



SEND Policy and Information Report

Sturminster Newton High School

Member of staff with Lead Responsibility for this policy: Sara Hoffmann, SENDCo/DSL

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1. Aims

- The Special Educational Needs and Disability (SEND) Information Report supports the SEND and Disability Policy and is available to young people and their parents/carers. The report seeks to give information about SEND and Disability and is individual to Sturminster Newton High School. The local offer gives further information and enables parents/carers and young people to see in more detail what services are available in their area and how to access them. Each school or educational setting will have details of the services they provide for SEN and Disability, and these can be accessed at www.dorsetforyou.com/local-offer and via a link on the school website.
- Sturminster Newton High School wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best. We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what does not. To achieve the above, we will:
 - Create an atmosphere of encouragement and acceptance in which all pupils can thrive
 - Be sensitive to individual pupils' needs and celebrate achievements
 - Enable each pupil to take part and contribute fully to school life
 - Provide access to and progression within the curriculum
 - Involve pupils in planning to support their SEN or disability
 - Work in partnership with parents to support children's learning and health needs
 - Provide quality training for staff that enables them to support pupils with SEN and disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs. Sara Hoffmann: 4179sh@mynhs.net

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for students based upon the four broad areas of need identified by the Department for Education:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry through the administration of baseline tests, including Cognitive Ability Tests (CATs) and those to determine chronological reading and spelling ages. These assessments will build on those undertaken in previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and communicated to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Year 6 to Year 7

Moving up to Secondary School is a major event for all students, however for some it can be a worrying and overwhelming time. If a child has special educational needs or disability, it is essential that we have as much information as possible so that we can offer a smooth transition. During the summer term, we will visit all of the feeder schools, liaising with the class teachers and SENDCOs in order to get as much information and guidance as possible. Where a child has a Statement/Education Health and Care Plan (EHCP), we will attend the Year 6 Annual Review meeting where possible, and a transition support plan will be discussed with parents/carers and the primary school. A number of visits to the High School are encouraged and for a smaller group of students, who are feeling particularly anxious about the move up, additional visits are arranged. In this way, the students have a chance to become familiar with the school and its staff, and we are able to get to know them before they start in September. This vital, early interaction with the children, along with information from primary schools helps us to build up a picture of each child's needs and this is fed through to teaching staff and teaching assistants, enabling us to offer effective support from their first day at High School.

Year 9s

Students are given advice on option choices, further education, and careers. Students from year 9 upwards will receive support and guidance from careers advisors and mentors, who will work with young people, giving clear advice about their future goals and career choices. Our experts in school are also on hand to advise and guide. Students attend an options assembly, and an options evening where they are given information and the chance to discuss their choices. Both parents and students are also invited to an interview with a member of the senior leadership team to discuss their options. For students with EHC Plans, these discussions are an integral part of the transition review meeting.

Year 11

What next? By the time students are in year 11, they will have already had a lot of support in thinking about their next steps. Careers' advisors continue to work with the students and are an invaluable source of information, advice, and guidance. All students are asked for an interview with a member of the sixth form team to discuss their options. Of course, we welcome students to stay at Sturminster Newton High School and each year, we offer a range of subjects that the students can choose from and build up a study package that is right for them. We are proud of our inclusive sixth form curriculum offer.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality adaptive teaching is our first step in responding to pupils who have SEND.

We will also provide the following interventions:

- Peer mentoring
- A key worker to support students
- Visual timetables
- Meet and greet for targeted students
- Counselling

- ELSA
- Wellbeing activities- animal care and gardening
- Lunchtime homework support
- Breakfast club
- Social skills groups
- A regulated, supervised area to use during breaks and lunchtimes
- Sensory breaks
- Literacy interventions focused on both comprehension and skills
- Spelling interventions
- SALT interventions
- Pastoral support services
- Maths/numeracy catch-up interventions
- Beat Dyslexia programme
- Hearing support service
- 1:1 reading support
- Handwriting and typing intervention
- In class support
- EAL interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to fully engage with learning.
- Creating a positive and supportive environment for all pupils without exception.
- Using recommended aids and adaptations, such as laptops, coloured overlays, visual timetables, larger fonts, accessibility aids, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding and chunking tasks, etc.

5.8 Additional support for learning

We have 5 teaching assistants who are trained to deliver the interventions listed in 5.6

Teaching assistants will support pupils and work with teachers to support all students in achieving the best outcomes.

Teaching assistants will support pupils in small groups when delivering targeted interventions.

Amongst others, we work with the following agencies to provide support for pupils with SEND:

- CAMHS
- Occupational Therapy
- Hearing Support Services
- Speech and Language Support Services
- Mental Health in schools Team
- Rylands Farm and other alternative provision providers.
- The School Nurse
- Colourworks
- Special Schools Outreach

5.9 Securing equipment and facilities

We provide the resources and facilities to enable all students to make progress towards their desired outcomes, both as a school and in partnership with outside agencies and charitable institutions.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Regular testing of spelling and reading ages where appropriate to intervention
- Student feedback
- Monitoring by the SENDCO
- Regular teacher assessment
- Using Assess, Plan, Do Review (APDR) documents to measure progress
- Holding annual reviews for pupils with EHC plans
- Regular reviews of APDRs with parents/carers and students.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) such as the popular skiing trips, choir trips and outdoor activity trips undertaken during activities week each year.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Full details of the ways we support students with disabilities can be found in the school's accessibility plan

On the website: [Sturminster Newton High School Accessibility Plan](#)

5.12 Support for improving emotional and social development

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

- Pupils with SEND are also encouraged to be part of clubs run at lunchtime to promote teamwork/building friendships etc.
- Wellbeing activities such as animal care activities are undertaken by students as part of the school day
- Small group interventions to support the development of social and emotional skills
- Work with outside agencies such as CAMHS
- A PSHE programme which places a focus on mental health and the development of social and emotional skills
- Pastoral Support Services

We have a zero-tolerance approach to bullying.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy which is available on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.14 Contact details of support services for parents of pupils with SEND

The contact details of other support services can be found by accessing the local offer: www.dorsetforyou.com/local-offer and via a link on the school website

5.15 Contact details for raising concerns:

Head of School: Mr Mike Motteram

5.16 The local authority local offer

Our local authority's local offer is published here: www.dorsetforyou.com/local-offer and via a link on the school website

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs. Sara Hoffmann **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-bullying Policy
- Behaviour Policy- Climate for Learning Policy