the QR code below.



Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report or ask for help from our SEND team. If you still have questions, please call the SEND team at school who will be happy to help.

1. What types of SEN does the school provide for?

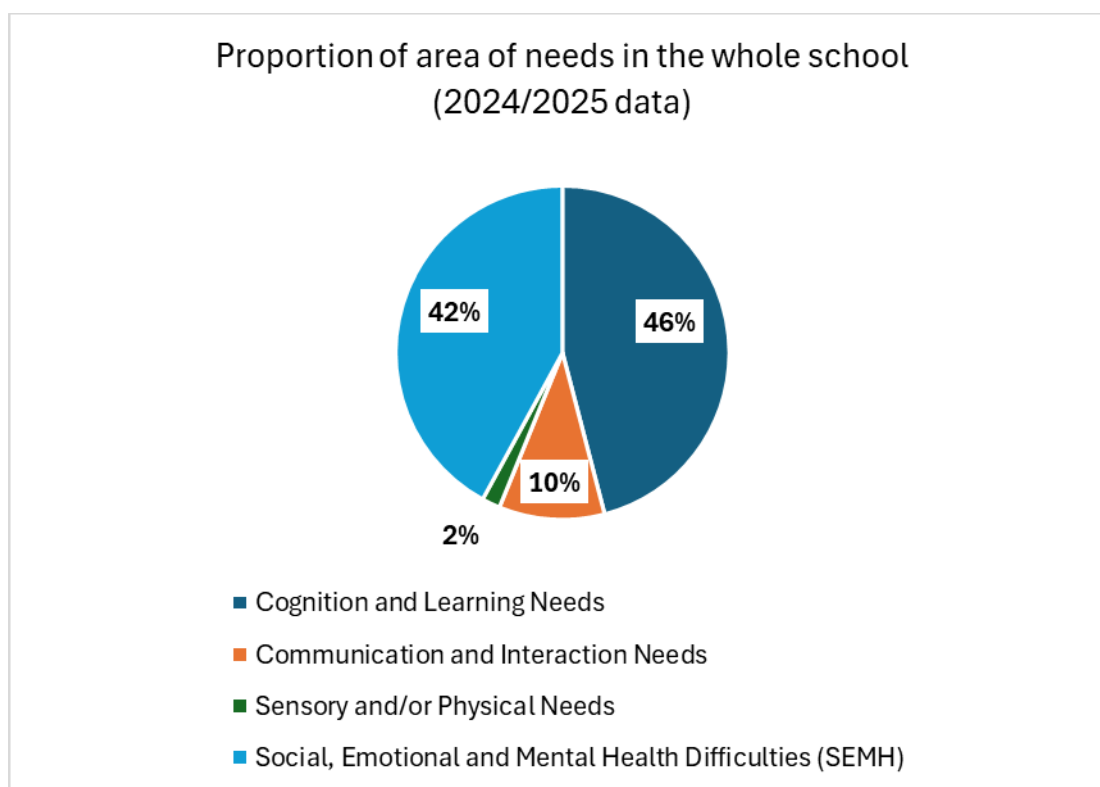
Our school has a significant number of students with SEN. The pie chart below shows the proportion of SEN pupils and non-SEN pupils.



Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties (SPLD), including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional, and mental health (SEMH)	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

The pie chart below shows the proportion of students with each area of need.



2. Which staff will support my child, and what training have they had?

Who makes up the Learning Support team?

Our Learning Support team is led by our SENCO, Mrs Somers. We have our assistant SENCO, Mrs Palmer, and 9 Teaching Assistants support students in lessons and run interventions. Our SEND Administrator, Miss Hawkes, assists with the SEN paperwork.

The Learning Support team can be contacted via email send@disshigh.co.uk.

Special educational needs co-ordinator (SENCO)

Our SENCO is Mrs Emma Somers.

She has 9 years experience in this role and has worked as a Head of Year and qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

She has completed Trauma Informed training as well as additional training for SPLD, Autism Spectrum Disorder and ADHD Awareness. She is a Level 7 qualified Exams Access Arrangements Assessor and holds a CPT3A which enables her to complete additional educational testing.

She is allocated time within a week to manage SEN provision.

You can contact Mrs Somers directly via email emmasomers@disshigh.co.uk.

