



Durham Johnston

**SEND**

<b>Date of last review</b>	November 2017
<b>Reviewed by:</b>	Headteacher
<b>Responsibility</b>	Headteacher
<b>Review period</b>	Annually
<b>Date of next review</b>	31 January 2019

This page is intentionally blank



## Local offer

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 birth 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](http://www.countydurhamfamilies.info)

## 2. Finance

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. Objectives and areas of provision

**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.

We endeavour to support all of our students with SEND and their parents and carers, in order to ensure that they achieve their potential and access future opportunities.

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 overall school provision. Teachers use a variety of data when planning lessons for SEND students, based on information shared by our primary feeder schools, together with our own assessment data. Provision may be in the form of extra classes; specifically designed extension opportunities; self-supported study; literacy enhancement programmes; one to one tuition; mentoring. Provision for individual students is reviewed on a regular basis.

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.

#### **4. Key people**

- Mr A O'Sullivan is the Head Teacher.
- Mr D Gibson is our designated SEN Governor.
- Mrs Farrell is Head of Learning Support and SENCO

#### **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

#### **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

#### **5. Key Policies**

Key policies are available on our website [www.durhamjohnston.org.uk/about-the-school/school-policies](http://www.durhamjohnston.org.uk/about-the-school/school-policies) and includes the following. Details of other school policies are available on request. Please email [school@durhamjohnston.org.uk](mailto:school@durhamjohnston.org.uk) for further information.

- SEND policy
- Equality Information
- Equality Statement
- PSED Equality Objectives
- Equalities annexe
- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- Medication policy
- Moving and Handling Policy
- M&H Risk Assessment

## 6. Identification of need

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

## 7. Teaching, Learning and the Curriculum

### 7.1 teaching

In order to successfully match students 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 and carers is consolidated as this plays a primary role in enabling young people with SEND to achieve their potential. Parents and carers have key information, knowledge and experience to contribute to the shared view of a child's needs. Parents and carers will be encouraged to participate fully in supporting their child.

## **7.2 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 strategies 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.

## **7.3 Focus Group**

We review the need for a focus group annually, dependent on curriculum needs.

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 school 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.

## **7.4 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 communication between the Learning Support department and pastoral staff is a cornerstone of the support offered by the school.

## 8. SEN Provision and Admissions

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 the transition team 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.

Full details of the Local Authority's admission arrangements for primary and secondary places can be found on their website <https://www.durham.gov.uk/schooladmissions>

Specific information on applying for a school place where a child has special educational needs and (or) disabilities is published in the Primary and Secondary School Admission Guide.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

## 9. Statement of Intent for Supporting Equality

At Durham Johnston we aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups, different sexualities and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

We are proud to be inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

In order to successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.



- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

## **10. Pastoral, Medical and Social Support**

Pupils follow a broad PHSE curriculum covering topics such as finance, health, careers and independent living in addition to study skills.

To aid pastoral development small intervention groups are initiated often with outside agencies to support pupil wellbeing for pupils with a high level of need. Detailed medical support plans are written in conjunction with families and health care professionals where appropriate. Staff who volunteer to administer medications complete formal accredited training. Administration of medicine procedures follows guidelines from the local authority and Department of Education Supporting pupils at school with medical conditions (DFE) 2104. Social support is key to feeling secure in education. Form tutors, Year Leaders and the Learning Support Team are available for support, with pupils who have significant social needs being referred for social skill intervention.

## **11. How we consult with our SEND pupils and their families**

Teachers and learning support assistants often work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with teachers or their form tutor.

The children have regular meetings with staff to discuss their progress and support.

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Ongoing informal and formal discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through termly reviews of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

## **12. Transition**

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

New entrants 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.

### **13. Agencies and 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.

### **14. 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 is also provided.

Further information is available from <http://www.durhamsendiass.info/durhams-local-offer/>

For information on support services for families and children with SEND please also refer to the Durham County Families Information Service website [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info)

## **15. Compliments and 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 O'Sullivan.

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

Durham Johnston Comprehensive School,  
Crossgate Moor,  
Durham,  
DH1 4SU

Tel: 0191 384 3887

email: [school@durhamjohnston.org.uk](mailto:school@durhamjohnston.org.uk)

The complaints policy is available on the school website.

## **16. SEND Feedback**

We welcome any feedback on our provision for SEND. Please contact Mrs Farrell either by email [school@durhamjohnston.org.uk](mailto:school@durhamjohnston.org.uk) marking the correspondence for the attention of Mrs Farrell, or by telephoning the school 0191 3843887.