



Dinnington High School

# Segrave

Our Inclusion Resource Base

*Doing things the Dinnington Way with  
kindness, respect and excellence*

Part of

**LEAP**  
Multi Academy Trust

# Our Vision

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Segrave inclusion resource base aims to ensure that the social, emotional, mental health and academic needs of individual students are met. Dinnington High School is committed to providing a nurturing environment for all students with this specialist base for youngsters with the most challenging needs.

Staffed by experienced staff, Segrave inclusion resource base offers a place for students to feel safe and nurtured and continue to access mainstream provision, specialist subject lessons and staff and prevent students from being excluded from school. This ensures that students are in school and develop the life skills required to succeed in a mainstream school and beyond.

The provision is a turnaround provision; always with the aim of ensuring that students reintegrate and remain part of the mainstream school, wearing our school badge with pride.

Segrave inclusion resource base is based on nurture, high expectations and high aspiration. It serves to reintegrate students into mainstream and therefore preventing the use of exclusions, pupil referral units and giving students a broad curriculum.

Our ethos is based upon working with our community, parents and external services to ensure that our students are able to pursue their aspirations with confidence, leading happy and positive lives.

*Doing things the Dinnington Way with kindness, respect and excellence*

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*“Segrave gave us a purposeful and appropriate provision to support the needs of a pupil in Key Stage 4. The provision allowed our pupil to gain access to education suitable for their academic need and to support their emotional and social need. Segrave was the most appropriate provision and was very cost effective. The offer, the team of staff and the actual site were all of a high standard and I would fully recommend the provision to any inclusion lead looking for alternative provision.”*

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**Mark Allen,**  
formerly Trust Senior VP  
Maltby Academy.

# Learning without walls



As part of the Segrave inclusion resource base, the curriculum focuses on academic qualifications in addition to life skills and social skills. Students complete the Prince's Trust award including completing a number of units linked to educational visits beyond the classroom.

Educational visits include fishing trips, college trips, Yorkshire Wildlife Park, Sheffield city centre. Students are provided with opportunities to focus on their own interests and develop new ones.

In addition to core subjects, students will experience a creative curriculum including DJ skills, vocational subjects, construction, sports and leisure, and catering. Students' social skills are developed in a number of ways with a focus on family dining, making their own food at breakfast and lunchtime, learning how to cook healthy meals, and budgeting. Students work together to prepare their own meals and sit at the table together to eat.

Students in the resource base experience routine and clear expectations with a nurturing and individualised approach to learning.



## Curriculum



The curriculum at KS3 is intended to be broad and give students a breadth of experience in a safe and nurturing environment whilst re-engaging the disengaged. Students choose their GCSE options in Year 8 to begin in Year 9 and this is in-line with the mainstream school. The Segrave resource inclusion base remains a base or safe place for students to use whilst accessing mainstream lessons and subjects.

All KS3 students are on a full-time timetable and whilst we do use part-time timetables to reintegrate students refusing school or experiencing anxiety, they are short-term.

At KS4, all students study GCSE maths, English and science in addition to completing entry levels in core subjects. Students also study other relevant subjects based on their options such as

childcare, health and social care and ASDAN units.

The KS4 provision focuses on engagement, reintegration and progression, with visits to colleges and support to apply for courses appropriate to them such as lifeskills, vocational courses and gaining apprenticeships. Students are given the support they need to ensure that they move onto the next career stage, thus preventing NEETs.

Core subjects at both KS3 and KS4 are delivered and taught by specialist subject teachers.

The curriculum is not driven by league tables but by core subjects that all students need and a bespoke timetable that meets students' needs, hopes for the future and keeps them motivated and engaged.



# Social, emotional and mental health interventions and impact

There are a range of specialist staff and provisions in our resource base. Students will be assessed using the Boxall profile, LUCID testing and SEND screening to assess and address any learning and SEMH needs. Student progress is reviewed every half-term with parents during our progress reviews and all students have an SEND plan that is regularly reviewed.

