Special Educational Needs (SEN) Information Report

Deyes High School

LYDIATE LEARNING TRUST

ENGAGE, ENABLE, EMPOWER

Approved by:	AGC – School Governors	**Date:**	7th October 2026
Last reviewed on:	November 2026		
Next review due by:	November 2027		

Contents

Contents 3
1. What types of SEN does the school provide for? 4
2. Which staff will support my child, and what training have they had? 4
3. What should I do if I think my child has SEN? 6
4. How will the school know if my child needs SEN support? 6
5. How will the school measure my child's progress? 7
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 8
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 9
10. How will the school resources be secured for my child? 9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10
13. How does the school support pupils with disabilities? 10
14. How will the school support my child's mental health and emotional and social development? 10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEN? 11
17. What should I do if I have a complaint about my child's SEN support? 11
18. What support is available for me and my family? 12
19. Glossary 12

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website Policies – Deyes High School

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?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Special Educational Needs Coordinator	K.Ainsworth
Inclusion Practitioners	J.Foy and V.Edwards
Teaching Assistants	R.Garner, L.Stevenson, K.Hall, L.Woods and M.Vincent
Reading Intervention Lead	B.Lattimer

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms K.Ainsworth.

They have 7 years' experience in this role and have worked as SENDCo across both primary and secondary sector. They achieved the National Award in Special Educational Needs Co-ordinator 2021. They have attended training around Safeguarding and have a post graduate qualification in Attachment & Trauma.

They manage SEN provision with a team around SEND at Deyes High School, while also having a teaching commitment each week.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. As part of Deyes High School Training offer for staff, training occurs throughout the academic year, focusing on areas of need or provision relating to the needs of the school population.

Inclusion Practitioners and Teaching assistants (TAs)

We two Inclusion Practitioners and a team of five teaching assistants, as well as a Reading Intervention Lead. Last academic year our teaching assistants have attended training around Emotion Coaching, Safeguarding, SEMH Needs, Trauma Informed Practice, ASC, ADHD, Dyslexia, Understanding ACEs as well as Access Arrangements.

External agencies and experts

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

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

Deyes Offer

At Deyes, we offer a range of support for pupils with additional needs. Support is personalised to each pupil's strengths and needs and follows our graduated approach to SEN Support (see Section 5). We use the Assess, Plan, Do, Review cycle to ensure adaptations are given a fair opportunity to be successful. At different points in a pupil's school journey, they may require additional support, either for a short period or over a longer term, depending on their identified needs and response to intervention. Decisions about support are made in partnership with pupils and parents/carers and are based on a clear understanding of individual need and desired outcomes.

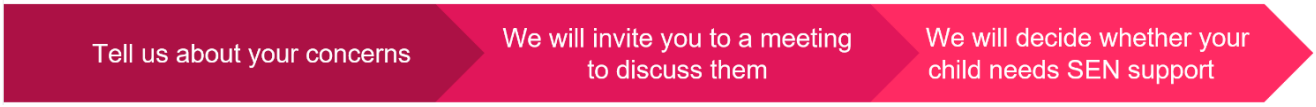
Different types of support available in school include:

- A pupil receiving 'check in' opportunities with a member of the SEND Team or Pastoral team.
- Parents and Carers liaising with a school Inclusion Practitioner or Teaching Assistant through the Key Worker Model.

- Arranging a meeting with either the SENDCo, Form Tutor, Pastoral Team or other relevant staff to review needs and agree appropriate next steps or support.

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

If you think that your child has any specific additional needs and requires support, please feel to access the contact gateway on Synergy and log your concerns. This will be viewed by the SEND Team. If you would like to begin by meeting with a member of the SEND Team, please contact the main office to request contact from the SEND Team.



If you think your child might have SEN, the first person you should tell is your child's form tutor or any teacher linked to your child's education at our school.

Please contact your child's form tutor via Synergy or log it on Gateway on Synergy.

They will pass the message on to our SENCO, K.Ainsworth, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the SEND Team and will contact you to discuss the next steps.

A member of the SEND Team will observe the pupil in different contexts, to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any challenges 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.

As part of the process, you and your child will be invited to share your opinions so we can gather your input. They may also, where appropriate, ask for permission of external experts such as a speech and language therapist.

