



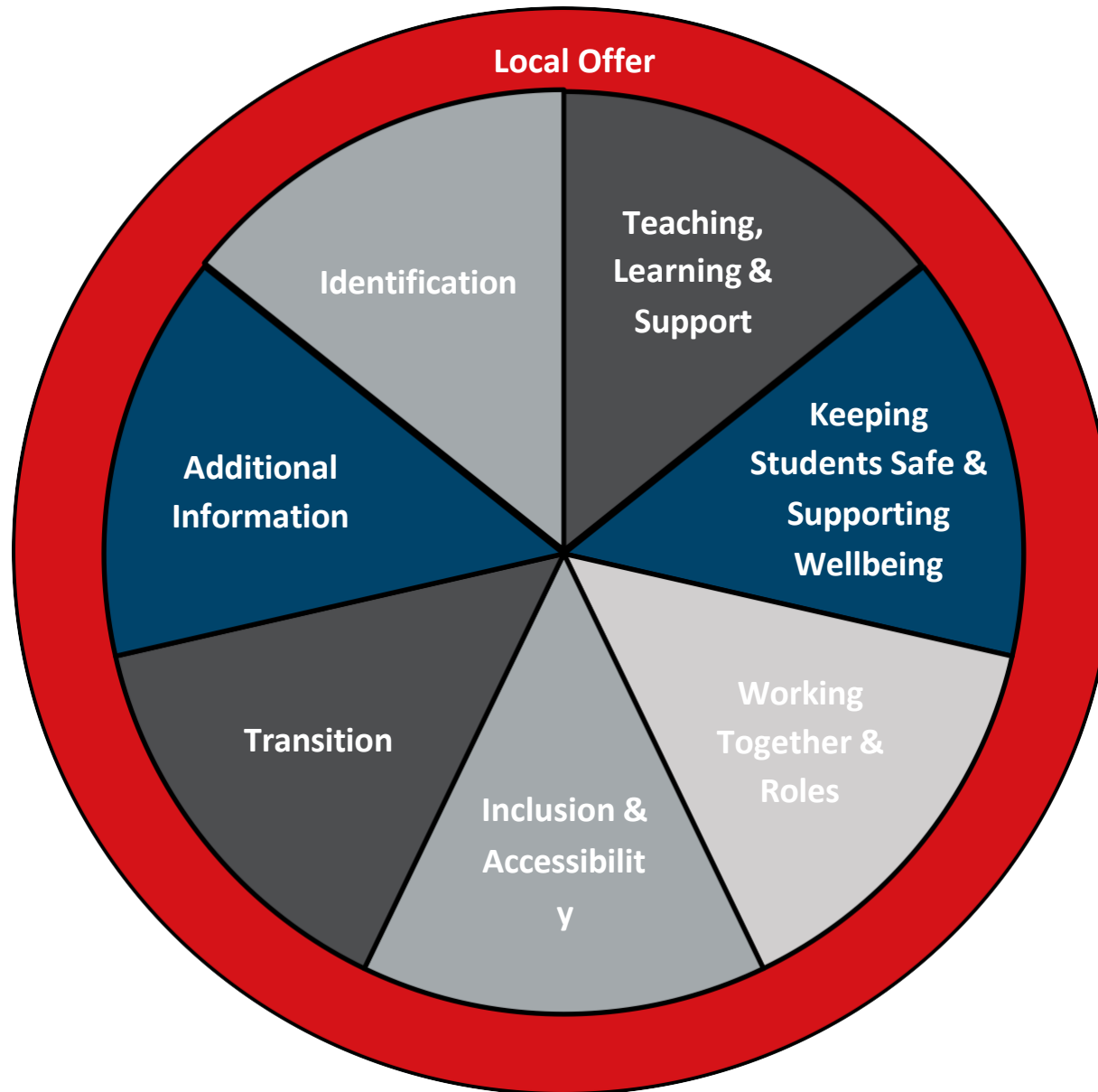
SEND Information Report 2023-2024

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Last reviewed: June 2023

Next Review: June 2024

Our Local Offer for Special Educational Needs and/or Disability



Our Local Offer for Special Educational Needs and/or Disability

Teaching and Learning Support	
Name of Setting	Didsbury High School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input checked="" type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/>
Specific Age range	11-18
Number of places	September 2023 – 1088 students on roll
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

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Questions from the Parent/Carer's Point of View:

Identification
<p>How will you know if my child or young person needs extra help? <i>(IRR)</i></p> <p>At Didsbury High School, we are committed to the early identification of students with SEND. Our Pastoral and SEND team work with our feeder primary schools to collate information on the specific needs of students with SEND. We then collaborate with all of the relevant outside agencies and with parents/carers, to develop a profile of each student's difficulties. This ensures that we have the right information so that the best possible provision, intervention and support can be put in place from the very start of a student's time in our school.</p> <p>We closely monitor the academic performance of all of our students via progress data which is reported three times a year. This allows us to target underperformance and to provide students with the right support to achieve their potential. We also screen students for potential literacy issues in the first term to identify students who are in need of extra support. Our pastoral team monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents/carers and the students themselves. This allows us to help students to develop within a supporting and caring environment.</p>
<p>What should I do if I think my child or young person needs extra help?</p> <p>If you have any concerns about your child or young person and you think that they may need some extra help, then you can contact the following people;</p> <ul style="list-style-type: none">• Mr Harry Brumfitt – SENCO• Mrs Izzy Percival/Miss Bethan Wynne/Miss Claire Morley – SEND Lead• Dr Mark Sackville Ford – Assistant Head of School & Trust Director of SEND <p>Together the SENCO and SEND Lead are responsible for the provision in school and are your first point of contact. You can use a generic email address of sendleads@didsburyhighschool.org.uk</p> <p>Your child's Head of Year is also a key contact.</p>
<p>Where can I find the setting/school's SEND policy and other related documents? <i>(IRR)</i></p> <p>The schools SEND policy and other relevant policies can be found on the school website. <i>(IRR)</i></p>

Our Local Offer for Special Educational Needs and/or Disability

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches students with SEND in accordance with the Manchester Local Offer.

Didsbury High School is committed to ensuring full entitlement and access for students with SEND, to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students.

The Student Support team produce a 'School Focused Plan' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in conjunction with the student and their parents/carers, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

The Student Support Team will liaise with parents/carers, children and young people and the appropriate outside agencies to make sure that reasonable adjustments are made to make sure that children and young people are fully included and supported. Trust Directors of subjects and Curriculum Leaders work closely with SEND Leaders to ensure that there is full access to the curriculum offer.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our senior leadership team in collaboration with the SENCO/Trust Directors of Inclusion, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately.

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Teaching, Learning and Support

We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student to ensure that they are able to make progress academically, emotionally and socially.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

For students entering our school, transition information collated by our Pastoral and SEND team, as well as prior attainment data, will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the SENCO/Trust Directors of Inclusion.

The SENCO/SEND Lead will continuously monitor the progress of students with SEND, both academically, socially and emotionally in conjunction with the rest of our pastoral and Learning Support team. They will use academic progress data, as well as feedback from parents/carers, staff and outside agencies, to measure their progress. The support and provision provided will be determined by their level of need and will be decided by the Trust Directors of Inclusion.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Accessibility Plan, to ensure that we continue to develop the learning environment so that it is fully accessible for students with SEND. We seek advice from Occupational Therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities we require. We use our SEND budget to procure equipment to support students with SEND where necessary.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

Each student's progress is assessed by their subject teacher. This is done continuously via internal assessments which are used to produce KASH Reports three times a year, outlining student's progress and their knowledge, attitude, skills and habits for each subject area. These are sent home to parents/carers. There will be an annual Parents Consultation Evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

The Head of Year, Head of Progress and the Student Support Team, are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Our Local Offer for Special Educational Needs and/or Disability

Teaching, Learning and Support

Parents with concerns throughout the course of the academic year are welcome to contact the Head of Year, Head of Progress or Head of Pastoral Care and SEND.

Parents are invited to attend events throughout the year which are designed to support parents to support their children at home. This includes the following events;

- SEND welcome evening
- SEND review meetings
- Literacy evening
- Parent Consultation Evening

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

Students with SEND jointly create their School Focused Plan in conjunction with the SENCO/SEND Leads and with their parents. They complete the Child View document which forms part of their plan. Trust Directors of Inclusion also carry out student voice activities over the year to get student voice to drive forward strategic changes.

Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Student Support team to allow them an opportunity to review and refine their School Focused Plan. Students are encouraged to express any concerns that they may have and to put their ideas forward. This helps to inform our planning for the following academic year. Students are also encouraged to express their views throughout the year and be part of the co-production of their needs.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The Trust Directors of Inclusion, in collaboration with the SENCO/SEND Lead, Head of Year and Heads of House, undertake regular monitoring of student progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes.

