Dronfield Henry Fanshawe School	SEND Information Report 2026-27

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This document outlines how Dronfield Henry Fanshawe School identifies and supports students with Special Educational Needs and Disabilities (SEND). It has been written in a question and answer format to make information easy to find. You can use the contents page to navigate directly to the section you need by clicking on a question.

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What is the vision for students with SEND at DHFS?

At Dronfield Henry Fanshawe School, Success with Care underpins everything we do. We work collaboratively to ensure that every student with SEND feels safe, included and supported to achieve their full potential.

We remove barriers to learning through high-quality adaptive teaching, a broad and balanced curriculum, enriching opportunities and strong partnerships with families and external agencies. Through this approach, students develop as confident, independent learners who are responsible, resilient and reflective, equipping them to thrive in school, in their communities and in adulthood.

We are committed to providing an inclusive learning environment in which diversity is valued and every student experiences a sense of belonging. We believe that all teachers are teachers of all students, including those with SEND. High-quality adaptive teaching forms the foundation of our approach to inclusion and is the first response to meeting additional needs.

What kinds of SEND are provided for at Dronfield Henry Fanshawe School?

Dronfield Henry Fanshawe School is an inclusive school and supports students with a wide range of special educational needs and disabilities. These fit into the four broad areas of need described in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How do we identify students with SEND and assess their needs?

Special Educational Needs and Disabilities (SEND) refers to children who have a learning difficulty or disability which makes it harder for them to access learning or educational facilities than most children of the same age. These children will need additional help to access education.

Some children are identified as having SEND before they join the school. DHFS works closely with feeder primary schools to gather information and support a smooth transition for students with SEND.

Within DHFS, the identification of additional needs forms part of the school's ongoing monitoring and assessment processes. All students, including those with SEND, benefit from high-quality adaptive teaching and support within the mainstream setting. Where a student is not making expected progress, or concerns are raised by teachers, parents/carers or students, the SEND Team works alongside staff and families to investigate further and determine whether additional assessment or provision is needed.

The school uses a range of information to identify SEND:

- Prior attainment and transition information.
- Progress and assessment data.
- Teacher observations.
- Information from parents and carers.
- Student voice.
- Advice from external professionals.
- Professional diagnostic assessments.

Supporting students with SEND is a whole-school responsibility and staff work with students and families to ensure needs are identified and appropriate support is provided. Staff involved may include:

- Assistant Headteacher Inclusion- Ms J. Stubbs
- SENCO- Mrs C. Wood
- Assistant SENCO's- Mr M. Owczarek and Miss B. Machin
- SEND Administrator- Mrs E. Owen
- House Progress Leaders and House Support Managers
- Subject Teachers and mentors
- Teaching Assistants
- External specialists

How do we work with parents and carers?

The school recognises that parents and carers know their child best and can provide valuable information about their strengths and needs. We are committed to working closely with families and believe that when home and school work together, students have the best chances of success.

Parents and carers will be involved whenever concerns are raised about a student's progress, additional assessment is being considered, or changes to support may be needed. The school will work with parents and carers to agree suitable support and reasonable adjustments.
Parents and carers are welcome to contact the SEND Team at any time to discuss concerns, share information or seek advice. Meetings, telephone conversations and email communication can be arranged as needed, and we encourage families to keep us informed of any changes that may affect their child's learning, wellbeing or support needs.

How are students with SEND involved in decisions about their education at DHFS?

All students at DHFS are involved in reviewing their progress and identifying areas for development through the school's assessment and feedback processes. Where different provision is being considered, students will be encouraged to share their views. This may be through additional check-ins with a member of staff, short meetings or specific activities to help the student to share their views.

What is the DHFS approach to teaching students with SEND?

Dronfield Henry Fanshawe School is an inclusive school and we believe that all students should have access to a broad and balanced curriculum. All SEND provision is designed to help students to access and make progress within the mainstream curriculum (**universal** provision). The SEND Code of Practice advocates a graduated approach to SEND:

Some students with SEND will be supported by **targeted** high quality adaptive teaching strategies delivered by subject teachers which support successful access and progress within the mainstream curriculum.
Some students with SEND will need more **specialist** support from classroom staff and the SEND team. This could include access to short term interventions or staff check-ins for a period of time. Some of these students may also need input from external services.

How do we respond to the changing needs of students with SEND?

The school follows the graduated approach described in the SEND Code of Practice using the Assess Plan Do Review cycle:
Assess: Information is gathered from teachers, parents, students and other professionals to identify strengths, barriers and areas of need.
Plan: Appropriate outcomes, support and review arrangements are agreed with students and families.