Assistant SENCO

Our assistant SENCO is Mrs Sara Palmer. She has 16 years experience with SEN students.

She has also worked as a primary school teaching assistant.

She manages the Teaching Assistants in their daily roles and has undergone training in Nurture, trauma, supporting students with SPLD, Autism Spectrum Disorder and ADHD. She is the lead for the ASDAN courses which are offered as part of our provision.

Teaching assistants (TAs)

We have a team of 9 TAs, who are trained to deliver SEN provision. They are also trained to deliver interventions such as reading for development, literacy interventions such as phonics, Toe by Toe, IDL and spelling support, numeracy interventions including Power of 2, times tables support, Talking and Drawing, and money for understanding. Additional interventions such as Talkabout Teenager, Emotional Literacy and Memory Games are also used with small groups. We use Typing Club to help those who need to use typing to develop their speed and accuracy of working.

In 2023 / 2024, our TAs were trained in Literacy, Numeracy, and SEMH interventions as well as Trauma Informed Practice and Norfolk PEASS.

Subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In 2022, all staff undertook Trauma Informed training. Additionally, in September 2023, our staff received specific training in Norfolk's Provision Expected as SEND Support.

A programme of continuous training is available in specialist areas through our Continuing Professional Development programme. This enables all teachers and support staff the opportunity to complete short courses in all areas of SEND to help tailor their knowledge to the needs in their classes.

Heads of Year

Each year group has a Head of Year. This is a member of our teaching staff who oversee the support of the pupils in their year. They remain the same as pupils move through the school, from year 7 to year 11.

Your child can speak to their head of years if they have any worries or concerns.

If you have any concerns, please contact your child's head of year using their email address below.

Year 7 – Miss Kelly christinekelly@disshigh.co.uk

Year 8 – Mr Widdeson nickwiddeson@disshigh.co.uk

Year 9 – Miss Jarocki kimjarocki@disshigh.co.uk

Year 10 – Mrs Bensley emmabensley@disshigh.co.uk and Mrs Barrett bethbarrett@disshigh.co.uk

Year 11 – Dr Busby simonbusby@disshigh.co.uk

Sixth form (years 12 and 13) Mr Hurley jameshurley@disshigh.co.uk

Safeguarding team

We have a safeguarding team which is managed by our designated safeguarding lead, Miss Karen O'Neil. Miss O'Neil and the team receive special training each year to help them keep every student safe both in school and in the community. A list of our safeguarding-trained staff can be found at the link below.

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Safeguarding-Team-Poster.pdf>

The safeguarding team closely with learning support to ensure that students with SEN are appropriately supported.

Our safeguarding policy can be found on our website at the address below.

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Whole-School-Safeguarding-Policy-2024.pdf>

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists through Just One Norfolk
- Educational psychologists through Willow Tree Learning and Norfolk S2S
- Occupational therapists through Just One Norfolk
- GPs and other medical professionals (e.g. physiotherapists).
- School nurses through Just One Norfolk
- School counsellor
- Child and adolescent mental health services (CAMHS) Supporting Smiles
- Social services and other LA-provided support services such as the School and Communities Team, Dyslexia Outreach Service and S2S
- Volunteers such as our Youth Link Workers
- Norfolk Inclusion and SEND team

3. How are Pupils with SEN identified?

How will the school's SENCO know if my child needs SEN support?



All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, numeracy skills, processing, use of language or concerns regarding memory.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO.

The SEN and Pastoral team will observe the pupil in the classroom and in social situations to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers, their Cognitive Ability Test, and available national data.

The team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Please be aware that referrals and access to these services take time.

Based on this information, the SENCO will implement a plan with the teaching staff which will be reviewed after two cycles of adjustment (see page 10. "How will the school measure my child's progress?"). At this point, a decision will be made on whether your child needs SEN support. If your child is added to or removed from our SEN register, you will be told about this via your preferred method of contact. This will usually include a conversation about what this means for your child.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEN team will work with you to create a SEN support plan for them. This will be done using Provision Map software.

What should I do if I think my child has SEN?

Tell us about your concerns

If you think your child might have SEN, the first person you should tell is your child's form Tutor or Head of Year. Please call 01379 642424 and the reception team will help you find the right person to talk to.

They will pass the message on to our SENCO, Mrs Somers or one of the team will be in touch to discuss your concerns.

