

# Special Educational Needs (SEN) Information Report

DINNINGTON  
HIGH SCHOOL



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Dear parents and carers,

At New Collaborative Learning Trust, we are committed to student achievement, personal development, social mobility and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment and

Care, we aim to remove barriers to learning, close gaps and ensure every student can thrive both academically and personally. We recognise that every student is an individual with a range of educational and personal needs, which may change over time. Through early identification, appropriate support and the removal of barriers to learning, we aim to support all students to achieve their potential and make successful transitions into adulthood, education, training or employment.

The purpose of this SEN Information Report is to explain how we support students with special educational needs and disabilities (SEND) and how our SEND Policy is put into practice at Dinnington High School.

Further information about our arrangements for SEND, including governance oversight through the Local Advisory Group and the designated SEND link, can be found in our SEND Policy, available on our website:

You can find it on our website [Dinnington High School](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Dinnington High School is a mainstream secondary school providing education for students aged 11–18, across Years 7 to 13.

The Special Educational Needs and Disability Code of Practice (0–25 years) identifies four broad areas of need. These areas are outlined below, alongside examples of difficulties that may indicate a student requires additional support within each area.

BROAD AREA OF NEED	DIFFICULTIES MAY REFLECT:

<b>Communication and interaction</b>	<p>Autism (ASD)  <i>“difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.”</i>  <i>(SEND Code of Practice, 2015, para 6.29)</i></p> <p>Speech, Language and Communication needs (SLCN):  <i>“difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.”</i>  <i>(SEND Code of Practice, 2015, para 6.28)</i></p>
<b>Cognition and learning</b>	<p>Specific learning difficulties (SpLD):  <i>“affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.”</i>  <i>(SEND Code of Practice, 2015, para 6.31)</i></p> <p>Learning difficulties:  <i>“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) ...”</i>  <i>(SEND Code of Practice, 2015, para 6.30)</i></p>
<b>Social, emotional and mental health</b>	<p>Attention Deficit Hyperactive disorder (ADHD), attention deficit disorder (ADD)</p>
	<p>Social, emotional and mental health difficulties (SEMH):  <i>“becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder”</i>  <i>(SEND Code of Practice, 2015, para 6.32)</i></p>
<b>Sensory and/or physical</b>	<p>Hearing impairment (HI):  <i>Where the “a disability which prevents or hinders them from making use of the educational facilities generally provided.”</i>  <i>“Many children or young people with HI.... will require specialist support and/or equipment to access their learning, or habilitation support.”</i>  <i>(SEND Code of Practice, 2015, para 6.34)</i></p>

	<p>Visual impairment (VI):</p> <p>Where the “<i>a disability which prevents or hinders them from making use of the educational facilities generally provided.</i>”</p> <p>“<i>Many children or young people with VI.... will require specialist support and/or equipment to access their learning, or habilitation support.</i>”</p> <p>(SEND Code of Practice, 2015, para 6.34)</p> <p>Multi-sensory impairment (MSI):</p> <p>“<i>Children and young people with an MSI have a combination of vision and hearing difficulties.</i>”</p> <p>Where the “<i>a disability which prevents or hinders them from making use of the educational facilities generally provided.</i>”</p> <p>“<i>Many children or young people with VI.... will require specialist support and/or equipment to access their learning, or habilitation support.</i>”</p> <p>(SEND Code of Practice, 2015, para 6.34)</p> <p>Physical impairment (PD):</p> <p>The requirement of</p> <p>“<i>additional ongoing support and equipment to access all the opportunities available to their peers.</i>”</p> <p>(SEND Code of Practice, 2015, para 6.35)</p>
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## 2. Which staff will support my child, and what training have they had?

We are committed to ensuring that all school staff are appropriately trained and confident in meeting the needs of students with Special Educational Needs and Disabilities (SEND). Staff are kept up to date with relevant training and developments in inclusive teaching practice, and have access to a range of SEND-focused internal and external professional development opportunities.

The SENDCo is appropriately qualified and engages in ongoing professional development through the Rotherham Local Authority SENDCo Network and other relevant training. The SENDCo provides guidance and targeted training for staff to meet the needs of individual students and, where required, arranges additional training from external professionals.

