

Devonport High School for Boys



School SEND Information Report

Date reviewed: November 2024

Next Review: November 2025

Owner: Jo Weaver

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School SEN Information Report for Devonport High School for Boys

All students are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. It is our policy to assist all our students to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

Devonport High School for Boys recognise that SEN is most effectively managed within a graduated response. Intervention will be carefully managed in conjunction with support and advice from specialist services, where appropriate, in order to meet the needs of the students as comprehensively as possible.

What does having a special educational need mean?

Definition of Special Educational Needs

The Code of Practice (2014) states that:

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

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

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

4 Broad areas of Need

Communication and interaction	Cognition and learning	Social, Emotional & Mental Health	Sensory, physical & medical needs
Speech, language and communication needs (SLCN)	Specific Learning difficulties (SpLD) i.e. dyslexia/ dyspraxia	Social, emotional and mental health difficulties (SEMH)	Visual Impairment (VI)
Autistic spectrum Conditions (ASC) including Aspergers	Moderate Learning Difficulties (MLD)	ADHD	Hearing impairment (HI)
Sensory Processing Disorder	Severe Learning Difficulties (LD)	Trauma/ High ACES scores	Multi-Sensory Impairment

(SPD)			(MSI)
Developmental Language Delay (DLD)	Profound and Multiple Learning Difficulties (PMLD)	Mental health difficulties i.e. anxiety, depression	Physical disability (PD) Medical

How does the school identify that a child has a special educational need?

The Senco and the Head of Transitions will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of year 7, this information will be used alongside data from Primary Schools and the 11+ to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student’s need will be initiated. Where relevant the Senco will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers in line with Plymouth Graduated approach in inclusion. The Senco will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person. These can be incorporated into the student’s pen portrait.

Details of a student with Special Educational Needs including the nature of their learning differences, recommended teaching strategies, strengths, history of provision will be available to all teaching staff via a pen portrait. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified Special Educational Needs.

All students have regular assessments and reviews (3 times a year) within the academic year, SEN students are fully included in this process. Student pen portraits are also reviewed three times a year. Where a student has an EHC Plan this will be reviewed at least once annually in line with recognised guidelines. At such reviews both the student and parents will be invited to give their views and engage fully in the review process.

We follow an ‘ASSESS-PLAN-DO-REVIEW’ cycle with key staff and parents to monitor, review and evaluate progress. We are happy to continuously review and adapt provision and interventions

How will the school support students with SEN?

At Devonport High School for Boys progress of all young people including those with SEN is the responsibility of the class teacher. SEN needs will primarily be met through quality first teaching.

There are a range of interventions available to SEN students including:

- Specialised adaptations of resources
- Differentiation within the classroom
- Small group work both internal and external to the classroom
- Academic mentoring
- 1:1 mentoring
- 1:1 TA, or TA within whole class setting

- Access to Success Hub - pastoral support programme
- Access to a range of outside agencies such as educational psychology, communication interaction team, counselling, sensory support and CAMHs
- Parent support group

In line with the Equality Act 2010 the school has and will continue to make reasonable adjustments to promote the fullest possible integration of students with SEN, supporting physical needs and neurodiverse approaches to learning. We have a lift in the central block enabling access to the first floor across the school and second floor in the central block, we have fully capped all the stairs across site and use of our fitness suite and TA support enables students to access the PE curriculum and other practical subjects. In discussion with families and relevant professionals the curriculum is differentiated and delivered tailored to meet the needs of all students including those who are neurodiverse. Please see the school's Equality Policy and Accessibility Plan for further details.

[Accessibility Plan](#)

[Equality Policy](#)

The SENCO works closely with specialist advisory teachers from the local authority to ensure that all students with physical or sensory needs have the best possible opportunity to access facilities in school. This may involve purchasing specialist equipment or making special arrangements to assist a student with moving around the site.

The school budget includes money for supporting children with SEN. This money is used to secure equipment and develop facilities for students with SEN from sources such as Plymouth Local Authority.

The Deputy Headteacher and the SENCO discuss all the information they have about SEN in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

Pupils are supported through a graduated and inclusive approach to provision to achieve their potential through access to quality first teaching and appropriately personalised learning activities, interventions and approaches. It is up to us to ensure that we identify and offer 'the right support, at the right time, in the right place' in order to create a culture of inclusion.

We make best use of prior information and data to identify children and young people who may need additional support as early as possible when they first join us and facilitate a plan to ensure the appropriate level of support, provision and intervention is in place for when they start, and that this is effectively shared with staff through the use of pen portraits.

Who are the best people to talk to in this school if I think my child might have a special educational need?

At this school we operate a graduated approach to student needs. The vast majority of concerns can be dealt with by the form tutor or class teacher. If the concern persists the form tutor will refer to the Head of Year, the class teacher will refer to the Head of Department. If there are still concerns that needs are not being met, then a consultation with the Special Educational Needs Coordinator (SENCO) may be arranged.