You can also contact the SENCO directly via email emmasomers@disshigh.co.uk or call reception on 01379 642424

We will invite you to a meeting to discuss them

A member of the team will meet with you in person or discuss your concerns over the phone to and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. This record is stored either in their paper SEN file, on Provision Map, or in their electronic folder. You can ask for a copy of this. We usually look at adaptations that can be made in class for two cycles of review (see page 10) before moving to the next stage.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEN register.

4. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. They responsible for implementing any learning plans your child has.

Please see our accessibility policy for full information on how our school is adapted for those with additional needs.

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Accessibility-Policy.pdf>

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing step by step instructions and working to reduce cognitive load.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, voice to text and e-readers.
- TAs will support pupils on a 1-to-1 basis in exceptional circumstances.
- TAs will support pupils in small groups within class, on most occasions following The Education Endowment Foundation's guidance on maximising the use of TAs.

We may also provide the following interventions:

- Emotional Literacy
- Group/Paired Reading
- Talkabout Teenager
- Spelling support
- Toe by Toe
- Phonics
- Power of 2
- IDL
- Talking and Drawing
- Money understanding
- E reader and reader pen training
- Telling the Time
- Texthelp and dictation/voice to text help
- Touch Typing (Typing Club)
- That reading thing (training in progress)
- 1:1 reading support
- Starving the Anxiety Gremlin

The exact support we provide will depend on the pupil's area of need.

AREA OF NEED	EXAMPLES OF CONDITIONS	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	• Visual timetables • Social stories • Talkabout Teenager • AET Classroom survey
	Speech and language difficulties	• Speech and language therapy through Just One Norfolk • S&L Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia	• Use of laptop • Voice to text • Text readers (laptop or reader pen) • Texthelp Toolbar
	Moderate learning difficulties	
Social, emotional, and mental health	ADHD, ADD	• Quiet workspace for assessments • Movement breaks
	Adverse childhood experiences and/or mental health issues	• Nurture groups • Drawing and Talking
Sensory and/or physical	Hearing impairment	• Oticon Assistive Technology
	Visual impairment	• Limiting classroom displays
	Multi-sensory impairment	• Assistive technology as advised by support team
	Physical impairment	• Depending on the impairment, we have adaptive equipment, chair lift to drama and rise and fall sinks and desks in practical rooms. • If further equipment is needed, we may seek advice from external experts to ensure we get the correct equipment for your child.

Each year, a small group of Year 7 SEND students are selected to attend lessons in our Hive. These students will study English, Maths, Geography, and History and will follow the same curriculum as the rest of their year group. The Hive is designed to be a more SEND-friendly classroom, where lessons can be taught at the right pace by members of the learning support team. If your child is selected, you will be notified via email and be invited to look around. For more information on the Hive, please visit our webpage via the link below.

<https://www.disshigh.norfolk.sch.uk/home/learning/sen/the-hive/>

These interventions are part of our contribution to Norfolk's local offer which can be accessed using the link below:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Support for students with English as an additional language (EAL)

We have a designated member of staff who is responsible for coordinating EAL support. They can be contacted via the school's main office (office@disshigh.co.uk). Our full EAL policy is available on our website at the address below.

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/EAL-Policy.pdf>

EAL students who need additional support are identified by three main criteria:

1. Lack of progress.
2. Delayed acquisition of literacy and/or numeracy skills.
3. Lack of social integration into the school community.

Most EAL students are identified shortly after joining the school as we ask for their first language as part of our intake forms. However, students can be referred to the EAL coordinator at any point via:

- Self-referral
- A parent or guardian
- Head of Year
- Head of Department

The school supports EAL students in a number of ways. The exact support your child receives will depend on their needs. This could include:

- Advice and resources given to class teachers to aid their support of the pupil in lessons
- Resources such as key word lists, mini dictionaries etc given to the pupil
- In class support by teacher\ designated EAL support teacher/ teacher assistant
- Withdrawal for individual\ small group work
- Paired reading

This support is regularly reviewed and external referrals will be made if necessary.

While the Learning Support team is not responsible for EAL support, if the EAL coordinator suspects there is an underlying SEN, they will liaise with the SENCO. We support every SEN pupil regardless of whether English is their first language.

Support for students with medical needs

If your child has medical needs, please contact their Head of Year or the school's reception as soon as possible.