Our Local Offer for Special Educational Needs and/or Disability

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is of the utmost importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- supervising students at the beginning and end of the day
- staff on duty during unstructured times
- access to the Head of Year throughout the day

What pastoral support is available to support my child or young person's overall well-being?

All students have contact with their Tutor at least once per day. In addition to this, we have a Head of Year (non-teaching staff) who is responsible for the behaviour, achievement and well-being of each student within their year. The Head of Year is available to support students at any time of the day, and has at their disposal the option to refer students to a confidential school counsellor or outside agencies where necessary. The Head of Year is available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by the Head of Year with action taken immediately. The school's policy for bullying can be found on the school website.

The Head of Year maintains close communication with parents/carers and the rest of the pastoral team, to ensure that the needs of each student in their care are fully understood and communicated effectively.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of Medicines is covered by our medical policy which is available on the school website. We have dedicated members of staff responsible for managing the storage of medicines and medical information. These members of staff coordinate individual health care plans for students, and ensure that all members of staff have access to the right information and that it is centrally stored within our school database. Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

Our Local Offer for Special Educational Needs and/or Disability

Keeping Students Safe and Supporting Their Wellbeing

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, and utilise one of our First Aiders to deal with the emergency, who are always on call.

Medical appointments are managed by the Head of Year. We always encourage students to take their appointments outside of school hours or on a Wednesday afternoon in order to avoid missing valuable teaching time. In exceptional circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Where there are concerns about the emotional and social development of a child or young person, we would discuss these with parents/carers and the child or young person and decide on the appropriate actions or intervention that is needed to support their needs. This may involve additional support from the Pastoral or SEND team to provide additional mentoring and guidance. Students may be able to access support and/or intervention from our Social, Emotional and Mental Health Specialists. Children and young people may be referred to an appropriate outside agency, such as CAMHS where necessary.

What support is there for behaviour, avoiding exclusions and increasing attendance?

There are a number of actions that Didsbury High School take to support and promote positive behaviour and to avoid exclusions. All staff implement the school's behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum Leaders where necessary. For children or young people who require further behaviour intervention, our Head of Year will intervene. We seek advice from outside agencies where appropriate to help support children and young people at risk of permanent exclusion. The Trust Directors of Inclusion also have specialist knowledge and experience in this area and can be called upon to support specific situations. A wide variety of strategies are implemented where appropriate. These can include the following;

- Key worker for students with complex SEND needs
- Pastoral Mentoring
- Report cards
- Reward systems
- Timeout cards
- Full assessment

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Keeping Students Safe and Supporting Their Wellbeing

- Further assessment of need
- Individual Behaviour Support Plans

In terms of increasing attendance there are a number of actions Didsbury High School takes to support and promote good attendance;

- Children and young people are rewarded for good attendance throughout the year.
- Attendance is reported termly to parents/carers via progress checks and if there are concerns about attendance then letters are sent home to parents/carers to highlight concerns.
- Meetings and individual strategies and plans are used to support children and young people who have difficulties maintaining good attendance. Parents/carers are encouraged to contact the Head of Year to discuss any concerns they may have.
- Didsbury High School will liaise with outside agencies to support good attendance as necessary. Parents/carers are required to phone school to report any absences so that this can be carefully monitored and to safeguard our students if they are absent from a lesson for any reason. If a student doesn't arrive for the first lesson of the day, parents/carers are notified.

Our Local Offer for Special Educational Needs and/or Disability

Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Tutor with whom they will have contact with Monday-Friday during tutor periods.

The role of a subject teacher is to;

- Ensure that that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress
- Monitor student progress
- Implement any additional support (catch-up sessions)
- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs
- Ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Every student with SEND has a School Focused Plan which is produced in conjunction with parents/carers and the students themselves. This document outlines the specific needs of the student and how best to differentiate for them in the classroom. These are updated on a continuous basis in response to changing needs.
- The SENDCO/Trust Director of SEND ensure that all SEND documents including EHCPs are stored centrally, and are attached to a student's profile.
- The SENDCO/Trust Director of SEND ensures that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- The SENDCO/Trust Director of SEND collects feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- The Trust Directors of SEND and The SENDCO provide regular training, support and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom.

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Working Together & Roles

What expertise is available in the setting, school or college in relation to SEND? (IRR)

We are committed to delivering high quality professional development to staff on all aspects of SEND. This is built into our professional development calendar.

The SENCO for Didsbury High School, Mr Harry Brumfitt, is a qualified teacher of Science with experience as a Deputy SENCO for 2 years at a school in Cheshire East. Prior to this, they have carried out pastoral roles, having experience as the Head of Year 7 and 11. The SENDCO holds the national award for SEND Co-ordination from Edge Hill University as well as holding a British Sign Language Level 1 qualification. His other higher education qualifications involve a MSC in Chemistry and PGCE Secondary Science, both from the University of Manchester.

The SEND Lead, Mrs Izzy Percival, has 7 years' experience working in SEND in a variety of Secondary settings. The SEND Lead has previously worked for the Laurus Trust as an SEMH Specialist for 3 years and has held the role of SEND lead for the past 2 years at Cheadle Hulme High School. The SEND Lead has a BA (Hons) in Sociology and Criminology from the University of Manchester and is currently completing the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

The KS3 SEND Lead, Miss Bethan Wynne, is in her 4th year working with the SEND Department at Didsbury High School. Having started her career as a Learning Support Assistant, she transferred into a Literacy Specialist role with a particular focus on incorporating languages and culture into literacy lessons. This is her first year as a SEND Lead and EAL Link at DHS. She graduated from the University of Leeds with a BA (Joint Hons) in Italian and Spanish and is currently completing the National Professional Qualification in Leading Literacy (NPQLL).

Claire Morley is a qualified teacher with 16 years' experience of working with neurodiverse students in Secondary and Further Education. Claire worked in Greater Manchester as a specialist tutor and assessor, and Singapore where she took on various teaching roles in the Department for Supportive Education. Prior to DHS, Claire worked in an independent sixth-form college as the Head of Learning Support and Deputy Designated Safeguarding Lead, and continues to support the college as a Learning Support and SEND Consultant. Claire has an MA in Specific Learning Difficulties which is a Level 7 qualification allowing her to complete standardised testing for exam access arrangements. She has also completed an MSc in Psychology, the National Award for SEND Co-ordination (NASENCO), Mental Health First Aid training and Designated Safeguarding Lead (Level 3).

The SEND department is support by the Trust Director of Inclusion who is also an Assistant Head of School:

The Trust Director of Inclusion, Dr Mark Sackville-Ford, has been a teacher for over 20 years and has extensive experience across a range of educational sectors. He has held the position of SENDCO in the past and has significant experience around behaviour and social, emotional and

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mental health needs (SEMH). The Trust Director of Inclusion also holds the following postgraduate qualifications; PGCE Primary Education (University of Edinburgh), MA Inclusive Education and SEND (Manchester Metropolitan University) and Doctor of Education (EdD) (Manchester Metropolitan University). He has responsibilities for the strategic development of SEND and Inclusion across the Trust. Working alongside Emma Warrington (Trust Director of Inclusion)

Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)? *(IRR)*

Didsbury High School will rely on the expertise of external agencies to provide support and guidance where necessary, such as support from;

- The Educational Psychology Service (Stockport)

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Working Together & Roles

- CAMHS
- Manchester Special School outreach services
- Children's Services including Social Workers
- Early Help
- Occupational Therapy
- Physiotherapy
- Lancasterian Outreach and Inclusion Service
- Speech and Language Team (SALT)
- Sensory Support Services (HI, VI)
- Youth Offending Team

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Who would be my first point of contact if I want to discuss something?

The first point of contact is dependent on the topic for discussion;

To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact;

Year 11 Head of Year – Elliott Denton Singh/Deryn Flowers

Year 10 Head of Year – Heather Chick.

Year 9 Head of Year – Sarah Golding.

Year 8 Head of Year – Alex Hall

Year 7 Head of Year – Sam Mullally

All contactable via enquiries@didsburyhighschool.org.uk

To discuss academic progress, our Assistant Head of School/Head of Progress would be the first point of contact; Tom Theobold.

enquiries@didsburyhighschool.org.uk

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The SENCO is Mr Brumfitt and the SEND Lead is Miss Morton. They can be contacted jointly via the following email:

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Working Together & Roles

Sendleads@didsburyhighschool.org.uk

The Trust Director of Inclusion/Assistant Head of School is Dr M Sackville-Ford and works in the school on a part-time basis and the rest of the time covers other schools in the Trust. sendleads@laurustrust.co.uk

What roles do have your governors have? And what does the SEN governor do?

Our governors are fully involved in the admissions procedure for students with SEND, and are always involved in any changes to policy and practise within the Learning Support Department. Our SEND governors are consistently involved in the monitoring, evaluation and review of the SEND policy and the annual development plan for Learning Support.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Student's views are sought as part of our student voice scheme.
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially during annual review meetings
- Children and young people may have key workers with whom they are encouraged to express their concerns and views.

What opportunities are there for parents/carers to become involved in the setting/school/college and/or to become governors?

Parents/carers have the opportunity to join the board of governors when vacancies arise; they are displayed under the vacancies section on the school website.

What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of providing help to families to complete required paperwork and forms, or in sourcing information and guidance, parents/carers can contact any of the staff included earlier in the report. Contact details for the Heads of Year and SEND Department are included in this report.

Our Local Offer for Special Educational Needs and/or Disability

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We ensure that all students are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students with SEND to attend. This may mean that an additional Learning Support Assistant is provided and alternative travel is arranged, as well as additional risk assessment procedures where necessary.

Is the building fully wheelchair accessible?

Details (if required)

Are accessible changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have accessible parking spaces for students (post-16 settings)?

Details (if required)

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Transition
<p>Who should I contact about my child/young person joining your setting, school or college? (IRR)</p> <p>Information, including the admissions policy, can be found on the school website. This details the admissions requirements and entitlements for students with SEND.</p> <p>The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.</p> <p>Please contact enquiries@didsburyhighschool.org.uk to discuss admission requests</p>
<p>How can parents arrange a visit to your setting, school or college? What is involved?</p> <p>The school has an Open Evening each year. Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website.</p>
<p>How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)</p> <p>For children and young people joining us in Year 7 from primary school:</p> <ul style="list-style-type: none">• There is a one-day transition event for each student joining our school. This is designed to facilitate a smooth transition by introducing students to our curriculum and to our pastoral support systems.• Heads of Year, the Pastoral Lead and the SEND department work with our feeder primary schools to collate information on identified students with SEND.• Didsbury High School organises additional transition events where appropriate, for students with SEND on top of the ones provided for all students. <p>For children and young people joining us within an academic year from other schools/ educational establishments: Individual transition plans will be made for student's dependent on need.</p>

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Transition

- Contact enquiries@didsburyhighschool.org.uk

Contact the SEND Leaders for admissions for SEND students: sendleads@didsburyhighschool.org.uk

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Additional information
<p>What other support services are there who might help me and my family? (IRR)</p> <p>Where a parent/carer wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional.</p> <p>Some additional useful websites are listed below:-</p> <p>https://www.autism.org.uk/</p> <p>http://www.aboutlearningdisabilities.co.uk/</p> <p>http://42ndstreet.org.uk/</p> <p>www.dyslexiaaction.org.uk</p> <p>www.bdadyslexia.org.uk – British Dyslexia Association</p> <p>https://hsm.manchester.gov.uk/kb5/manchester/directory/home.page</p>
<p>When was the above information updated, and when will it be reviewed?</p> <p>This document was reviewed in June 2020 and will be reviewed annually.</p>
<p>Where can I find the Manchester Local Offer? (IRR)</p> <p>https://www.manchester.gov.uk/info/500132/special_educational_needs</p>
<p>What can I do if I am not happy with a decision or what is happening? (IRR)</p> <p>Parents/carers can give feedback to the school through a number of ways;</p> <ul style="list-style-type: none">• Contact can be made with reception who will direct the call to the relevant member of staff• Emailing enquiries@didsburyhighschool.org.uk with your request will allow it then to be forwarded on to the appropriate member of staff

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Additional information

- Feedback can also be given at parent's evenings

If you are unhappy with the SEN provision your son/daughter is receiving, then please contact the School SENCO or Trust Directors of Inclusion to share and discuss your concerns using the email addresses below.

Trust Directors of Inclusion:

- **Mark Sackville-Ford** – sendleads@laurustrust.co.uk
- **Emma Warrington**- sendleads@chhs.org.uk

If you wish to make a formal complaint, this needs to be undertaken in conjunction with the trust's complaints policy which is available on the Laurus Trust website. All complaints need to be in writing. We will address all complaints objectively in line with policy and standard procedure.