We recognise that effective SEND provision requires continuous professional learning. SEND training forms part of the school’s ongoing training programme and is planned in line with identified student needs and school improvement priorities. The SENDCo works closely with the senior leadership team to ensure that training opportunities are purposeful, responsive and support high-quality inclusive practice across the school.

To ensure legal compliance and best practice, staff receive ongoing training through induction, INSET days, twilight sessions, and external CPD. Training covers key areas such as identifying SEND, implementing reasonable adjustments, supporting emotional and social development, and creating inclusive learning environments. We also secure specialist expertise from external professionals, including Educational Psychologists, Speech and Language Therapists, and CAMHS, when required. This approach ensures all staff remain confident and up to date in meeting the mental and physical needs of students with SEND.

## **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Stephanie Jackson Horner

They have 6 years' experience in this role and have worked as SENCO, Assistant Head Teacher, Deputy Headteacher and inclusion, alternative provision lead, all while holding the SENCO role. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2021

They are also a level 5 trained safeguarding lead, holding a post graduate diploma in this area, specialising in trauma informed practice and ACEs.

## **Assistant SENCO**

Our assistant SENCO is Daisy Taylor Burke

They have 10 years experience in this role, they have previously worked as a Literacy Coordinator, Assistant Inclusion Manager and Teaching Assistant. They are currently studying a BA Honours in English Language and Literature. They have completed training in level 3-teaching assistant diploma, level 2-understanding autism, level 2-understanding behaviour that challenges and understanding dyslexia, as well as been a designated safeguarding lead in school.

## **Class/subject teachers**

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

An external training offer is also provided through Rotherham EPS and the Specialist Inclusion Team. There is also an inhouse offer including neurodiversity training.

## **Teaching assistants (TAs)**

We have a team of 6 TAs, who are trained to deliver SEN provision.

We have 3 support staff members who are trained to deliver interventions such as phonics, communications skills, reading programmes and counselling.

All TA and support staff receive regular training to ensure they stay abreast of emerging needs.

## **External agencies and experts**

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

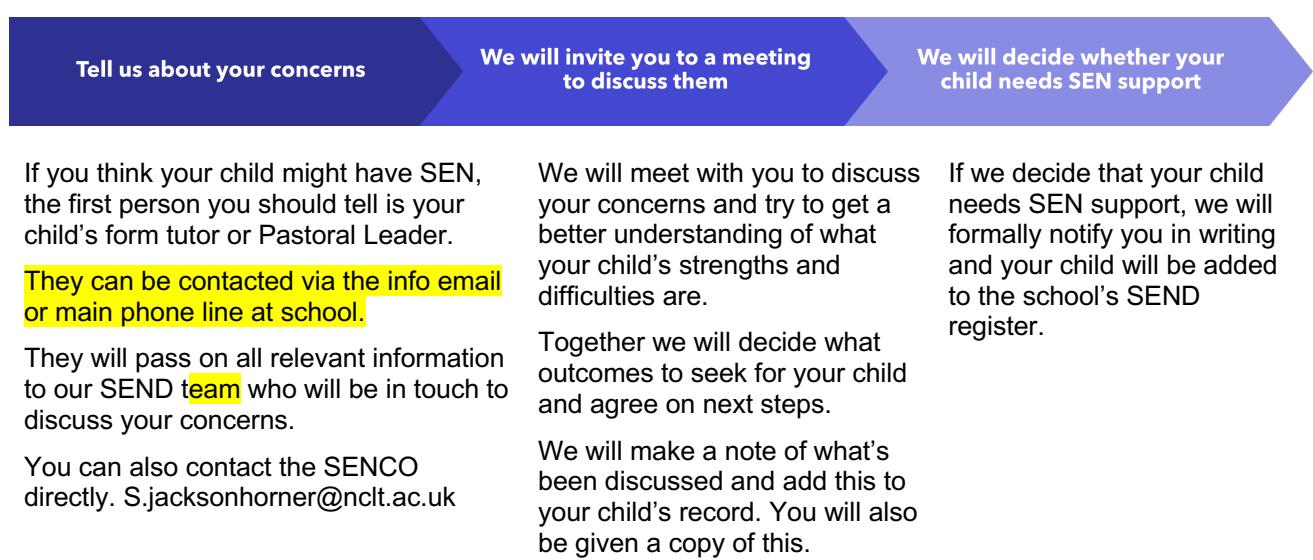
Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

If you have concerns that your child may have special educational needs, you should contact the Academy in the first instance and speak with your child's Form Tutor. The Form Tutor will work with the Pastoral Leader to ensure that any concerns about your child's progress, learning or wellbeing are considered and addressed promptly.

If, following these discussions, it is felt that further exploration of your child's needs is required, or if your concerns cannot be resolved, parents and carers should contact the SENDCo for further guidance and support.



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include students who find social situations difficult, are struggling with reading, writing, or fine motor skills. Or students who are struggling to grasp new content or remember older topics already covered.

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

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, 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 and available national data.

The SENCO 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.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## 5. 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**.



We monitor the quality and effectiveness of provision for all students, including those with Special Educational Needs and Disabilities (SEND), through the Academy's established quality-assurance processes. Progress is formally assessed three times each academic year, enabling staff to review the impact of teaching, support and interventions.

As part of the graduated approach, clear outcomes are identified at the planning stage to support each child's learning, development and wellbeing. These outcomes guide the provision in place and provide a framework for reviewing progress. Where interventions are used, we complete baseline assessments to establish a

starting point and then evaluate impact over time. Alongside quantitative data, we consider qualitative information (e.g., student voice and wellbeing) to inform decisions.

Progress towards agreed outcomes is tracked over time, and provision is adapted in response to what works best for the child. The assess–plan–do–review (APDR) cycle is continuous:

- Where reviews show sustained progress, a student may no longer require additional provision through SEN Support.
- Where further support is needed, targets, strategies and provision are refined to ensure needs continue to be met effectively.

Learning Plans are developed for students who require them and are written collaboratively with the young person, parents/carers, the SENDCo and, where appropriate, external agencies. Learning Plans include realistic, measurable targets and agreed strategies (for example, coloured overlays, a sloping board, enlarged print, or other reasonable adjustments). Learning Plan targets are reviewed termly with parents/carers—either by a member of the Learning Support Team or as part of the review cycle with the SENDCo and relevant professionals.

With SLT/SENDCo support, classroom teachers conduct regular progress assessments for all students to identify anyone making less than expected progress. This may include where:

- Progress is significantly slower than the class average from the same baseline.
- Progress does not match or better the student's previous rate of progress.
- Progress fails to close the attainment gap within the class.
- The attainment gap widens due to plateauing progress.

The SENDCo and/or SLT regularly monitors interventions—observing delivery, reviewing data and giving feedback to staff and SLT. Where needed, we use detailed assessments to identify the full range of a student's needs, not just the primary need, ensuring support remains responsive, purposeful and effective.

## 6. How will I be involved in decisions made about my child's education?

We recognise that parents and carers play a vital role in supporting students with Special Educational Needs and Disabilities (SEND), and we are committed to working in partnership with you when decisions are made about your child's education.

You will be actively involved throughout the graduated approach (*Assess, Plan, Do, Review*). A designated member of the Inclusion Team will meet with you at least termly to:

- Agree clear and meaningful outcomes for your child
- Review progress towards those outcomes
- Discuss and plan the support and provision to be put in place
- Identify what the school will do and how you can support at home

Following each meeting or review, a written record of agreed outcomes, actions and support will be shared with you and relevant staff. Where appropriate, the SENDCo will attend these meetings to provide additional guidance and support.

We believe that parents and carers are the experts in their child's needs and aspirations. Your views, insights and feedback are valued and used to shape decisions about provision and next steps. We also welcome your input on how support is impacting your child outside of school, so that provision remains relevant and responsive.

**Our planning process helps parents express their needs, wishes and goals, and will:**

- Focus on the student as an individual, not a label
- Use clear, jargon-free language and visuals
- Highlight strengths and capabilities
- Tailor support to individual needs
- Minimise demands on families during assessments
- Bring together relevant professionals to agree the overall approach

Progress updates are shared regularly. You will receive termly reports detailing your child's progress towards agreed targets, engagement with learning and assessment outcomes. All parents and carers are invited to attend an annual parents' evening to discuss progress with subject teachers.

Additional opportunities for discussion take place at key points in your child's education, including:

- Transition from primary school
- Transition between key stages
- Options evenings
- Preparation for school trips
- Reintegration meetings following suspension
- Meetings following assessments or pastoral concerns

Parents are also informed of any updates or advice from external professionals as soon as possible. Permission is always sought before adding a child to the SEND register or making referrals to external agencies, informal communication is encouraged through meetings with subject teachers, the SENDCo or Head Teacher. Flexible meeting options (in school or online) are available to maximise attendance.

## **7. How will my child be involved in decisions made about their education?**

We believe that children and young people have the right to be involved in decisions about their education. The level and nature of a student's involvement will depend on their age, understanding and individual needs, and will be considered on a case-by-case basis, in partnership with parents and carers.

All students are encouraged and supported to share their views about how they are best supported in the Academy. Wherever possible, students are invited to attend meetings to discuss their Special Educational Needs and Disabilities (SEND), progress and outcomes. Where attendance is not appropriate or is not the student's preference, their views will be gathered in alternative ways to ensure their voice is heard.

Students may be supported to share their views by:

- Attending review meetings to discuss their progress and outcomes
- Contributing through a presentation, written statement, drawing, video or other creative format

- Sharing their views with a trusted member of staff who can represent them during meetings
- Completing surveys or structured student voice activities

Students are encouraged to take an active role in setting their own learning targets and evaluating their progress. Their views and agreed outcomes are formally recorded on their Learning Plan and used to inform decisions about provision and next steps.

Where referrals to specialist services are being considered, the student's views and wishes are always sought and taken into account before any referral is made. Similarly, applications for access arrangements or additional support in examinations will only be submitted where the young person agrees that the support is appropriate and helpful for them.

For students who are unable to attend review meetings or express their views verbally, alternative methods will be used to capture their voice. A familiar adult will facilitate this, which is then shared and discussed with parents and professionals at review meetings. Regular student voice activities also take place throughout the year and inform future targets and planning.

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

You can read our Accessibility Plan here: [NEW Student Disability Policy](#) This plan sets out how we will increase access to the curriculum, improve the physical environment, and provide information in accessible formats. Further information is also provided in section 13.

Your child's teachers are responsible and accountable for the progress and development of all students in their class, in line with the SEND Code of Practice (2015, Section 6.36).

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, as required by the Equality Act 2010 and the Children and Families Act 2014.

We will differentiate (or adapt) how we teach to suit the way your child learns 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 and effective. This reflects our duty to make reasonable adjustments under the Equality Act 2010 so that students with disabilities are not placed at a substantial disadvantage compared to their peers.

Learning is planned by individual departments to meet the needs of all students. Departments follow Schemes of Learning that differentiate between the needs of different learners to ensure that progress is made at the required level by all. The learning in the Academy is supported by parents/carers, ensuring that independent tasks and homework are completed to a good standard and that their child is equipped and ready to learn each day.

### These adaptations may include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching, for example, giving longer processing times, using physical resources, pre-teaching key vocabulary, reading instructions aloud.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Providing a thorough student induction process, linking closely with feeder schools and external services to support and accommodate the needs of students.
- Ensuring all students with SEND are appropriately accommodated during the completion of examinations and assessments, for example, the provision of additional time, a scribe or a laptop (in line with JCQ Access Arrangements guidance).
- Providing opportunities for pre-learning and catch-up interventions.
- Delivering adaptations in response to external agency assessment or CPD

**Teaching assistants will support students on a 1-to-1 basis when:**

- A student requires targeted support to access learning due to a significant and documented special educational need.
- The support is part of an agreed intervention or provision outlined in the student's Learning Plan or Education, Health and Care Plan (Children and Families Act 2014, Section 42).
- The student needs individualised assistance to use specialist equipment or strategies recommended by external professionals.

**Teaching assistants will support students in small groups when:**

- Students share similar learning needs that can be addressed through targeted group intervention.
- The support focuses on developing specific skills, such as literacy, numeracy, social communication or emotional regulation.
- The intervention is designed to promote independence and peer interaction while reducing reliance on adult support.

**Learning support hub support:**

- Personalised learning opportunities as part of an agreed intervention plan
- Regulation support
- Time limited lesson alternative as part of an agreed intervention/reintegration plan
- Access to targeted intervention sessions

We believe in quality first teaching for all students, with adaptations planned to meet individual learning needs. Staff follow the graduated approach of 'assess, plan, do, review' and ensure that adjustments are meaningful and effective. Our curriculum is designed to be inclusive and engaging, giving every child the opportunity to access learning in a way that suits their needs.

AREA OF NEED	CONDITION	EXAMPLES OF SUPPORT
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<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Communication cartoons Hub form Lunch club Key worker check ins Exam access arrangements
	Speech and language difficulties	Communication cartoons Vocabulary support Word banks Knowledge organisers Exam access arrangements
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Handwriting support Laptop Targeted intervention Word banks Knowledge organisers
	Moderate learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Structured seating plans Movement/brain breaks Checklists Learning support hub intervention Key worker check ins Exam access arrangements
	Mental health difficulties	Learning support hub intervention Hub form Key worker check ins Counselling referral Enhanced pastoral support Exam access arrangements

<b>Sensory and/or physical</b>  <i>*Provision for students with sensory and/or physical needs is tailored to individual requirements and based on professional advice.</i>	Hearing impairment	<p>Use of assistive technology or hearing support systems, as recommended by specialists</p> <p>Access to hearing loops where available</p> <p>Subtitles or captioning for appropriate resources</p> <p>Exam access arrangements</p>
	Visual impairment	<p>Adapted classroom environments (e.g., reducing visual clutter)</p> <p>Specialist equipment and resources, as advised by professionals</p> <p>Assistive technology to support access to learning</p> <p>Exam access arrangements</p>
	Multi-sensory impairment	<p>Specialist equipment and resources, as recommended</p> <p>Assistive technology tailored to individual needs</p> <p>Exam access arrangements</p>
	Physical impairment	<p>Access to lifts and accessible toilets</p> <p>Specialist evacuation equipment where required</p> <p>Assistive technology and adaptations, as advised by professionals</p> <p>Exam access arrangements</p>

\*Exam access arrangements are awarded in line with JCQ guidance only

These interventions are part of our contribution to Rotherham's local offer and are reviewed annually and updated as soon as possible if any changes occur.

## 9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of SEND provision through a structured and continuous process, aligned with the Assess–Plan–Do–Review cycle. This includes:

- Termly reviews of your child's progress towards agreed outcomes, incorporating student and parent voice.
- Impact evaluation of interventions, using baseline and exit assessments where appropriate, and qualitative feedback when outcomes are not easily measurable.
- Analysis of assessment data at least three times a year to monitor academic progress and engagement.
- Provision mapping to track support and measure progress against planned outcomes.
- Monitoring by the SENDCo, including classroom observations and review of strategies in place.
- Annual reviews for students with an Education, Health and Care Plan (EHCP), as required by law.

Middle leaders and SLT hold student progress meetings which include reviewing the impact of interventions and planning next steps. The SENDCo monitors interventions, observes delivery, reviews data and provides feedback to staff and SLT to refine provision.

We also gather feedback from students, parents and staff throughout the year to ensure provision remains relevant and effective. Leaders triangulate evidence during school reviews and deep dives, checking that planned support is implemented consistently and that reasonable adjustments are embedded in classroom practice.

If evaluation shows that a student has made sustained progress, additional provision may be reduced or removed. Where further support is needed, strategies and targets will be refined to ensure the best possible outcomes.

## 10. How will the school resources be secured for my child?

Each academy receives a notional SEN budget as part of its overall funding. This is called "notional" because it is not ring-fenced; schools have flexibility in how they allocate resources to meet the needs of students, including those with SEND.

