



Special Educational Needs & Disabilities (SEND REPORT)

September 2016 – August 2017

1. Introduction

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the 'Local Offer'.

At Durham Johnston Comprehensive School we are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities. We aim to ensure that every student will fulfil their potential no matter what his/her background or personal circumstances may be.

Further information about the Local Offer can be found on the County Durham Families Information Service (FIS) website via www.countydurhamfamilies.info

2. SEND Funding

The school funding formula is generated to include financial provision to specifically support students with SEND. This funding is prioritised to tailor learning to ensure progress is continually made by all children with SEND. Any additional funding secured by the school to support individual children is devolved carefully. This is used in a variety of ways including in-class additional support (either 1-1 or small group), additional interventions, procurement of equipment and resources and staff training.

3. Definition of Special Educational Needs

The child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made this will be covered by the SEN definition as above.

4. The objectives of Durham Johnston's SEND provision are to:

- Maintain and develop an inclusive ethos in which every student can grow to personal fulfilment and realise their full potential and character
- Ensure access to a broad, balanced and relevant curriculum for all students
- Identify students with significant additional needs and disabilities and to implement appropriate programmes/strategies to meet those needs as far as resources will allow
- Make suitable provision for all students with SEN through quality classroom provision
- Raise the self-esteem of students with additional needs and disabilities and to assist them to be autonomous learners
- Work with students to develop their independence
- Work in partnership with parents
- Create an environment where school, parents/carers and outside agencies work together for the benefit of SEND students
- Upskill teaching staff in curriculum areas
- Contribute to happiness and wellbeing in all areas of school life
- Ensure teaching and support staff are equipped to meet the needs of SEND students
- Raise awareness of all staff of the strengths and needs of students with SEND
- Contact and work with outside agencies who may be involved with the students
- Provide staff training and information on a number of issues relevant to students with SEN
- Provide opportunities for students with SEN to learn and to progress and to have their progress assessed and celebrated

5. Supporting SEND students at Durham Johnston School

We aim to support our students with SEND and their parents and carers so that they can achieve their potential and increase their life chances.

Provision and support exists throughout the school for students with special educational needs and disabilities. The kinds of SEND for which provision is made include:

Autistic Spectrum Disorder

Asperger's Syndrome

Achondroplasia

ADHD

Dyslexia

Dyspraxia

Cerebral Palsy

Diabetes

Hearing Impairment

Moderate Learning Difficulties

SEND provision is an integral part of our overall school provision. Teachers use the SEND data we collect from primary schools and our own information and assessments to plan lessons and differentiate provision for students with SEND. Sometimes, the provision may be in the form of extra classes, specifically designed extension opportunities, specific support or self-supported study, literacy enhancement programmes, one to one tuition or mentoring.

We aim to be quick at identifying under-achievement and addressing it at individual or group level. Likewise, we sometimes offer in-class support with a team of highly dedicated Learning Support Assistants.

We are an inclusive school and have students with a range of SEND in our year groups. The Learning Support Team support students across the 11 – 18 age range, working closely with other departments to personalise their learning and maximise learning opportunities. The department policy reflects current best practice in line with the Code of Practice for Special Educational Needs and other relevant legislation.

6. Structures

6.1 The role of the Head of Learning Support and SENCO

The Head of Learning Support and SENCO (Special Educational Needs Coordinator), in collaboration with the Headteacher and Governing Body, play a key role in helping to determine the SEND provision within school. The key responsibilities of the SENCO include:

- Overseeing the day to day operation of SEN policy
- Advising on the graduated approach to providing SEN support
- Liaising with and advising staff
- Managing the Learning Support team
- Co-ordinating provision for students with SEND
- Ensuring that records are kept up to date and available as needed
- Ensuring that systems for the early identification of students with SEND are used effectively
- Liaising with parents/carers
- Liaising with a variety of external agencies including the Local Authority's support services, Educational Psychology Services, School Health; Social Services and voluntary bodies
- Managing the Learning Support budget
- Contributing to in-service training of staff
- Organising review meetings and ensuring the subsequent cascading of information as required
- Attending meetings, which may involve external agencies
- Providing information to external agencies when necessary
- Liaising with primary schools, other schools and potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Governing Body to ensure that the school meets responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements

6.2 The Learning Support Team's work includes:

- Providing focused, in-class support, tuition and mentoring as far as available resources will allow.
- Screening all students for reading, comprehension or spelling difficulties in Year 7
- Monitoring, assessing and observing students teachers with view to providing expertise around individual student's needs and strategies for supporting them
- Partnership work with our primary feeder schools
- Preparing reports in relation to students' needs for outside agencies
- Managing any SEND referrals to outside agencies or specialists
- Working in multi-disciplinary teams to support vulnerable SEND students or those with complex needs
- Delivering Literacy enhancement programmes such as Fresh Start Phonics and Guided Reading
- Providing Access arrangements for examinations

7. Process

7.1 Admission Arrangements

Durham Johnston School takes students from a number of partner primary schools, as well as some students from outside the normal catchment area. All partner primary schools share information on SEND students with the Head of Learning Support and transition worker to gain information about Year 6 students with SEND. Some of the primary schools also invite the Head of Learning Support to Year 5 and Year 6 annual review meetings.

7.2 Identification of SEND

Students are identified as having SEND in the following ways:

- Liaison with partner primary schools who identify the students before they join Durham Johnston. This involves transfer of records between schools, use of Key Stage 2 SATs results, review meetings and discussion with parents at the Year 6 Parent's Evening
- Results of Midyis and baseline reading and spelling tests for Year 7 students set by the school
- Information gathered from annual review meetings by invitation from primary schools
- Parental or Self-referral
- Use of outside agencies' advice from, for example, the Educational Psychology Service, ASD Service, CAMHS and Medical Services
- Staff referral – at any time within the school year any student thought to have SEND, and not yet identified, should be brought to the attention of the SENCO by concerned staff

8. Provision

8.1 SEND and Teaching, Learning and the Curriculum

To successfully match student ability to the curriculum, Durham Johnston remains committed to:

- High aspirations for all students
- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Additional in class support
- Flexible groupings including small group work
- An innovative and supportive curriculum including a literacy based curriculum at Key Stage 3 and an appropriate work based curriculum at Key Stage 4 where needed
- Up to date staff training on SEND developments and Quality First Teaching
- The appropriate use of rewards and sanctions
- Assessment procedures that emphasise students' strengths and achievements
- A broad range of extra-curricular activities

Practically, this means that we understand that children learn and develop in different ways. Teachers and Learning Support Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, some children, at some time in their school life, may need extra help and support in a variety of different ways. Initially, students' needs are met through quality first teaching provided by the subject teacher; all teachers at Durham Johnston take responsibility for meeting the needs of students with SEN within their curriculum area. If a student's needs cannot be met through quality first teaching alone, then, after assessing the student's needs, additional support or interventions will be put into place in consultation with the staff, parents and

the student. The type of support will be matched to meet the specific needs of the student and may include an additional adult working alongside the student or their group, the student taking part in intervention or enhancement programmes outside of the classroom, additional tuition, departmental led interventions, outside agency involvement if necessary. These approaches support us in a cycle of assessing the needs of students, planning to meet their needs, implementing strategies and reviewing their impact.

Durham Johnston School provides a graduated approach to meeting the needs of students with SEND as detailed in the new SEN Code of Practice. The school works in partnership with parents/carers as well as other agencies for additional assessments and advice if necessary. It is vital that a partnership with parents/carers is consolidated as this plays a primary role in enabling young people with SEND to achieve their potential. Parents/carers have key information, knowledge and experience to contribute to the shared view of a child's needs. Parents will be encouraged to participate fully in supporting their child.

8.2 Monitoring Progress

The progress of all SEND students is monitored closely through continuous, formative assessment and termly summative assessment. Teachers, tutors, SENCO, Heads of Department and Heads of Year work in partnership with students and parents/carers to discuss progress and identify successes and areas for improvement. Underachievement is addressed through appropriate support and enhancement programmes/intervention activities. These are reviewed regularly to ensure that support is matched to need and to evaluate their effectiveness. Assessments may be carried out before the intervention and again at the end to measure the impact of the intervention.

8.3 Agencies & Partnerships

Durham Johnston School works with the following professionals in order to provide the highest level of support for students with SEND:

- Educational Psychology Services
- Durham One Point Hub
- Health Agencies including School Nurse Service.
- Central Durham Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- ASD Support and Development Team
- Behaviour Support Services
- Tree Tops Occupational Therapy Service for Children
- Sensory Support Service
- Social Services
- Looked After Children Team
- Occupational Therapy
- Medical Practitioners

We are also closely involved with our Community of Learning; a cluster of schools working collaboratively to support children with SEND. As a Community, in order to support students with SEND, we have secured initiatives such as Lexia, a computerised reading program, as well as time and expertise from the movement difficulties team and the speech and language team. The impact and effectiveness of Community of Learning resources are reviewed annually in line with budget considerations.

8.4 Arrangements for Children and Adults with Disabilities

At Durham Johnston School we believe every person should be treated equally and with respect. As long as this school is the best place to meet the needs of an individual child, he/she will be admitted and every care taken to ensure appropriate access to the full curriculum. As far as practicably possible the physical needs of every child and adult will be catered for. The school provides fully accessible toilet facilities for children and adults and there are two passenger lifts which provide access to all floors. All steps within the school grounds are marked for the visually impaired. There are members of staff within school who are first aid trained and two members of staff are trained in administering prescribed medication to children. All medication is stored in a locked cupboard away from children. Children with additional medical needs will require an Individual Health Care Plan. The school endeavours, where practically possible, to cater for all medical need and will request any additional training or expert advice as required.

8.5 Transition

At Durham Johnston School we recognise how important a successful transition is to our students with additional needs.

New starters are provided with the following opportunities :

- Visits for parents to the school during autumn term prior to/during the admissions process
- Parent Information Evenings during summer term, before starting school
- Durham Johnston teacher visits to children in their primary setting
- Prospective Year 7 student engagement in an induction day in summer term which includes taster lessons and meeting tutors
- Transition booklet for prospective Year 7 students
- Additional arrangements may also be made to ease student's anxieties during the transition process.

We work in close partnership with our primary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for students, one to one or small group working with secondary school staff.

The period of transition depends on the individual needs of the child. If it is felt appropriate, the SENCO will attend meetings or annual reviews to meet the current class teacher, parents and the student. We have found this strategy particularly useful in easing any worries or concerns parents /carers and children may have. We are keen to involve parents/carers as much as possible in their child's transition to secondary school. The SENCO will also meet with Year 5 and Year 6 parents of SEND students in advance of secondary placement applications being submitted to the Local Authority. This ensures that parents can make the most informed placement decision for their child.

8.6 Focus Group

The aim of the Focus Group is to maximise learning and provide effective and supported transition from primary to secondary education. Prior to Year 7, the most vulnerable students are identified by Year 6 teachers/primary SENCO'S and DJCS Head of Learning Support. In the academic year, these students are taught the history, R.E. and geography curriculum in a small group context, with an additional focus upon learning skills and confidence building. Assessments are delivered in line with those followed by the rest of the year group. The Focus Group has a dedicated learning space and is taught by a specialist teacher. The focus group embraces students from the start of Year 7 until the end of Year 9.

However, the aim is for students to make the transition into larger classes as soon as they are able to do so. This is determined through discussion between the student, class teacher, SENCO, Head of Year and parent/carer.

8.7 Pastoral Support

Durham Johnston is a vibrant and inclusive school community with highly developed and embedded pastoral support procedures.