Do: Teachers remain responsible for delivering and monitoring support within the classroom. Additional interventions may be used where appropriate.
Review: The impact of support is evaluated through discussion with students, families, staff and relevant professionals. Provision is adapted in response to outcomes.

Some students may have a diagnosis or additional needs but are able to make good progress through high quality adaptive teaching and reasonable adjustments in the classroom. This approach helps students to develop independence and build the skills and confidence to manage their own learning needs successfully. These students may not be placed on the school's SEND Register, but their needs are **monitored** and relevant information is shared with teachers (**M code on school systems**).

Students who need ongoing support that is additional to or different from the support normally available in the classroom will be identified as receiving **SEND Support** and placed on the SEND Register (**K code on school systems**). Parents/carers will be consulted where additional support may be needed or where there is a change in the level of support being provided. These students will have a SEND Support Plan which identifies their areas of need and the strategies, adjustments and support that can be used to help them access learning and make progress.

In some cases, despite the support and adjustments provided by the school, a student may need a higher level of support. Where this is the case, we may ask the relevant Local Authority to consider additional funding or to carry out an Education, Health and Care Needs Assessment (EHCNA). An **Education, Health and Care Plan** (EHCP) can only be issued by the Local Authority. As part of the assessment process, the Local Authority will gather information from the school, parents/carers and any professionals involved with the student. This includes evidence of the support already provided and the difference it has made.

If an EHCP is issued, it is a legal document that sets out the student's needs and the support required to meet those needs. It may also include any relevant health and social care provision. The EHCP contains agreed outcomes and helps everyone involved work towards shared goals. Students who have an EHCP are recorded on the SEND register and relevant information is shared with teachers (**E code on school systems**).

Students can continue to receive support for as long as it is needed. As they develop confidence and skills, we will encourage them to become increasingly independent and take an active role in understanding and managing their own needs. At DHFS, we are committed to preparing young people for adulthood. We aim to equip students with the skills, strategies and confidence they need to be successful in further education, employment and everyday life.

For students who are looked after by the Local Authority and have an Education, Health and Care Plan (EHCP), our Designated Teacher for Looked After Children maintains oversight of their support. This helps to ensure that the provision in place reflects the student's wider needs and supports their educational progress, wellbeing and personal development.

How do we support students with SEND at key transition points?

We recognise that periods of transition can be both exciting and challenging for students and their families. Where possible, the SENCO/Assistant SENCO attend Year 5 and Year 6 Annual Reviews for students with Education, Health and Care Plans (EHCPs). This helps us to understand students' strengths, needs and successful support strategies. Our Transition Coordinator works closely with feeder primary schools and other previous settings to gather information about students with SEND and the support they need.
Students with EHCPs follow an enhanced transition programme and will be offered additional visits to DHFS. Some other students with SEND may also be invited to additional transition activities, these students are nominated by their primary school.

As students move through DHFS, information is shared with relevant staff to ensure continuity of support. Particular consideration is given at key transition points, such as the move from Key Stage 3 to Key Stage 4. We work with students and families to ensure that GCSE option choices are appropriate to the student's strengths, interests and future aspirations.

All students have access to careers education, information, advice and guidance throughout their time at DHFS. Students in Key Stages 4 and 5 receive information about the range of education, training and employment opportunities available to them after Year 11 and Year 13.

Students with SEND may receive additional support to help them prepare for their next steps. Our Careers Adviser has specialist knowledge of supporting students with SEND and can provide advice tailored to individual needs. We also work closely with colleges, sixth forms, training providers and other services to support a smooth transition and ensure that relevant information is shared, with the student's and family's involvement.

For students with EHCPs, preparation for adulthood is an important part of the annual review process from Year 9 onwards, helping to ensure that students are well prepared for further education, employment, independent living and participation in their community.

How does the school support students with SEND in formal examinations?

Some students may be entitled to exam access arrangements, which are adjustments that help them demonstrate their knowledge and skills in examinations. These arrangements are designed to remove barriers caused by a learning difficulty, disability or other identified need, while ensuring that the assessment remains fair for all students.
Examples of access arrangements may include:

- Extra time
- Rest breaks
- A reader (reading pen/computer reader)
- Use of a word processor
- A smaller exam room

Access arrangements are awarded in line with guidance set by the **Joint Council for Qualifications (JCQ)**. Having SEND does not automatically mean that a student will qualify for exam access arrangements. Schools must follow national regulations and provide evidence that a particular arrangement reflects the student's normal way of working and is necessary to meet their needs.