To support student progress and meet individual needs, the academy will allocate resources from this budget as part of its planning process. This may include:

- specialist equipment or facilities
- additional teaching assistant support
- staff training to meet specific needs
- access to external specialist advice
- Aim provision

Where additional provision is required, we will consult with external professionals to ensure recommendations are evidence-based and appropriate.

Schools are expected to fund up to £6,000 of provision for students with high needs from their notional SEN budget. If costs exceed this amount, we will apply to the local authority for top-up funding as part of the Education, Health and Care (EHC) process.

All decisions about resources are made on an individual basis, in line with the SEND Code of Practice and the Equality Act 2010, to ensure reasonable adjustments and appropriate support are in place.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEN?**

We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have equal opportunities to participate in activities beyond the classroom. In line with the Equality Act 2010, we make every effort to include students in all aspects of school life and will make reasonable adjustments to support their participation.

All extra-curricular activities, school visits, and before- and after-school clubs are available to all students. We actively encourage students with SEND to take part in school trips, including residential visits, and in whole-school events such as sports days, themed workshops, and special activities.

Where additional support or adjustments are required, these will be planned in consultation with parents, students, and, where appropriate, external professionals to ensure inclusion is safe and meaningful. Risk assessments and accessibility checks are carried out for trips and clubs to ensure that participation is practical and safe. Staff receive training to adapt activities and provide appropriate support wherever possible. Inclusion arrangements are regularly reviewed to ensure they remain effective and meet individual needs.

## **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

Our admissions process fully complies with the School Admissions Code (2021) and the Equality Act 2010, ensuring that no child is disadvantaged because of their special educational needs or disability. The academy's published admissions policy, updated annually, sets out the criteria for entry and is available on our website.

Students with an Education, Health and Care Plan (EHCP) that names our academy will be admitted, as required by law. Most children with SEN do not require an EHCP, and applications for these students are considered in line with the academy's published admissions criteria.

Where the academy is oversubscribed, places are allocated according to the priority order set out in the admissions policy, which includes:

- Looked-after and previously looked-after children
- Children with a specific medical or social need, supported by professional evidence, where attendance at the academy is essential

All decisions are made fairly and transparently. We will make reasonable adjustments throughout the admissions process to ensure equal access for students with SEN or disabilities. If you have any concerns about accessibility or support during the admissions process, please contact the academy so that we can work with you to meet your child's needs.

## 13. How does the school support students with disabilities?

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments (such as those affecting sight or hearing) and long-term medical conditions such as asthma, diabetes, epilepsy and cancer.

Disability is a protected characteristic under the Equality Act. The Trust meets its duties by:

- ensuring disabled students are not treated less favourably for a reason related to their disability
- making reasonable adjustments so that disabled students are not placed at a substantial disadvantage and can participate fully in the curriculum
- planning to improve access to education over time through the school's Accessibility Plan

Reasonable adjustments may include providing additional support, specialist equipment, or staff training. Where necessary, we work with external professionals to ensure adjustments are appropriate and effective.

Schools are not required to make immediate structural changes as a reasonable adjustment, but they must plan for accessibility improvements as part of their statutory duties. For further details, please see our Accessibility Policy and Plan, available on our website.

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

We recognise that mental health and emotional wellbeing are essential to learning and development. Support for students is provided in line with the SEND Code of Practice, the Equality Act 2010, and our safeguarding policies. Students requiring support for their mental health, emotional and/or social development will have this support reviewed regularly, and staff will receive additional training where appropriate to identify and respond effectively to emerging needs. Where mental health needs amount to a special educational need or disability, reasonable adjustments and targeted support will be put in place.

Support is offered in a variety of ways, including:

- **Pastoral Support**
  - Form Tutors and Pastoral Leaders are available to discuss concerns and provide guidance.
  - Safeguarding Officer sessions for individual or small-group wellbeing support.
- **Curriculum and Awareness**
  - Regular assemblies and morning guidance activities focused on mental health, resilience and wellbeing.
  - PSHE lessons include content on mental health and emotional wellbeing.