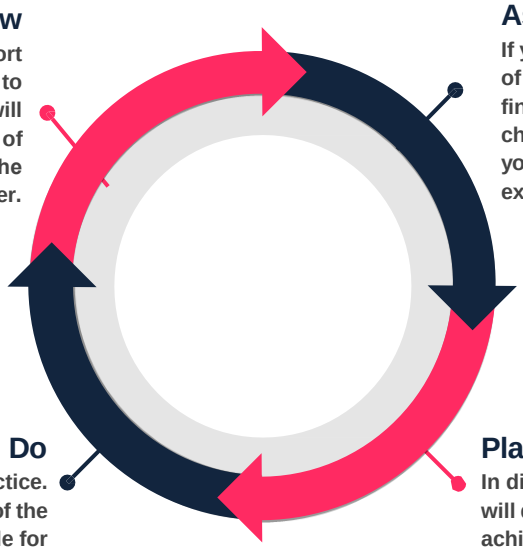
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

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 an Individual SEN support plan for them, as well as a Pupil Passport.

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**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The teachers, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

Through the school year, you will be offered the opportunity to attend parent's evenings and SEND Clinics. This is your opportunity to discuss your child's needs.

These meetings will cover:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's form tutor.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

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

The staff at Deyes High School are responsible and accountable for the progress and development of all the pupils in their class.

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.

Following first high-quality teaching, we will then look at how we adapt our teaching to suit the way the pupil works 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 to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	EXAMPLE OF NEED	EXAMPLES OF HOW WE SUPPORT
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Buff paper
	Moderate learning difficulties	
	Severe learning difficulties	
	Reading Needs	Lexonik intervention
Social, emotional and mental health	ADHD, ADD	
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Teachers of the Deaf (Sefton Team) Adapted School Deaf
	Visual impairment	Limited displays within classrooms
	Multi-sensory impairment	
	Physical impairment	Adapted school building

These interventions are part of our contribution to Sefton local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress in line with their assessment data.
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice
- Monitoring by the SEND Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover any necessary costs that are included within the notional budget bracket. If funding is needed beyond this, we will seek it from our local authority.

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

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

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in day-to-day life activities at Deyes High School, such sports day and wider enrichment activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments if required.

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

You will find further information on Sefton Council's school admission page School Admissions

13. How does the school support pupils with disabilities?

- the school promotes an inclusive culture
- Accessibility Plan can be found here Microsoft Word - DHS Accessibility Policy Oct 2022
- Adapted Building, such as wheelchair accessible – ramps and lifts throughout the school.
- Evacuation chairs
- Medical room
- Disabled toilets
- Leave lesson early and early lunch passes for students with specific needs
- Defibrillators on site
- Risk assessments
- Use of a quiet area for students with sensory issues

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

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

- We provide extra pastoral support, when pupils need to talk to someone in school about their concerns or how they are feeling.
- We have a 'zero tolerance' approach to bullying. Please see the policy here Microsoft Word - DHS LAC Policy Sept 2022

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

Between schools

We offer enhanced transition for pupils joining Deyes High from KS2 to KS3. The SENCO of the primary school meets with our SEND Team to discuss the needs of the incoming pupils near the end of the summer term. Preparation then begins to ensure the pupil has the best support in place for starting at a new school.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting with relation to their additional needs.

Between phases

Students within our KS4 receive additional support such as careers workshops and advice around their next steps.

Moving to adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Mrs A.Norton will work with Ms K.Ainsworth, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the Ms K.Ainsworth in the first instance. They will then be referred to the school's complaints policy, where there are appropriate stages to support addressing the challenges as well as working through them together.

If you are not satisfied with the school's response, you can escalate the complaint (see our complaints policy LLT-Complaints-Policy-October-2025-DHS.pdf). In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Sefton: Arranging Mediation | The Sefton Directory

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 your local offer publishes information about the local offer on their website:

Sefton Local Offer - For Parents/Carers | The Sefton Directory

Knowsley SEND Local offer

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

National charities that offer information and 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 pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil 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** – When teachers adapt how they teach in response to a pupil's needs
- **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 pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils 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 pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages