



Driffield School & Sixth Form

Special Educational Needs and Disability Provision

School Information Report

Special Educational Needs and Disability Provision at Driffield School & Sixth Form

**BE HERE
BE YOURSELF
BE YOUR BEST
BELIEVE - ACHIEVE
ONE DRIFFIELD**

Driffield School and Sixth Form is part of
The Education Alliance (TEAL).

A proud and confident community:

Achieving success through trust and respectful relationships.

How we support students with special educational needs or disabilities:

We strive to work in partnership through innovation, creativity and challenge to endeavour that students at Driffield School and Sixth Form will become successful, motivated citizens who are equipped to face the challenges of the future.

Driffield School and Sixth Form is an inclusive secondary school which provides for pupils aged 11 to 19.

The SEND department - “The Link” - is located in the heart of the school. Pupils with special educational needs and disabilities access The Link for intervention and support from the SEND team.

During recreational times, SEND pupils are able to access The Link as a quiet space in which to socialise and complete home learning with support and guidance from the SEND team.



Which Special Educational Needs and Disabilities (SEND) does Driffield cater for?

The SEN Code of Practice 2014 outlines four areas of special educational needs and disabilities. The four broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. This means that whatever needs a pupil has, the characteristic of their needs can be placed into one or more of the aforementioned areas.

At Driffield we provide support for pupils with a range of needs, including the following:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SPLD)
- Social Emotional and Mental Health (SEMH)
- Attention Deficit Hyperactivity Difficulties (ADHD)
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)
- Foetal Alcohol Spectrum Condition (FASC)
- Multi-Sensory Impairment (MSI)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disabilities (PD)

How does Driffield ensure that pupils who need extra help are identified early?

- Pupils are identified as having special educational needs through a variety of methods:-
- Pupil performing below age expected levels
- Upon entry to Year 7, pupils complete CATS (cognitive ability tests), reading and spelling assessments
- Concerns raised by parent/carer
- Concerns raised by teacher, form tutor, Head of Year, Head of House - for example, behaviour or self-esteem is affecting performance
- Consultations between subject teachers, the SENDCo and members of the leadership team where progress data is discussed
- Analysis of data collected at the end of the autumn and summer terms
- Year 6 transition programme and links with Primary SENDCos
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, where applicable



If you think that your child may have special educational needs or a disability – talk to us.

We pride ourselves on building positive relationships with parents and carers.

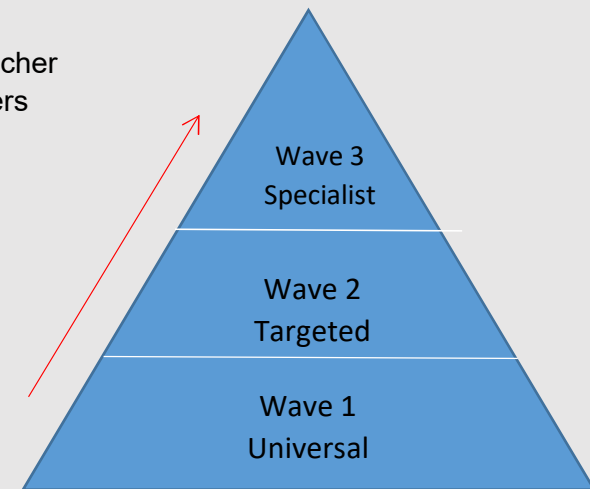
We are open and honest with parents and hope that they are able to be the same with us.

How will Driffield School & Sixth Form support my child?

All pupils are supported through the universal offer and quality first teaching. Teachers deliver lessons with scaffolding and differentiation as necessary. The teacher has the highest possible expectations for the pupil. Teaching and learning is supported by a programme of continuous professional development and classroom drop-ins.

Pupils who require additional to and different from the ordinarily available inclusive provision, will be supported through a range of targeted interventions. This support may involve:

- Teaching Assistant and key worker support
- Intervention or reset time in “The Link”
- Small group literacy intervention delivered by a Key Stage 2 specialist literacy teacher
- Small group English and maths intervention delivered by subject specialist teachers
- Guided and paired reading programmes
- Foundation Learning Support in Key Stage 4
- On-line dyslexia and numeracy intervention
- Exam access arrangements
- Reasonable adjustments to the Behaviour for Learning Policy
- Physiotherapy programmes
- PEEP (personal emergency & evacuation plan)
- Health care plan
- Support from external agencies



In addition, a range of social and emotional interventions are available, which include programmes delivered by MIND, ELSA (Emotional Literacy Support Assistant) and emotional and behavioural support from the school's pastoral team. Driffield School also accesses support from the Tigers Trust which inspires project work with pupils who face barriers such as low self-confidence, low self-esteem, social skills difficulties attendance concerns.