We have trained first aiders who run our medical room. They will be up to date with any medical needs your child has. If necessary, other members of staff may be told about your child's medical needs. Their medical needs will only be shared with those who need to know.

We will take guidance from your child's medical team as to how best support them in school. We will accommodate these needs so they can access the school and get the best education possible.

These accommodations may include:

- A medical break card if they need to take medication during lessons.
- Adjustments to their school day.
- Relocation of lessons or activities.
- Approved time off school for appointments and/or treatment.

5. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Emma Somers, who is also our SENCO, works with the pastoral team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or Education, Health, and Care (EHC) plans are consistent and complement one another. Where possible, meetings will be held simultaneously so that all parties can share their views.

6. How does the school support pupils with disabilities?

We aim to provide as much of the necessary support in normal lessons as possible. Where this is not possible, alternative provisions are arranged. If the student is unable to access full-time school, the school and the county's home tutors support them.

When transferring to our school, our SENCO contacts the student's prior school to ensure their established support continues.

The Learning Support team is responsible for ensuring all students can access all areas of the site within reason. Changes are continually made to buildings to improve accessibility (e.g. widening doorways, installing ramps, building inclusive toilets). Where buildings cannot be adapted, the curriculum is changed, typically resulting in re-rooming to accessible areas. Risk assessments are completed to ensure those with disabilities remain safe while on school grounds.

Please refer to our Accessibility Policy for full details. This is available on our website at the address below.

www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Accessibility-Policy.pdf

Any allegations of discrimination from staff or students are taken very seriously. Anyone who believes they have been treated unfairly is encouraged to speak up. Please see section 16 of this report (page 17) for details on how complaints are handled.

7. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other school clubs and activities. A full list of our clubs can be found on our website. <https://www.disshigh.norfolk.sch.uk/home/parents/clubs-and-activities/>
- Pupils with SEN are also encouraged to be part of LSC Lunch club to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN by having specially trained SEMH support through our TAs, SENCO, Mental Health Leads (Miss O'Neil and Miss Kelly) and Youth Mental Health First Aider (Miss O'Neil).
- Our Year 11 SEN mentors also act as a source of support for some young people. SEN mentors can be identified by their light blue tops with "SEN Mentor" written below the school's logo. They can be found in our Learning Support classroom each lunchtime.
- We run a nurture club for pupils who need extra support with social or emotional development in Year 7 and additional nurture support in Year 8 through ASDAN Languages and ASDAN Gardening. In Years 9-11 ASDAN Personal development ensures that the pathway extends into KS4. During these KS4 classes, students are introduced to relaxation techniques as part of the curriculum.

Your child's Head of Year may discuss other ways your child can support their mental health.

Students with mental health difficulties are supported by our safeguarding team (see page 7). The support they receive will vary depending on need. Most students will be seen by our Safeguarding Support Officer or Pastoral Support Officer. Further referrals are made when needed.

Behavioural expectations and preventing bullying

We expect all students to follow the behavioural standards set out in our “Diss High School way” posters (see image below). They are expected to work hard and be kind. Diss High School way posters are displayed around the school and the values are often discussed in assemblies. Behaviour which significantly embodies these values is rewarded with positive behaviour points. Behaviour which goes against these values results in negative behaviour points. These are recorded on the student’s Go4Schools profile.

THE DHS WAY: WORK HARD. BE KIND.

PRESENTATION OF BOOKS - Loose sheets are stuck in neatly - Date all work at the top right-hand corner of the page - Response to feedback is in green pen - Work is in the right order so you can look back and see the order of your learning 	ONLY ONE PERSON TALKING IN THE CLASSROOM AT A TIME If a teacher or student is talking in the class, then they should be the only one doing so, with everyone else listening 
ENTERING AND LEAVING THE CLASSROOM Every lesson, line up outside your classroom - Do not enter a classroom without a teacher present - At the end of every lesson, stand quietly behind your chair and wait for the teacher to dismiss you 	TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED - We value and celebrate positive behaviour - We show consideration to others - We treat members of our community with respect 

For full details on our behavioural expectations, please read our behaviour policy .