All SEND students are placed in appropriate tutor groups with comprehensive information passed on to their form tutor so that he/she has holistic, in-depth knowledge of all members of their tutor group. There is a pastoral reward programme with a wide variety of opportunities for all students to succeed. All are active members of a tutor group. Students can also be rewarded via the whole school reward system three times a year for attendance and academic endeavour. This final award is aimed at those students who work hard throughout a term and is not based on ability. The tutor is actively involved in supporting the wellbeing and academic progress of all students in their tutor group as directed by the year leader. A student may be placed on tutor trace because of an achievement issue, attendance/punctuality or behaviour issue. Three times each year, tutors hold an intervention morning during which they will respond to particular concerns and successes identified through data analysis. They will, alongside each student, set targets for the following term.

The Year leader may also intervene both in a pro-active and reactive way when required. They have full access to data and track all identified groups through CMIS/e-portal. Regular communication/contact with the SENCO and Learning Support Team ensures all situations are dealt with promptly. In terms of behaviour, the trace system follows a traffic light system with the Year leader operating green and orange trace. Specific targets are set on the trace form with the student. If green is unsuccessful then a student is moved onto orange. Appropriate sanctions and rewards are included with a trace. This is implemented when required for any student. This intervention is recorded on SIMS so all concerned with the student are kept up to date. If a student is unsuccessful on orange trace then they are placed on red trace with the Assistant Head teacher. This is a severe sanction and the student must report at least twice each day. If the trace involves an SEND student, then appropriate communication and input is sought from the SENCO and Learning Support Team.

Parents and carers' views and opinions are always sought as a priority. The Head of Year communicates regularly with parents/carers to discuss their child's progress. Parents/carers are also able to track their child's progress through the trace form.

8.8 Behaviour Support and the Student Support Centre (SSC)

The SSC is a focal point for support within the pastoral system at school. The focus of the SSC is to work proactively with identified students to support and modify behaviours across a wide spectrum and to provide support in relation to emotional and social development.

Working with the SEN department, individualised programmes are devised for targeted students. This can take many forms: one to one, small group, counselling, support and guidance for students and parents/carers. The content of the programmes can include anger management, friendship skills and social skills tuition. The SSC also work closely with appropriate external agencies whenever there is a need. The SSC team assess individuals' behaviour and wellbeing in consultation with teachers and parents and identify patterns of behaviour which allows for bespoke support. This can also be used to inform teaching staff and departments.

The considerable experience of the SSC staff allows them to deal with many of the complex issues a number of our SEND students have. They do so sensitively and with rigour. This enables our SEND students to have the best opportunity to achieve and succeed at Durham Johnston. However, it is recognised that if a sanction is required then the SSC and pastoral staff will work within the school's behaviour framework. Clear and thorough communication between the SEND and pastoral team is a cornerstone in meeting needs.

8.9 Compliments & Complaints

The education of all students who attend Durham Johnston Comprehensive School is very important to us and we welcome any feedback you can give us. Compliments are always gratefully received and can be passed on either directly to staff or to the Head of Learning Support/SENCO, Mrs Farrell, or to the Head teacher, Mr Wardle.

Complaints about SEND provision at Durham Johnston School should be addressed to the Head of Learning Support, Mrs Farrell, or the Head teacher, Mr Wardle at the following address:

*Durham Johnston Comprehensive School, Crossgate Moor, Durham, DH1 4SU
Tel: 0191 384 3887 / email: school@durhamjohnston.org.uk*

8.10 Additional Help

Parents of children with SEND can also obtain impartial advice and support from Durham SENDIASS, formerly Durham Parent Partnership Service which is a statutory service supporting parents and carers of children with special educational needs and disabilities. Durham SENDIASS provides confidential information, advice and support through a range of services. This includes home visits, attending school meetings and liaison with all services working with children and young people. Training and guidance for parents and schools on SEND issues are also provided. Please find further information on the website www.durhamparentpartnership.info

For further information on support services for families and children with SEND please also refer to the Durham County Families Information Service website at www.countydurhamfamilies.info