All pupils on the SEND register have a One Page Profile which is distributed to teachers, teaching assistants and pastoral staff. The One Page Profile documents the needs of the pupil and details supportive strategies.

How will Driffield School & Sixth Form support my child?

As part of The Education Alliance (TEAL), we are extremely fortunate to benefit from the TEAL Be Well programme. The TEAL Be Well Programme is a unique resource commissioned by The Education Alliance to increase mental health provision for children, parents/carers and staff.

At Driffield School and Sixth Form, the Be Well Programme consists of two elements:

- **Hull and East Yorkshire (HEY) Mind** – The Whole School Approach for all children, parents/carers and staff. Sally Mulligan, from HEY Mind, is based in Driffield School & Sixth Form two days per week and offers a range of and activities to promote and support positive mental health.
- **Listen Loud (The HUB Outreach)** - The Outreach offer of support is underpinned by the Social and Emotional Learning Model. This approach targets 5 main areas of support:

Social Awareness – Showing empathy and understanding for others.

Self Awareness - Recognising emotions, values, strengths and challenges.

Self Management – Managing emotions and behaviours to achieve.

Relationship Skills - Forming positive relationships to deal effectively with conflict and become a part of a team.

Decision Making - Make positive choices about personal and social behaviour.

- Driffield School & Sixth Form is supported by an outreach practitioner from The Hub school for 2 full days of the week throughout the school year.

How will Driffield School & Sixth Form support my child?

- The introduction of a purpose-designed sensory space in the Link, provides a multi-sensory room, which is the perfect place for pupils to stimulate their senses, relax and find comfort in a soft, safe space.
- The room is a safe padded space to facilitate reset time for pupils in charged moments of stress and anxiety.
- The room allows pupils to safely release energy and find calm with interactive gadgets.
- The room offers quiet time to pupils and the colourful/calming lights and mesmerising visual effects are designed to distract the mind.
- The room is also filled with calming sound effects to support de-escalation and relaxation.
- The room is supervised by the SEND team and access to this provision is closely monitored.



How does Driffield School judge if the intervention has had an impact?

All pupils on the SEND register have either a one page profile, a SEND support plan or an Educational Health and Care Plan (EHCP).

Where a pupil has a SEND support plan or EHCP, the pupil and the parents/carers are involved in the assess, plan, do, review cycle, in which a pupil-centred plan is developed and subsequently reviewed. The plan supports the pupil in achieving their aspirations. A copy of the plan is issued to parents/carers and the plan is shared with teachers linked to the child.

Progress in interventions is monitored by the SEND team. The SEND team monitor and review progress via a programme of baseline assessments upon entry to an intervention programme and follow-up assessments throughout the intervention.

Subject teachers are requested to provide the SEND team and parents/carers with up to date information regarding progress and attitude in all subject areas. These feed into the SEND support plan and annual reviews of the EHCP.

Pupils may be taken off the SEND register where they make sufficient progress and transferred to the identified need register, where progress will continue to be monitored.

The SEND team liaises with the pastoral team, the lead for attendance and the lead for behaviour to track additional information, for example, attendance, praise and reward, behaviour and suspensions.

How will Driffield School help me to support my child's learning?

- Each pupil is provided with a school planner. Information between home and school can be communicated via the planner.
- The SEND and pastoral teams can offer advice and practical ways you can support your child at home.
- If your child is on the SEND register, they will have a one page profile or a SEND Support Plan. The SEND Support plan has individual outcomes. You will be issued with a copy of this plan. The outcomes are SMART (specific, measureable, achievable, realistic, time scaled) and pupil-centred, with the expectation that the pupil will achieve the target by the time it is reviewed. Resources will be allocated according to need.
- If your child has complex special educational needs or a disability, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review the pupil's progress.
- Where necessary, external agencies will be involved in the assess, plan, do, review process. Recommendations from these agencies will be shared with you so that strategies can be implemented at school and at home.

What specialist services and expertise are available at or accessed by the school?

- The SENDCo has completed the National Award for SEN Coordination.
- The SENDCo is a member of the Senior Leadership Team and works in collaboration with SEND colleagues within The Education Alliance.
- The school has two Deputy SENDCos who work closely with the SENDCo.
- The school has a Key Stage 2 trained specialist literacy teacher who leads and delivers a literacy programme for identified pupils in Year 7 and Year 8.
- The school has three specialist ELSA workers who support and deliver interventions for pupils with social, emotional and mental health difficulties.
- The school has two Link Coordinators who offer reset and recovery support to pupils and outreach support in lessons.
- The school has a number of Level 2 Teaching Assistants who support SEND pupils in lessons and deliver interventions within subjects or literacy under the guidance of the teacher. Level 2 Teaching Assistants also provide key worker support.
- The school has Level 1 Teaching Assistants who support SEND pupils in lessons.
- The SEND team has a range of SEND-based qualifications and accesses regular training.
- The SEND team has regular safeguarding training.
- The school offers careers advice to pupils and where appropriate the school liaises with the specialist SEND careers education and information, advice and guidance officer within the Local Authority.
- The school works closely with a range of external agencies. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Autism Specialists, Hearing Impairment Specialist Teacher, Visual Impairment Specialist Teacher, Sensory & Physical Teaching Service (SAPTS), the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS), MIND (mental health support), Early Help, Youth, Family and Support Services (YFSS) Social Services and Education Welfare Officer (EWO), Brain Injury Service.

Special Facilities – How accessible is the school?

- The fabric of the school has been modified to allow access to most ground floor areas to those with a physical disability, particularly pupils with a wheel-chair. This includes ramps, hand rails, automatic doors, disabled toilets and electric hoists. Following continued consultation with pupils who use a wheel-chair in school, further modifications are planned.
- All new construction accommodates disabled access to other floors via a passenger lift and similar adaptations are being made gradually to the older buildings.
- All new buildings (Performing Arts and ACE Centre) fully comply with current building regulations to meet the needs of disabled users.
- Kerbs, posts and any other trip hazards have been brightly painted to aid access to the school site for visually impaired pupils.
- The school has a purpose built physical management room.
- Curriculum areas have access to specialist equipment, such as adjustable height tables, perching stools and writing slopes.
- The school is continually working with the Local Authority to improve facilities and accessibility.
- The SEND team has ICT equipment available for use by individual pupils in support of their special need.
- The school has an Accessibility Plan:
[School Policies](#)

How does Driffield School ensure that all the staff are trained and supported to meet a wide range of children's needs?

- Whole school training for staff delivered by specialist teachers.
- Specialists provide bespoke training for SEND staff eg. Inclusion Practitioner, Sensory & Physical Team, Educational Psychologist.
- The SENDCo has completed the Post Graduate SEND Diploma.
- The SENDCo and Deputy SENDCos attend Local Authority and Educational Alliance SEND network meetings.
- Whole school CPD regarding quality first teaching.
- All staff are required to complete safeguarding training.
- Whole school Mind approach and extensive mental health training.
- Trauma and Attachment Difficulties training.
- Lesson drop-ins with SEND focus.
- A commitment and training to adopt a relational practice approach throughout the school.

What support is there for behaviour, avoiding suspension and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour for Learning Policy.
- The aims of the policy are:
 - to promote high levels of pupil engagement with all aspects of their learning and to minimise incidents of low-level disruption
 - to embed clear routines with high expectations for all (explicitly teach learning behaviours)
 - to ensure that the efforts of all our pupils are regularly and consistently recognised through praise and rewards
 - to allow pupils to take responsibility for their behaviour, both in lessons and around the school site, so that the pupils, staff and visitors enjoy a purposeful, calm and welcoming environment
- Driffield School's expectations are built upon our four 'Cornerstones' and these are the foundations for our community:
 1. Care
 2. Respect
 3. Perseverance
 4. Responsibility

The Behaviour for Learning Policy can be found on the school website:

[Behaviour for learning policy](#)

How will my child be able to contribute their views?

We value and celebrate each pupil's views on all aspects of school life.

Our pupil council is made up of volunteers who are passionate about different aspects of school life. This includes equality, environment, charity, sport, and much more. Pupil council representatives meet with senior leaders to talk through ideas and regular feedback is provided through form time and assemblies.

In addition, school prefects are enlisted to guide and support younger pupils, support extra-curricular activities and be a visible presence in whole school events.

A panel of pupils is involved in the interview process for the recruitment of new teaching staff in school. This panel has the opportunity to question candidates and feedback to the interview team.

The views of pupils with a support plan or an education, health and care plan are sought throughout the assess, plan, do, review cycle. Views may also be expressed in the form of a one page profile.

SEND pupils have the opportunity to meet with SEND team and express their views.

How are the governors involved and what are their responsibilities?

- There is a SEND Governor and the SENDCo reports to the governor regarding the progress of pupils with special educational needs or disabilities; this report does not refer to individual pupils and confidentiality is maintained at all times.
- The Local Governing Board (LGB) also receives termly reports that include key data on the progress, attainment, attendance and behaviour of the cohort.
- There is a good balance between challenge and support from the Governors.
- SEND Governor responsibilities include keeping the LGB up to date on all issues relating to SEND.

How will my child be included in activities outside the classroom including day and residential trips?

- Throughout the academic year a series of educational trips and visits are timetabled. This information is published on the school calendar.
- The school aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The school's Headteacher and Governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils.
- Every effort is made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion.
- The school offers a wide range of educational visits, such as:
theatre and museum visits, geography, history and science field trips, residential stays at Spiers Bank House, Alpine ski trips, world challenge expeditions to various locations around the world.
- All pupils are encouraged to support charity events. Charity events are organised by pupils.
- Each year, the PE faculty organises a sports day. In addition, there are a number of sports clubs open to all pupils throughout the year – cricket, swimming, football, rugby, hockey, netball.
- The drama department in school presents school productions and spectacles throughout the year. All pupils are encouraged to be involved in these extra-curricular activities.
- Pupils have access to a wide range of lunchtime and after school clubs, which include chess club, art club, computing club, debate club, gardening club, film club, dance club, crocheting club, Lego club and many more! There is a free twilight bus service two evenings per week to facilitate attendance to after school clubs.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new pupils to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave Year 6 and to enrol at secondary school, we arrange a number of Year 6 transition visits for pupils with special educational needs & disabilities. This allows pupils to become familiar with their new setting, to make contact with new pupils, to meet the SEND team and teachers, and to reduce anxieties about transition.
- Parents/carers are invited to meet with the SEND team throughout the Year 6 transition programme.
- For pupils who have an Education, Health and Care Plan, we will endeavour to attend the Year 5 and Year 6 transition review and be involved in the assess, plan, do, review cycle.
- We host an open evening for Year 5 and Year 6 pupils at the start of each academic year.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant information is passed on securely and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan and is changing to a new school we will, where possible, arrange a review meeting with relevant staff from the receiving school.
- We work with the SEND team in colleges across the East Riding to support post-16 transition.

How are parents/carers involved in school life?

- Parents/carers of pupils with special educational needs are invited to attend reviews during the academic year as part of the assess, plan, do, review process.
- Parents/carers are invited to attend parents' evening throughout the academic year. This provides the opportunity to meet with subject teachers and the SEND team.
- Parents/carers are invited to attend an option evening in Year 9 to discuss the options process and pathways with subject teachers. The SEND team, who are available to offer advice and guidance, supports these events.
- Parents/carers can arrange appointments to see the pastoral team or key workers in school.
- Parents/carers of pupils with special educational needs are asked to contribute to the review of relevant policies and plans.
- Parents/carers may also support staff training regarding SEND.
- Parents/carers can track their child's homework tasks via an on-line digital platform.
- Parents/carers are invited to attend literacy workshops to support pupils at home with reading and spelling.
- Parents/carers of pupils with special educational needs are asked to contribute to family views, which is an important aspect of the annual review of an educational, health and care plan. It also is a required element of the SEND support plan.
- The SEND policies at Driffield School relate to and meet the requirements of the new SEND Code of practice effective from 1st September 2014. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

[School Policies](#)

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's Form Tutor to share your concerns.
- You can also communicate with the Head of Year (pastoral concerns) or the Head of House (academic concerns).
- If required, you can arrange to meet with the SENDCo/SEND Manager/Deputy SENDCo.
- Refer to the Local Offer on the East Riding Local authority website:
[East Riding Local Offer](#)
- SENDIASS (Parent Partnership) information can also be found on the East Riding Local authority website. If you feel that you would like support in meetings in school, the Parent Partnership Service will advise you and attend meetings, where necessary.

Who should I contact if I am considering whether my child should join the school?

office@driffieldschool.org.uk

Information in alternative formats

If you have a disability and would like to receive information in an alternative format, please contact Faye Warren (Assistant Head Teacher & SENDCo) – faye.warren@driffieldschool.org.uk

We can supply this report:

- as an electronic document with enlarged type sent by email or supplied on a disc,
- a printed copy on non-white paper,
- a printed copy with enlarged type.

Other formats may be possible. We will do our best to respond.

This report was completed in September 2025 by the Assistant Head Teacher & SENDCo and will be reviewed annually.

Driffield School & Sixth Form

Manorfield Road

Driffield

YO25 5HR

Tel: 01377 253631

email: office@driffieldschool.org.uk

Headteacher – Vicky Loftus

Deputy Headteacher/Inclusion Lead – Deborah Dalton (deborah.dalton@driffieldschool.org.uk)

Assistant Headteacher & SENDCO – Faye Warren (faye.warren@driffieldschool.org.uk)

Deputy SENDCo – Kayleigh Hood (Kayleigh.hood@driffieldschool.org.uk)

Deputy SENDCo – Eleanor Whittle (Eleanor.whittle@driffieldschool.org.uk)