At DHFS, teachers monitor students throughout their time in school and identify those who may benefit from further assessment. Where appropriate, students may complete screening assessments and trial arrangements during lessons and internal examinations. Formal assessments and applications are usually completed during Key Stage 4.

Parents/carers will be informed of any approved access arrangements, and students will have opportunities to use them during mock examinations and public exams. Some students may have received support in primary school but may not meet the criteria for the same arrangements in GCSE or A Level examinations, as the eligibility requirements are set nationally and can differ from those used at Key Stage 2.

Mr Owczarek (Assistant SENCO) arranges access arrangements in school.

What role does DHFS have in the diagnostic process?

The school cannot diagnose medical or developmental conditions. Diagnoses can only be made by appropriately qualified healthcare professionals.

At DHFS, support is based on a student's individual needs and the barriers they experience in school, rather than on whether they have a formal diagnosis. This means that students can receive appropriate support and reasonable adjustments while assessments are being considered or are underway.

If parents/carers have concerns about their child's development or would like to discuss a possible diagnosis, they are encouraged to contact the SEND Team. We can discuss the concerns raised, offer advice where appropriate and signpost families to support and services that may be available.

Where a diagnostic assessment is being undertaken and information is requested by a healthcare professional, the school will provide information about how the student presents and functions within the school environment. We aim to return requests for information within 20 working days. Requests received during the final weeks of the summer term, or over the summer holiday, may take longer to complete. In some cases, staff may need additional time at the start of the new academic year to observe and work with a student before providing accurate and up-to-date information.

Where updated information is requested and a similar report has been completed within the previous twelve months, the school may use existing information if there has been no change to the student's presentation and needs at school.

If a family chooses to pursue a private assessment, the school will provide information where appropriate. We ask that professionals requesting information hold the relevant qualifications and registrations required for their profession.

What additional support and interventions are available for students with SEND?

At DHFS, we believe that high quality adaptive teaching is the most important factor in helping students with SEND to succeed. All teachers are responsible for meeting the needs of students with SEND and making appropriate adjustments within the classroom. Some students may also receive support from Teaching Assistants within or outside of lessons. This support is designed to help students develop the skills, confidence and strategies they need to access learning independently. We aim to avoid creating over-reliance on adult support and encourage students to become increasingly confident and independent learners.

Where a student requires additional support, the SEND Team will work with students, families and staff to identify appropriate interventions and support. These are tailored to individual needs and are regularly reviewed to ensure they remain effective. Some support may be delivered through small group work or targeted interventions. Where this requires students to be withdrawn from part of the mainstream curriculum, interventions are typically time-limited, usually lasting between 6 and 12 weeks, with progress reviewed throughout to ensure that support remains appropriate and effective.

Examples of support available at DHFS include:

- Student Wellbeing Advocate support
- Emotional Literacy Support Assistant (ELSA) intervention
- Lego Therapy
- Academic Mentoring
- Peer Mentoring
- Buddy Reading
- Small group or one-to-one support for social, emotional and mental health needs
- Support to develop executive functioning skills, such as organisation, planning and independent study skills
- Reading interventions
- Small group maths lessons
- Typing and computer skills support

In some circumstances, students may also receive support from external professionals or specialist services.

How are DHFS staff trained to support students with SEND?

At DHFS, all staff take part in regular professional learning throughout the academic year. SEND is embedded within our wider teaching and learning programme, so that all staff understand their responsibility for supporting students with additional needs and removing barriers to learning.
SEND Support Plans are shared with relevant staff and reviewed to ensure that teachers and support staff have access to information about a student's needs and the strategies that best support their learning and wellbeing.

As a Derbyshire school, we are supported by the Inclusion Support Advisory Service (ISAS), which works with our school to promote effective SEND practice and whole-school development. The service sometimes also provides advice in relation to individual students where appropriate.
Staff are encouraged to continually develop their knowledge and understanding of SEND. Relevant staff access additional specialist training where needed, and the school works closely with a range of external professionals who can provide advice, guidance and training. These may include:

- Inclusion Support Advisory Service (ISAS)
- Speech and Language Therapy (SALT)
- Educational Psychology Service
- School Nurse
- Child and Adolescent Mental Health Service link
- Hearing Impairment Service
- Visual Impairment Service
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Health and medical professionals

This ongoing professional learning helps to ensure that staff have the knowledge and skills needed to support the varied needs of students at DHFS and promote positive outcomes for all learners.