- **Specialist Support**
  - Access to the School Nurse and Achievement Support Counsellor, who visit regularly to provide advice and support.
  - Referral to external agencies where additional expertise is required.
- **Student Voice and Peer Support**
  - Wellbeing surveys to gather student feedback and ideas.
  - Student Leaders and Anti-Bullying Ambassadors promoting a positive school culture.
  - Dinnington Parliament, giving students their voice across school

We understand that mental health can be affected by a range of factors, including life changes, loss, separation, abuse, domestic violence or bullying. Our approach is proactive, inclusive and responsive to individual needs.

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

We recognise that transitions can be challenging for students with Special Educational Needs and Disabilities (SEND), and we plan support carefully to make these changes as smooth as possible. Transition plans are personalised and developed in partnership with parents, students, and, where appropriate, external professionals.

### Between Year Groups

- Key information is shared with new teachers through the student's Learning Plan.
- Additional transition meetings or visits are arranged where needed.
- Strategies to support the student are agreed and documented as part of the graduated approach.

### Between Schools or Phases

- Our SEND team liaises with the SENDCo from the previous setting to share relevant information.
- Parents/carers are invited to meetings to discuss how we can best support their child.
- We offer transition days and events, published on our website, to help students become familiar with their new environment.

### Preparing for Adulthood

- From Year 9 onwards, we focus on the four Preparing for Adulthood outcomes: employment, independent living, community participation, and health.
- Students receive bespoke careers advice and guidance, including opportunities to meet local and national providers.
- We work with students to set goals for their future and provide support to help them achieve their ambitions, whether in higher education, employment, or independent living.

Our approach ensures that transitions are planned, supported, and reviewed as part of the Assess–Plan–Do–Review cycle, in line with the SEND Code of Practice.

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

Keir Booker will work with Stephanie Jackson Horner, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student'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 SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP is reviewed regularly and remains consistent with any Learning plans or EHC plans and reflect the student's current needs.

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

[Complaints-Policy-2025.pdf](#)

We value our partnership with parents and aim to resolve concerns promptly and informally wherever possible. If you have a concern about your child's SEN provision:

1. Contact the SENDCo or a member of the Inclusion Team in the first instance to discuss your concern.
2. If the issue cannot be resolved at this stage, the SENDCo will liaise with the Head Teacher and advise you on the next steps, including the formal complaints procedure.
3. All complaints will be handled in accordance with the school's published Complaints Policy, which is available on our website.

If you remain dissatisfied after following the school's complaints process, you may escalate your concern further. In some cases, students themselves also have the right to raise a complaint.

For full guidance on resolving disagreements about SEN provision, please refer to pages 246–247 of the SEND Code of Practice.

If you believe your child has been discriminated against because of their SEN or disability, you have the right to make a claim to the First-tier SEND Tribunal. This can include issues relating to:

- admission
- exclusion
- provision of education and associated services
- reasonable adjustments, including auxiliary aids and services

Before making a tribunal claim, you may choose to use disagreement resolution or mediation, which can help resolve issues without formal proceedings. Parents/carers and young people can access free, confidential and impartial information, advice and support from Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), which can help explain rights and options when disagreements arise. Where appropriate, Rotherham Metropolitan Borough Council provides access to independent disagreement resolution and mediation services delivered by Collis Mediation, which are voluntary, confidential and free of charge.

[Resolving disagreements – Rotherham SENDIASS](#)

Further information on making a claim can be found at:

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

Rotherham SENDIASS: [SENDIASS](#)

## 18. What support is available for me and my family?

If you have questions about SEN, 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 Rotherham SEND Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Rotherham SENDIASS

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

[RPCF Rotherham Parent Carers Forum](#)

[Rawmarsh Road, Rotherham - Sense](#)

The Base Community Hub Ltd

National charities that offer free and impartial advice and information to support to families of children with SEN are:

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

## 19. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Adaptive teaching** - Adaptation is responsive and tailored to individual needs, responding to what students' need during the lesson through scaffolding, questioning, and support strategies
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN 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** – pre-planned approaches teachers use as part of quality-first teaching
- **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 (EHC) 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 SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind

- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **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, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages