



Special Educational Need and Disability (SEND)

INFORMATION REPORT

Date: February 2026

This document provides important information on how
Danebury school supports students with SEND.

Next review date: Jan 2027

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This document has been produced under the requirement of the SEN information regulations, under section 69 (3) (a) of The Children and Families Act 2014, and the development of the Hampshire County Council Local Offer.

1. What kind of special educational needs provision is provided at Danebury school?	Danebury school is a mainstream school set on the outskirts of Stockbridge, Hampshire, serving a wide local community. Danebury school strives to provide the best learning opportunities for all students. The school, including the governing body, recognise that all students are individuals who each have different learning needs. Our focus is always on the best possible outcomes and high aspirations of all students from whatever starting point at which the student joins us; we aim to achieve excellence together. The school works to ensure that all students move forward with a person-centred approach, creating a blend of the right support and an appropriate level of challenge. We currently have students with the following needs on our register: Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and / or Physical needs and Disability.
2. How does the school know if students need extra help and what	<ul style="list-style-type: none">• The majority of students' needs are met in the classroom with adaptive teaching strategies. The 'Danebury way' is delivered within lessons to ensure the universal provisions for all students (including those with SEND needs) is in place.

do I do if I think my child has special educational needs?

- We consider a wide variety of factors before putting any student on the SEND register.
- If required, an Inclusion passport is created. This allows all staff to access a student's Inclusion passport.
- Subject teachers continually monitor and assess all students, including their welfare, and will raise concerns about progress or learning with parents / carers with pastoral and / or curriculum leaders, who will liaise with the SENDCo if required.
- The Head of Year, student's form tutor and teachers are well placed to identify and respond to emerging special needs.
- Parents / Carers are consulted and informed in writing, within a meeting or by phone if their child has been placed on the SEND register.
- Parents / Carers are informed in writing or by phone if their child is to be placed on one of our school interventions.
- If you have any worries or concerns about your child regarding SEND needs, please contact the interim SENDCO, Ms Sheedy. We want to work as a team with parents / carers to support all students.
- Parents / carers can also contact the Learning Support Administrator, Mrs Hardy with information about their child, which will be passed on to the SENDCo.
- If you are worried about individual subject areas, please contact the subject teacher.
- The school has a SEND policy for the provision for children with SEND which is available from the school website.
- We liaise with our linked schools during times of transition.
- We liaise with other schools, where students are transitioning to Danebury school as appropriate.
- We follow the new SEND Code of Practice 2014 (updated 2020) in how we assess and provide for children with SEND.
- We liaise with colleges to support transition from Year 11 to 12 (for example, passing on Access Arrangement provision)
- Teachers read about students' needs through Inclusion Passports or The SEN Details register for students with SEND in their classes.
- Liaison with external agencies and health professionals is sought if appropriate.
- Danebury school has three separate support areas within the school:

	<ul style="list-style-type: none"> ○ Learning Zone a room that students can access via on-call service, allowing access for short periods of time (for example to regulate with support) before returning to class. This room is also used for scheduled curriculum adaptations or independent study. ○ Learning Support room (OASIS) – Within this room scheduled academic and emotional intervention, 1:1 and small group interventions occur (usually 6–8-week programmes) ○ Pastoral Hub – the pastoral hub is a place all students can access before school and at break times for additional wellbeing support from the pastoral support workers. <ul style="list-style-type: none"> ● Danebury school does access alternative provisions on a short-term basis (usually 6-8 weeks) to support individual students. This includes: Sparsholt college courses, Fit4Life (boxing), Forest schools.
<p>3. How will I know how my child is doing and how will you assist me to support my child’s learning?</p>	<ul style="list-style-type: none"> ● The progress of all students, in all subjects, is reported to parents /carers in line with the school policies. ● Through monitoring, observing and assessing a student’s needs, staff work with the SENDCo to put in place appropriate support and provision. ● Assessments (including Cognitive Ability Tests, GL assessments, reading tests) ● Students with Education, Health and Care Plans will have annual review meetings. ● Parents / carers contributions are actively sought (through Inclusion passport consultation) ● Inclusion passports will be shared with parents / carers. ● Learning support staff and the SENDCo are always happy to meet with parents. Appointments can be made through the SEND administrator, Mrs Hardy ● The deputy headteacher has overall responsibility for tracking whole-school data and tracks the school’s progress against national standards. ● Parents /carers are encouraged to discuss any concerns regarding their child’s progress or wellbeing with their child’s tutor in the first instance. For further support or information, the relevant Head of Year can be consulted.
<p>4. How will Danebury school staff support my child?</p>	<ul style="list-style-type: none"> ● The governors agree priorities for spending the SEND budget with the overall aim that all students receive the appropriate support they need to make progress. ● Subject teachers are required to provide teaching and learning opportunities, with adapted approaches for individual students (as advised by a student’s Inclusion passport).

	<ul style="list-style-type: none"> • Every teacher takes responsibility for the progress and development of all students in their classes, including those with SEND needs, with the support from an LSA where appropriate. The approach to clustered, adult support is via check-ins within the lesson (elastic band approach rather than Velcro). Staff are actively encouraged not to sit for long periods of time next to a student in order to better support / promote independence. • Subject teachers complete assessments and track the progress of all students within their classes. • The classroom teacher will share learning aims with any LSA assisting in their lessons and direct them to work in a way that ensures all students become independent learners. • Students on the SEND register will have an Inclusion passport; parents /carers may be asked to contribute. The Inclusion passport sets out recommended strategies to support your child's progress and independence in mainstream classes and is shared with staff working with your child. Staff use recommended strategies in Inclusion passports and adapt teaching to ensure inclusivity in every lesson
<p>5. How will the curriculum at the school be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Danebury school strives to be an inclusive school. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning. • Adaptive teaching within mainstream lessons is the most important factor in helping students with SEND make good progress. • Targeted (check-in style) additional adult support is available in some lessons to support students with a high level of need (e.g., those with an EHCP) to become independent learners. Students on the SEND register will always remain the responsibility of the classroom teacher, regardless of need. • Students are regularly assessed to ensure that interventions meet the individual needs of the student. • Students with a physical disability are supported in their access to the curriculum through possible adaptations within the school perimeters (please note, not all areas of school are fully accessible for wheelchair users). • The curriculum promotes representation and inclusivity, in line with national expectations of inclusive practice. • The Relationship and Sex Education (as part of the RSE curriculum) curriculum at Danebury school ensures that resources in lessons show diversity in terms of race, sexuality, weight, gender and disability and aims to ensure that all students feel represented by the content.

<p>6. How is the decision made about what type of, and how much support my child will receive?</p>	<ul style="list-style-type: none"> ● Teachers are at the forefront of identifying needs and next steps for students. Where a student is identified as having SEND, teachers will take action to support them efficiently by removing barriers to learning and incorporating an adaptive teaching approach. ● The SEND support will take the form of a four-part cycle ('graduated approach'): Assess, Plan, Do, Review, with the teacher working alongside the SENDCo, parents and student. ● In addition to the main curriculum, intervention programmes will be implemented as appropriate. All interventions are structured to demonstrate progression and are time limited. These include touch-typing, reading, numeracy, Emotional literacy support, Therapeutic Active Listening, Art therapeutic sessions. ● Additional adult support (e.g., LSAs) are deployed as appropriate (and within the staffing capacity) to meet students with high level SEND needs (those with EHCPs). Danebury school has the equivalent of 4 full time LSAs who assist in the provision for students with SEND. Due to the school cohort size and subsequent school funding, LSA staffing may be smaller than other schools. LSA support in lessons is clustered and is focused mainly in core lessons (English, Maths, Science). ● Advice from external agencies will be utilised in planning support and identifying outcomes. ● Where students are identified by staff, they will be tested to see whether they are entitled to help with their exams, called Access Arrangements. For example, they may qualify for a reader, scribe or extra time. This follows the most up to date JCQ advice and guidelines.
<p>7. What activities are available for children with SEND in addition to those available as part of the school's curriculum?</p>	<ul style="list-style-type: none"> ● Opportunities for learning outside of the classroom /school (such as school trips) are highly valued. Danebury believes all students should be able to participate in these experiences wherever possible. ● Prior to trips, the organising staff ensure that locations, venues and transport are equitable for all students and complete risk assessments which consider the needs of the students with SEND. Changes and modifications are made where necessary so that trips are accessible for all students (as much as possible). If additional support or arrangements are required, we will meet with parents to discuss further. All trips undergo risk assessment, and adjustments ensure accessibility wherever possible. Staff may meet with parents/carers to plan additional support. ● We aim to ensure that students, including those with SEND have the chance to participate in extra-curricular clubs at the school. Extra-curricular clubs aim to be inclusive. ● Students with SEND, can be offered priority appointments with the school's careers advisor

<p>8. What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> ● RSE lessons and tutor time provide the opportunity for students to discuss issues such as self-esteem, friendships, teamwork, religion, health and negative experiences such as bullying. ● Danebury school has a caring pastoral system. Your child's welfare is supported by their tutor and Head of Year. ● Specialist support includes: Emotional Literacy Support Assistants (ELSA), Fit4Life, Drawing & talking therapy, Therapeutic Active Listening Assistant (TALA) and School Counsellor. These interventions are limited so run on an internal waiting list system. ● Liaison with outside agencies, health and social care professionals can be sought where appropriate.
<p>9. What training is provided for staff supporting students with SEND?</p>	<ul style="list-style-type: none"> ● We have links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services where students meet the criteria. Agencies include: Educational psychology service, therapists for communication and interaction, Specialist advisors for hearing impairment, Health services including MHST and CAMHs, Medical advice such as paediatricians or clinical psychologist, Social care, Outreach services ● The Teaching and Learning team provide at least half termly training to teaching staff. This is focused on areas of development for the school ● Our school SENDCo is fully qualified.
<p>10. How accessible is the school?</p>	<p>Danebury school has a widespread campus with buildings of differing ages and varying levels of accessibility. The school is positioned on a slope which means there are steps.</p> <ul style="list-style-type: none"> ● The school has accessible toilets. ● Most stairways have handrails and step edges are well defined. ● Ramps allow all areas of the school to be accessible. ● The school has dedicated disabled parking. ● There are no lifts within the school. ● Although adjustments can be made to some degree with access to subjects which may be taught in a first-floor classroom, subjects such as Science are unable to be re-roomed to a ground floor classroom. ● We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is requisitioned with the support of the local authority.

11. How will the school prepare and support your child when joining / leaving the school?

Danebury school seeks to make transition to and from the school a positive experience.

Year 6-7:

- All students in year 6 are invited to an open evening and have a taster day in the summer term.
- There is an additional transition visit offered to all students coming from smaller schools (where there may be only 1 student coming) and students who have an EHCP
- SEND students can also have extra transition visits on request.
- The 'transition team' (including: SENDCo, Mrs Andrews, Head of Key Stage 3 Mrs Cleaver-Bailey and Head of Year 7, Mr Thomas) will visit your child's primary school to liaise with staff and gather information.
- If your child has an Education Health Care Plan and you are interested in your child coming to Danebury school, we welcome parents / carers to contact us to arrange a phone-call (or meeting) so that we can answer any questions you may have. After the meeting, if you would like your child to attend Danebury school, then please invite the transition team to your child's Year 6 annual review. Knowing in advance about your child's SEND means appropriate provision can be put in place for your child in advance.
- If your child has a physical disability and you are interested in your child coming to Danebury school, please contact the transition team to arrange a meeting so that we can answer any additional questions you may have and so we can look to put in place and plan any additional arrangements or provisions needed to meet your child's needs.

Year 11-12:

- Danebury school's careers advisor will aim to meet with every GCSE student including those with SEND and can advise on appropriate qualifications, courses, and colleges.
- In key stage 4, there is a programme of assemblies to support transition, such as presentations from local colleges and industry.
- In key stage 4, students will have the opportunity to visit at least 1 local college.
- The SENDCo, Learning Support Administrator and pastoral staff at The Danebury school will liaise with the relevant staff at the new provision to ensure your child has a smooth transition by passing over any key information (including 'Form 8's exam concession evidence where appropriate)

Moving school?

- We will make sure that all records about your child are passed on as soon as possible.