<https://www.disshigh.norfolk.sch.uk/assets/Behaviour-Policy.pdf>

In addition to the Diss High School way values, we have a ‘zero tolerance’ approach to bullying. We expect good behaviour from all our pupils and will not tolerate bullying of any kind. We aim to deal positively with both victims and bullies. We encourage students to speak to staff and other students when they are being bullied.

After we receive a report from students or staff about bullying, we act in a graduated approach, starting with the head of year having a word with the bully. This can escalate to the headteacher becoming involved and the bully being excluded. In serious cases, this process is very quick and permanent exclusion is considered.

A full description of the steps we take to manage bullying can be found in our Bullying Policy. This is available on our website at the address below.

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Anti-Bullying-Policy-24-25.pdf>

8. How will the school secure resources for my child?

It may be that your child's needs mean we need to secure:

- Extra specialist equipment or facilities
- More TA hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Interim adaptations will be made to support your child while we are consulting external agencies.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This funding is secured using the Assess, Plan, Do, Review process (see page 14) in combination with the Norfolk INDES. This information then goes to triage with the Norfolk SEND and Inclusion team who decide if funding will be allocated.

9. How will my child be supported during exams?

Throughout students' time at our school, they will receive regular timed assessments and mock exams. If your child doesn't show their full potential during these assessments, their teachers may contact our SENCO. The SENCO will consider exam access arrangements for your child.

Exam access arrangements are ways we can adjust how a pupil sits their exams. These are based on how the pupil normally works. They do not change what is being examined or give SEND pupils an unfair advantage. They give SEND pupils an equal opportunity to perform at their best.

For some access arrangements, our SENCO will have to complete additional assessments of your child's strengths and weaknesses. While we do not need parental consent to complete these assessments, we will ask for your child's consent.

If a student has questions about their exam access arrangements, they should speak to the SEND Administrator or SENCO. Any other questions about their exams should be sent to the Exams Officer (exams@disshigh.co.uk).

10. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Most of our communication with you will be via email, however, some members of staff may phone you. If you cannot be contacted by email, please speak to a member of our reception team (01379 642424). We will aim to contact you via your preferred method, however this is not always possible.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that the Head of Year and Pastoral Team around the child remain the same as much as is possible.
- Ensure that timetables are available through our Management Information System before the term starts so that any worries can be discussed prior to starting back at school.
- Where needed, we ensure that students meet staff they are unfamiliar with as soon as is possible.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting and will ensure this is sent in a secure way.

When joining our school, your child's Head of Year will share any relevant information with your child's subject teachers. This can be via email or during staff briefings, depending on the number of staff members who need to know.

Their Head of Year and our SENCO will work together to implement any SEND support as soon as possible.

Transitioning to secondary school

We have a Year 6 open day during the autumn term of Year 6 so parents and guardians can look around the school.

We usually start to plan the transition of incoming year 7s during the spring term of Year 6. The Learning Support team, pastoral team, and administrators work together to ensure your child has the smoothest transition possible.

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils, if recommended by the primary school, to discuss how we can best welcome their child into our community.

A member of the learning support team visits each catchment primary school to meet with the Year 6s, learn about their needs, and provide reassurance as needed. Your child's future Head of Year will usually visit during the summer term.

Towards the end of the summer term, all incoming year 7s are invited to visit us during the school day to see what September will be like.

While this is enough support for most students, some pupils require some further support with the transition. Any pupils who the primary schools or our team thinks needs further support will be invited for additional transition days during the summer term. This is an opportunity for them to see the school, meet the learning support team, and ask any questions they may have.

At the end of the summer term, the learning support team shares a document with teaching staff containing every incoming student's needs and how to support them. Once your child enrolls at our school, this information is transferred to our online system, Provision Map.

At the start of Year 7, we have Year 11 mentors in every Year 7 tutor group to support with transition and answer questions, providing a 'buddy' role.

During your child's first term with us, you will be invited to attend a parents evening. This is an opportunity to meet their tutor and ask any questions or raise any concerns you may have.

Our SENCO also offers to meet with the parents or guardians of SEND pupils to discuss how they have settled and how they are supported. Please contact her directly if you would like to arrange a meeting.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society. We have good links with post-16 providers and make visits to them when they are able to accommodate us.

Our sixth form staff provide post-18 advice and guidance to all students. The standard offer can be found on our website via the link below.

<https://www.disshigh.norfolk.sch.uk/home/learning/careers-2/guidance-for-students/18/>

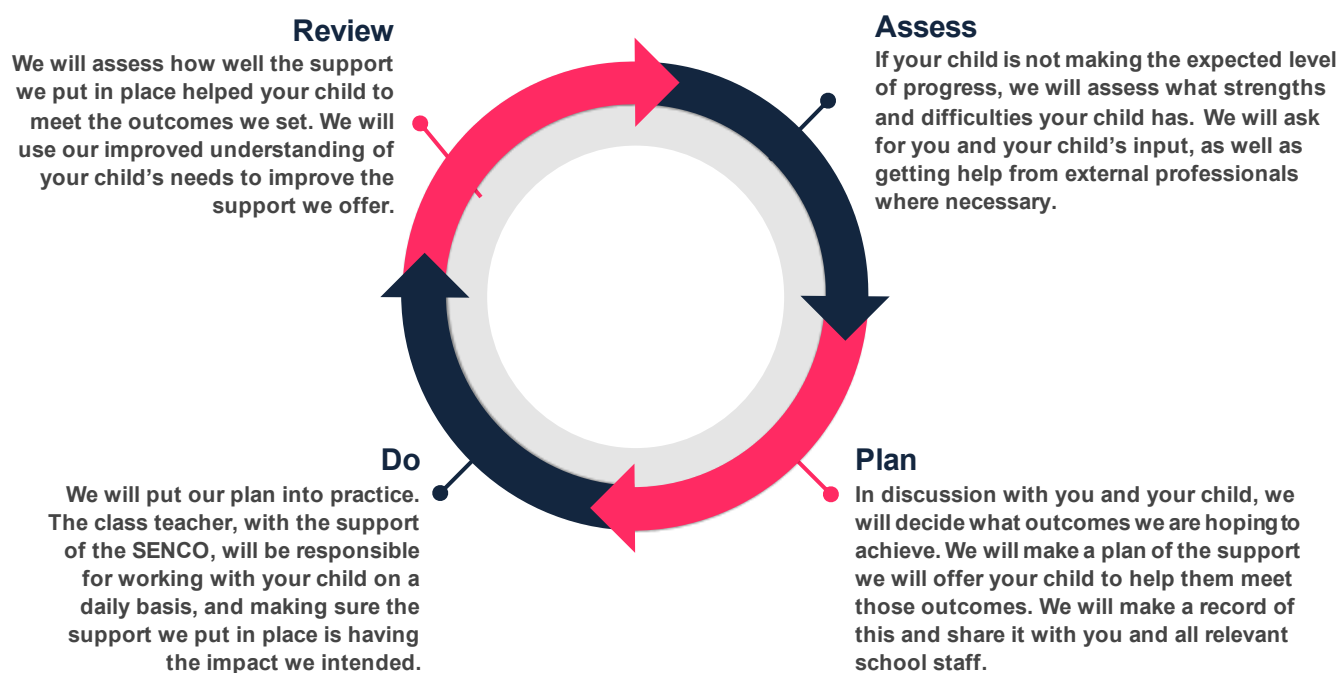
Our sixth form students with SEND are able to access additional support from the Head of sixth form. This support can include:

- Regular meeting to discuss university life.
- Collaborating with parents and guardians to ensure the support is consistent at home and school.
- Support with applications.
- Meeting / communication with employers or educational setting about the student's needs.

10. How will the school measure my child's progress?

We will follow the graduated approach to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see what impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Reviews look different for every student. In addition to outcomes, we want to hear your opinion and your child's. We also include your child's goals to ensure their support is tailored to them.

After two cycles, if the support provided is not sufficiently helping your child, the SENCO will consider whether an EHC plan application is necessary.

11. How will the school know if the support is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term. This could be with their Form Tutor, Head of Year, member of the Learning Support Team or the SENCO.
- Reviewing the impact of interventions after 4 to 6 weeks depending on the intervention.
- Using pupil questionnaires both paper and electronic.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an EHC plan).

How will my child be involved?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

How will I be involved?

We will provide three paper reports on your child's progress each year.

In addition to this, your child's teachers will meet with you annually, either via video-call or in-person, to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

In Year 7, there is also an additional in person appointment offered to discuss how your child has managed the transition to High School. The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

Copies of any diagnosis paperwork or referrals are very useful to us. We use them to ensure the correct support is in place within the classroom and exams. If you are unsure whether we need a piece of paperwork, please check with your child's Head of Year. Copies of paperwork can be sent directly to the Learning Support team (SEND@disshigh.co.uk). If you cannot send the copy electronically, please bring the paperwork to reception, who can make a copy for the school before giving the original back to you.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have any concerns, please contact your child's Head of Year.

- Year 7 – Miss Kelly christinekelly@disshigh.co.uk
- Year 8 – Mr Widdeson nickwiddeson@disshigh.co.uk
- Year 9 – Miss Jarocki kimjarocki@disshigh.co.uk
- Year 10 – Mrs Bensley emmabensley@disshigh.co.uk and Mrs Barrett bethbarrett@disshigh.co.uk
- Year 11 – Dr Busby simonbusby@disshigh.co.uk
- Sixth form (years 12 and 13) Mr Hurley jameshurley@disshigh.co.uk

13. How will the school ensure my child is included in activities alongside pupils without SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Clubs which are offered include sports, art, drama, music, additional studies, and department specific sessions.

All pupils are encouraged to go on our school trips, some of which may be residential (like the Camps International trips) whilst some will be day trips.

All pupils are encouraged to take part in sports day, music lessons, school performances, and drop-down days.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. Where possible, these adjustments will allow SEN pupils to participate in the same location, at the same time as non-SEN pupils, for example, by moving a meeting for a trip to a wheelchair accessible space.

14. How does the school ensure the admissions process is fair for pupils with SEN or a disability?

We take steps to ensure students with SEN or disabilities are treated fairly during our admissions process. We prioritise students who have a Statement of Special Educational Need which names our school and those who are in public care and due to transfer.

Please refer to our school admission procedure for full details. This is available on our website at the address below.

www.disshigh.norfolk.sch.uk/home/about-us/admissions/

15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at the Norfolk Local Offer. Norfolk County Council publishes information about the local offer on their website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

<https://www.norfolksendiass.org.uk/>

SENDIASS can be contacted via phone (01603 704070) or email (norfolksendiass@norfolk.gov.uk).

You can find further SENDIASS resources via the link below:

<https://www.norfolksendiass.org.uk/informationzone>

Local charities that offer information and support to families of children with SEND are:

- <https://www.norfolksennetwork.org/about-us/>
- <https://www.nansa.org.uk/>
- <https://www.autism-anglia.org.uk/norfolk-support>
- <https://www.adhdnorfolk.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. Our complaints policy is linked below:

<https://www.disshigh.norfolk.sch.uk/assets/Documents/Attachments/Complaints-Policy-V-2.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission.
- Exclusion.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This is offered through Norfolk SENDIASS who can be contacted by phone (01603 704070) or email (norfolksendiass@norfolk.gov.uk). Their website is linked below.

<https://www.norfolksendiass.org.uk/>

17. Glossary

- **Access arrangements** – Special arrangements to allow pupils with SEND to access assessments or exams.
- **Annual review** – An annual meeting to review the provision in a pupil's EHC plan.
- **Area of need** – The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- **CAMHS** – Child and adolescent mental health services.
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs.
- **EHC needs assessment** – The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal / SEND tribunal** – A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – This approach to support involves assessing a student's needs, planning the support they'll receive, providing the planned support, and reviewing the impact of the support. This cycle repeats after the support has been reviewed.
- **Intervention** – A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Provision map** – A provision map is a document which explains what interventions and SEN support we have available to students. It includes the outcomes for the interventions so that students' progress can be measured.

- **Outcome** – Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- **PEP** – Personal learning plan. This is legally required document for looked-after children. It outlines how the school will support the pupil so they can reach their full potential.
- **Reasonable adjustments** – Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENCO** – The special educational needs co-ordinator.
- **SEN** – Special educational needs.
- **SEND** – Special educational needs and disabilities.
- **SEND Code of Practice** – The statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – A report, that schools must publish on their website, which explains how the school supports pupils with SEN.
- **SEN Mentor** – Year 11 pupils who can support students with SEN. They can be identified by their light blue tops with "SEN Mentor" written below the school's logo.
- **SEN support** – Special educational provision which meets the needs of pupils with SEN.
- **SPLD** – Specific learning difficulty.
- **Transition** – When a pupil moves between years, phases, schools or institutions or life stages.