

## SEND/LOCAL OFFER INFORMATION FROM SCHOOLS AND SETTINGS

At The Duston School children are identified as having SEN through a variety of ways including:

- Liaison with your child's previous school/early years setting
- Concerns raised by parent/carers
- Concerns raised by your child's class teacher or school SENCo
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

## WHAT IS THE LOCAL OFFER?

The Local Offer was first introduced in the Green Paper (March 2011) "as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options to support families who need additional help to care for their child".

## THE DUSTON SCHOOL LOCAL OFFER INFORMATION

At The Duston School we believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning
- We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs

Through our extensive range of internal services including the student well-being team and department, we undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of life-long learning and independent living skills for all children.

## WHAT WILL IT DO?

With regard to Education, The Duston School intends the Local Offer to let parents/carers and young people know how the School will support them and the provision that is available across local settings.

14 questions have been devised, in consultation with parents/carers and other agencies which reflect their concerns and interests.

The responses to these questions are intended to provide information to parent/carers so that they feel confident about how their child's needs are met within the School or to enable them to make informed decisions about the type of provision that would support their child's needs.

### 1. How does The Duston School know if students need extra help?

We know a child needs help when:

- Concerns are raised by parents/carers, teaching staff, previous school(s)
- Records and transfer information from previous schools
- There is a lack of progress
- There is a change in the child's behaviour which impacts on learning
- Early assessments are carried out with students on entry to identify any additional needs to ensure that appropriate provision is put into place.

### 2. What should I do if I think my child has Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please contact your child's form tutor, they are available by email or phone.

The next step may be a further meeting with the Special Educational Needs Co-Ordinators (SENCo) Mr R Goodridge or Mrs A Mustoe.

### 3. How will The Duston School support my child?

You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all students which is monitored by senior leaders throughout the Academy.
- Should your child require additional support they may be included in an intervention group. This may be run by a teacher or teaching assistant.  
The interventions are often planned in consultation with the SENCo.  
The impact of interventions are measured and discussed at each Progress Report.
- We draw up and share with all staff a student passport giving information about the student's strengths, aspirations, needs and the ways in which these needs can be met whilst the student is in school.
- Children who receive SEN support or have an EHC Plan may be involved in an intervention group as well as having an Individual Education Plan (IEP).  
If your child's class teacher is concerned about your child's progress and/or well-being but they do not at this stage require an Individual Education Plan (IEP), then you will be invited in to the School to discuss strategies that will be put in place to support him/her. The impact of these will be reviewed in partnership with parent/carers.
- Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents/carers consent will initially be required. This will then trigger the involvement of the relevant Specialist Teacher. For other external agencies such as Educational Psychologists, Speech and Language Therapists, parent/carers' consent will initially be required and a consultation appointment will be arranged.  
The involvement of external agencies and the co-ordination of meetings is part of the role of the SENCo.
- If your child has an EHCP, parent/carers are invited to a post-planning meeting; Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the SENCo.

#### 4. How will be curriculum be matched to my child's needs?

- All students are entitled to quality first teaching, adapted to student's individual needs to enable them to access the curriculum.
- Teachers and/or teaching assistants may be allocated to work with your child in the classroom or in a small group to target more specific needs.
- Students with a considerable level of additional needs are supported on a daily basis by a Key Worker.
- Year 7 & 8 students working below an NC level 4 are taught English and Maths in a specialist catch-up group with a literacy and numeracy specialist.
- If appropriate, specialist equipment may be provided for your child.
- Banded ability sets in core subjects.
- Differentiated teaching and learning activities and additional or differentiated resources
- Access arrangements for eligible students in school-based and external exams
- Teaching assistant support in the classroom and on outside school activities and school trips
- Access to alternative venues and additional adult support at breaks and lunchtimes
- Opportunities for support with homework at lunchtime and at after school club
- Students with a statement or EHC Plan will receive individualised support and interventions as detailed on their statement or EHC Plan

#### 5. How will I know how my child is doing?

- Your child will receive progress reports throughout the year
- You will also be kept informed of your child's progress through Parent/Carer Consultations
- If your child has an Individual Education Plan, this will be reviewed as required. The targets/interventions will be shared with you.
- If we are concerned about your child's progress or well-being, then we will invite you in to the School for a chat so that together we can put in place strategies that will support your child at School and at home. This is often referred to as early intervention.

#### 6. How will you support me to help my child?

- The class teachers may suggest ways of supporting your child's learning at home.
- Mr Goodridge/Mrs Mustoe (SENCo) may meet with you to suggest ways in which you can support your child at home. In addition, they will signpost you to other professionals for further advice/support.
- If external agencies are involved with your child, then a report is usually provided with recommendations that can be used at home as well as in the School.

**7. What specialist services are available at The Duston School or can be accessed by The School?**

- Educational Psychologists
- Speech and language therapists
- Specialist teachers of communication and interaction, cognition and learning, sensory impairment, mental and emotional health.
- CAMHS child and adolescent mental health service
- Medical/First Aid Support
- Children and Family Practices
- Young Family Practices
- Social Services
- SEND local authority case workers
- Physiotherapists and occupational therapists
- Dyslexia Screening

**8. What training has been provided for the staff supporting children with SEND?**

All teachers are trained in accordance with the Teacher Standards. In addition, the school has a number of staff trained or receiving training to support various needs in the following areas:

- All staff receive access to personalised professional development related to special educational needs and disabilities.
- Our SENCo is currently completing the National Award of SENCo standards
- Access to local authority training as appropriate
- SEN induction for new staff

**9. How will my child be included in activities outside the classroom?**

The school is committed to involving all students in all activities, wherever possible, including residential and day trips. This involves:

- Risk assessments are carried out and procedures put in place to enable all children to participate at the Academy's discretion and with consultation of parent/carers.
- Agreeing care plans for students with physical and/or medical needs, including the administration of any medication
- Providing additional adult support as required for students with social, emotional and/or behavioural needs

**10. How accessible is The School environment?**

At The Duston School we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:-

- Easy access to make the building accessible to all
- Lifts within the school
- Disabled toilets

**11. How will my child be prepared and supported during the transition to and from The School?**

At The Duston School we understand that moving school or provision can be quite a challenging time for some students and put a number of strategies in place to make the transition as smooth as possible. These include:

- Meetings between previous school settings and The Duston School
- The SENCo, Head of Year and Year 6 Support Assistant make visits to all of our Primary feeder schools
- Additional visits for individual families and students with additional educational needs as well as the Academy's usual induction procedures.
- A Transition Programme operates between our schools and their main receiving Primary Schools. Arrangements are made with any other local provision when it is deemed necessary. These may include tours for students, induction morning or afternoon sessions, transition books, tours for individual families, meetings with the receiving SENCo and staff visits.
- Extended transition period for SEND students and dedicated Year 6 Transition days (factfinders) which work with identified students in the primary setting before they start at the School.
- Supported visits to post-Year 11 educational provisions, as appropriate.

**12. How are The School's resources allocated and matched to children's SEN?**

- The SEN Budget is allocated each financial year to support additional needs throughout the School. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion held with relevant parties
- Specialist advice/support may be sought to support individual children as appropriate.

**13. How is the decision made about how much support a child will receive?**

- When students first join the School, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for students with Additional Educational Needs. Students with an EHCP will be allocated appropriate resources as specified. The class teachers and SENCo will then carefully monitor progress through the Progress Reports.
- During their School life, if further concerns are identified due to the student's lack of progress or well-being, the class teacher, together with the SENCo, will adjust the level of support accordingly. This may include liaison with the local authority to request more funders.
- The support allocated for each student will be shared with all relevant parties as appropriate.

**14. Who can I contact for further information?**

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:

- Mr R Goodridge, SENCo
- Mrs A Mustoe, Assistant SENCo
- Mrs N Adams, Assistant Principal (SLT) - SEN
- Mrs S Threadgold, Support Co-ordinator

We hope these have answered any queries you may have but do not hesitate to contact the School if you have further questions.