How do we enable students with SEND to access the curriculum and wider school life?

Our aim is for all students to follow a broad and balanced curriculum. Where a student has SEND or a disability, we will consider and implement reasonable adjustments to support their access to learning and wider school activities. These adjustments are planned in partnership with students, parents/carers and relevant staff.

Reasonable adjustments may include:

- Additional planning and preparation for educational visits and residential trips
- Liaison with external venues regarding accessibility
- Modified or alternative activities on curriculum trips where appropriate
- Additional adult support where this is necessary
- Specialist equipment or resources
- Adjustments to the school environment

We also aim to ensure that students with SEND can access the wide range of extracurricular activities and clubs available at DHFS. The school works closely with students and families to identify and remove barriers to participation wherever possible, promoting independence and a sense of belonging within the wider school community.

How do we support the social, emotional and mental health of students with SEND?

At DHFS, we recognise that a student's social, emotional and mental wellbeing plays an important role in their ability to learn, achieve and feel part of the school community. All students have daily access to support through their mentor(s) and their House Team.

Some students with SEND may need additional support to develop their confidence, emotional wellbeing, friendships and independence. Support is tailored to individual needs and may include:

- Access to the Student Wellbeing Advocate
- Specialist counselling
- Emotional literacy groups
- Peer mentoring
- Regular check-ins with a named member of staff
- Access to a meet and greet space for Key Stage 3 students
- Signposting or referrals to specialist services where appropriate

We work closely with students and families to identify the most appropriate support and review its impact over time. Where additional specialist support is needed, the school may work with external services and professionals to ensure students receive the help they need.

We are committed to creating a safe and supportive environment where all students feel valued, respected and able to participate fully in school life. Through our Personal Development Programme and PSHE curriculum, students learn about positive relationships, wellbeing, diversity and inclusion.

We recognise that students with SEND can be more vulnerable to bullying and social isolation, and we take concerns seriously. Students are encouraged to report any worries or concerns to a trusted member of staff or through the school's confidential reporting systems. Parents and carers who have concerns about bullying or a student's wellbeing should contact their child's Mentor or House Support Manager in the first instance so that appropriate support can be put in place.

How does the school work with outside agencies?

The school works closely with a range of external professionals and services to support students and their families. Parents/carers are contacted before any work commences. These may include:

- Inclusion Advisory Support Service
- Educational Psychology Service
- Speech and Language Therapy
- Hearing Impairment Service
- Visual Impairment Service
- Physical Impairment Service
- Physiotherapy Service
- Occupational therapy Service
- School Health and Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care Services

Who should parents/carers contact with SEND related concerns?

At DHFS, we value working closely with families. If you would like to discuss any aspect of your child's SEND, wellbeing or educational provision, please contact one of the members of staff below:

Subject specific concerns- first contact would be the subject teacher.

Pastoral and wellbeing concerns- first contact would be the mentor or House Support Manager.

Concerns relating to SEND provision- contact the relevant member of the SEND Team:

Transition, Year 7 and Year 8: Assistant SENCO Miss B. Machin bmachin@dhfs.uk

Year 9, Year 10 and Year 11: Assistant SENCO Mr M. Owczarek mowczarek@dhfs.uk

Sixth Form: SENCO Mrs C. Wood cwood@dhfs.uk

What should I do if I am unhappy with the SEND provision provided?

If parents or carers remain concerned after discussing matters with relevant staff, they should refer to the school's Complaints Policy.

What is the Local Offer and where can I find further information?

The Local Offer

The Derbyshire Local Offer is a website for children and young people with SEND, and their families. It brings together information about the support, services and opportunities available across Derbyshire in one place.

Parents and carers can find information about education, health services, social care, financial support, travel assistance, preparing for adulthood, and how to access additional help if needed.
The Local Offer also includes details of local support groups, activities and services for young people with SEND and their families.
Further information can be found at: www.derbyshiresendlocaloffer.org

Derbyshire Information, Advice and Support Service for SEND (SENDDIAS)

SENDDIAS is a free, confidential and impartial service for children and young people with SEND and their families.
DIASS can help parents and carers understand SEND processes, including SEND Support, Education, Health and Care Plans (EHCPs), assessments, annual reviews and school meetings. They can also provide information about the support available and help families understand their options.
Further information can be found at: https://diass-derbyshire.org.uk/

Other relevant school policies:

Dronfield Henry Fanshawe SEND policy
Dronfield Henry Fanshawe Accessibility Plan