Who is the person responsible for children and young people with SEN?

At Devonport High School for Boys progress of all young people including those with SEN is the responsibility of the class teacher. The overview of SEN students is the responsibility of the SENCO Jo Weaver who will monitor, coordinate and evaluate provision of these students.

Please contact Jo Weaver via the main switchboard 01752 208787 or email jo.weaver@dhsb.org

What training or specialist expertise does your staff have around SEN?

Jo Weaver (SENCO) has completed the University of Plymouth training for accreditation to facilitate exam access arrangements within the centre. She is currently undertaking the NPQ Senco qualification to further enhance her skills in supporting students.

The school places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEN training is part of this staff training.

The SENCO works closely with the Leadership Group to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. Recent staff development includes; a bespoke package of ASC training focused on Autism Education Trust resources, dyslexia support, access arrangements, Speech & Language, Tourettes and working with ASC. As part of Plymouth City's commitment to supporting emotional health and wellbeing amongst our young people DHSB are fully engaged with the city wide approach supporting mental health which includes whole staff and bespoke staff training such as MindEd modules, Storm/Assist training and Mental Health First Aid.

Current support available directly through the school:

- SENCO
- Counsellor (in house)
- Five Teaching Assistants
- Youth Worker
- Academic mentoring
- Pastoral team
- Success Hub
- Board of Trustees - allocated SEN Trustee - Mrs H Price

Wider services that work with the school:

- Communication Interaction team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Education Welfare Officer
- Careers advisor
- School Nurse
- Young Devon counselling
- Kooth online counselling
- CAMHS link in school

How are parents / carers and children with SEN supported to share their views and concerns and work alongside the school?

The school Senco seeks to establish open dialogue and a good working relationship with all parents / carers

and students with SEN often before they join the school in Year 7. Jo Weaver actively seeks to fully engage them in the education process seeking their views and advice both at formal reviews and throughout a student's career at Devonport High School for Boys.

We have a parent support group which can include visits from external professionals.

The school employs a Family Support Advisor, Lorna Taylor who is able to support families with advice and direction to further support should it be needed. The Family Support Advisor can also act as a point of contact for a parent if they do not feel comfortable with contacting the school directly. Please use this email address lorna.taylor@dhsb.org.

Parents can also access Plymouth Parent Partnership for external, impartial advice at any time.

www.plymouthias.org.uk Plymouth Information, Advice and Support for SEND (PIAS)

We actively seek to share information about a variety of local support groups, events and charities via the SEN, FSA and Early Help sections of our websites. If parents 'sign up' to the SEN link on the website, they will receive a text alert each time new information is added to the area.

The school will complete an EHAT (early help assessment) with parents when appropriate, and then use this information to facilitate a co-ordinated multi-agency response.

Students are involved in planning and review meetings as appropriate. Their views may be sought in advance via a learning mentor or TA relationship.

Who is the person I should talk to if I have a concern about the support being provided for my child at the school? How can I share my concerns or make a complaint?

- Regular communication between home / school is essential and central to the child's progress, and it may be in the form of a phone call, letter, text or email, any of which may be used to support / initiate communication with you.
- Classroom teacher / tutor as initial contact are regularly available to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.
 - If you are not happy that concerns are being managed, Jo Weaver, SENCO, is available to discuss progress; all information from outside professionals will be discussed with you and the person involved directly, or where this is not possible in a report.
- If concerns remain, please contact the Trustees via the Clerk sophie.marsh@dhsb.org
- Any formal complaints should be made through the Complaints Procedure as detailed on the school website www.dhsb.org

Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?

The local offer is available from the Plymouth City Council website. Staff at DHSB are happy to help you navigate this site, which is www.plymouthonlinedirectory.com

How does the school support children with SEN and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEN and take steps to ensure that any transition is as smooth as possible.

The learning support team is actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

As children approach a transition point, the school will help their students and their families with more detailed planning.

If your child is moving to another school or college the current school will:

- Contact the school SENCO.
- Year 6-7 – the School will organise appropriate transition and enhanced transition for those who require it liaising with Primary schools and parents.
- The Senco, Jo Weaver, will where requested endeavour to attend Year 5 and / or Year 6 annual reviews.
- Year 9 students will engage with Careers South West to help them explore their aspirations and how different post 16 education options can help them meet them.
- Year 10 / 11 – the school will continue to help exploration of specific post-16 options and assist with the application process.
- Information regarding the needs of the students will be shared with the next educational provider and support for transition visits will be facilitated where required.

An invite for feedback

This information report is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information please email jo.weaver@dhsb.org

With thanks to the parents who contributed to the updating of this document through the SEND parent group