Other interventions include literacy coaching and Emotional literacy and skills support from trained ELSAs, speech and language therapy and assessment, Lego-therapy, nurture sessions one-to-one or in small groups and group Theraplay. The interventions are tailored to the needs of the individual students and we follow the NNSP (National Nurturing Schools Programme), reviewing

progress through the use of SDQs, RCADS and Boxalls. Students who receive a place in the resource base will either have an EHCP or we apply for one upon entry to the resource base as part of our graduated response. Students will also be supported through the Lexonik programme for literacy where appropriate, small intervention groups for numeracy and handwriting based on their needs.



## Developing social skills

Staff in our resource base work with students, families and external agencies to ensure that students develop life skills and social skills such as self-esteem, aspirations, confidence, communication and self-regulation.

Students work together as well as one to one to focus on the development of these skills. Segrave inclusion staff establish excellent relationships with

families, often supporting parents and carers and visiting homes, offering outreach work when it is needed. Parents are very grateful for the support we have offered and we work with them to meet the needs of our students.

Segrave inclusion resource base is closely linked in with our safeguarding team, SEND department and attendance team to ensure that the provision is built on our safeguarding ethos.

# The Team

The head of Segrave inclusion resource base is Julie Kirk who has significant experience of leading a Sheffield PRU and she is supported by another colleague, Kane Taylor, as deputy head of Segrave inclusion facility. Both are highly experienced in addressing high level SEMH need. Staff are specialists in SEMH and are fully Team Teach trained to a high level, with experience of using Team Teach proactively and developing positive handling plans. There is also a supporting colleague who is full time in the resource base who is a teaching assistant.

In addition to this, there are trained ELSA staff, additional teaching assistants and subject specialists in English, maths, science and PE. Staff to student ratio is high at 1:4.

We also work closely with the school nurse, Educational Psychologist and Early Help within the resources base.



# Entry Criteria



- ✓ Students who are disengaged in mainstream
- ✓ Students with repeated fixed term exclusions and/or at risk of permanent exclusions
- ✓ Students who are withdrawn or struggling with communication
- ✓ Students who are anxious or refusing to attend school
- ✓ Students who are/can be aggressive and struggle to self-regulate
- ✓ Students who have been supported through the graduated response over a period of time, with limited impact on progress
- ✓ Students whose behaviours are challenging and where this is affecting their social and academic progress

# Success Criteria

We value success in academic and social achievements. Success and progress is different for every student and is determined by their starting point. The use of Boxall profiles and other SEMH assessment tools, SEND plans and academic achievements are all equally as important. Students gaining qualifications that will allow them to follow their dreams are as important as the core and other academic subjects.

- ✓ Reduction in exclusions
- ✓ Re-engagement with school and the school environment
- ✓ Improved attendance
- ✓ Strong relationships with the family and young person
- ✓ Building trust in adults and other peers
- ✓ Developing independence and life skills
- ✓ Increased ability to self-regulate and communicate
- ✓ Progression and reduction in NEETs

# What students and parents say about us:

*“Segrave is brilliant! It helps the kids that need it. The staff have worked with two of my children - they’re easy to communicate with and they’re all very nice.”*

Kerry White (AJ’s mum)

*“Segrave is great, Matt has gone from not wanting to attend school to loving it! He even sets the alarm now to get to school in a morning and he is much happier”*

Jackie Britton (Matt’s mum)

*“Mainstream wasn’t meeting TJ’s needs but Segrave is. He is happy to attend Segrave and the staff are approachable. I have seen a change in TJ’s behaviour and attitude since attending Segrave.”*

Dawn Hutton (TJ’s mum)



Dinnington High School  
Doe Quarry Lane  
Dinnington  
Sheffield  
S25 2NZ

01909 550 066

[info@dinningtonhigh.co.uk](mailto:info@dinningtonhigh.co.uk)

 [@DinningtonHigh](https://twitter.com/DinningtonHigh)

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