

SEN/d Information Report

At the Duston School we believe that all children should be valued as individuals. We have an outstanding inclusion ethos with high expectations and targets, including a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation in lessons. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, learning need, attainment or background.

Regulation 1: The kinds of special education needs for which provision can be made at the school?

Children are identified as having SEN/d when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities that are generally provided for children of the same age in schools within the local authority (SEND Regulations 2014).

At The Duston School we provide support for many special education needs including:

- Autistic Spectrum Disorder (ASD)
- Aspergers
- Dyslexia/Dyscalculia/Meares Irlen Syndrome
- Speech Language and Communication Difficulties
- ADHD/ADD
- Social/Emotional/Mental Health Difficulties
- Physical Difficulties
- Hearing and Visual Impairments

Regulation 2: Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.

How will we know if your child needs extra help?

When your child first comes to us we use information from the following sources:

- Primary school teachers reports, end of key stage 2 levels , student data files.
- Base line testing, Cognitive Ability Tests and other initial tests in year 7 and during transition.
- Parents/carers, application form and data information.
- Subject teacher's comments during the first term.
- Specialist colleagues, external agencies reports.

As your child gets older we use information or referrals from:

- Termly assessments and interim data.
- Subject teachers and tutors comments.
- Parental concerns.
- External agencies reports/referrals.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleagues or others' concern, underpinned by evidence about a pupil who despite receiving differentiated learning opportunities does not make expected progress.

If it is thought a family needs support we have:

- a good working relationships with outside agencies and a referral can be made to them based on the area of need.

Regulation 3a/3b: How the school evaluates the effectiveness of its provision

All students, including those with SEN/d, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment 4 times a year which is communicated to parents/carers through a report which is available to view online.

Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review where the student's statement or EHCP plan will be reviewed in case of any amendments needing to be made to the educational provision. SEN/d students who are on the SEN/d register will also have a termly review with their keyworker to ensure they are progressing within the school in line with each data call.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEN/d and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally progress and attainment data for students are analysed for effectiveness and value for money.

As a school we give reports to our Senior Leadership Team and our Governors who check and review the work of the Student Wellbeing Department.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- parents evenings
- notes in planners
- email
- text messages
- telephone calls
- appointments made with individual teachers
- annual reviews (for those students with an Education Health Care Plan - EHCP)

The school provides information for parents through:

- The Duston School newsletter
- information on the website and VLE
- open evenings
- letters home
- information evenings (year 6 through to year 11)

Regulation 3c: The school's approach to teaching pupils with special educational needs

Our teachers have high expectations of all students, including those with SEN/d. All teachers will be told about your child's individual needs and will adapt their lessons to meet those requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

Regulation 3d: How the school adapts the curriculum and learning environment for pupils with special educational needs

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEN/d students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing in the form of dyslexia support and resources, laptops, interventions and writing slopes.

An Accessibility Plan is in place and available on our school website.

Regulation 3e: Additional support for learning that is available to pupils with special educational needs

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEN/d. This includes nurture group teachers; Learning Support Assistants; Pastoral Support Managers; Assistant SENDCo and School Counsellor.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, supporting students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

How we will monitor the progress of your child and how parents can be involved?

The school will provide three downloadable progress assessment reports each year and one full school report which will show current and target levels, report on attitude to learning, behaviour and attendance figures. The subject teachers and Student Wellbeing Department will monitor and review your child's levels and identify where progress is not being made. This will allow intervention to be put into place.

Regulation 3f/g: Support that is available for improving the emotional, mental and social development of pupils with special educational needs

How will we support your child's wellbeing?

At The Duston School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students. Students with an EHCP plan will also be assigned a keyworker who will act as a support link between school and home.

There are additional members of staff at The Duston School who are also able to provide pastoral support, these include:

- Guidance Team – Assistant Heads of Year, Attendance Team
- Student Services
- Directors of Year Groups

We also have excellent relationships with a number of outside agencies including:

- Children's Service
- The Police
- Youth Service
- Educational Psychology Service
- Counselling Services

If your child finds lunch or break times tricky we have a supported area which is safe and supervised in the Student Wellbeing corridor for which your child can have a pass to allow access.

Regulation 4: In relation to mainstream schools, the name and contact details of the SEN co-ordinator

Who should I contact if I want more information?

Special Needs Coordinators (SENDCoS)

- Mr R Goodridge – rgoodridge@thedustonschool.org – 01604 460004 ext 625
- Mrs A Mustoe – amustoe@thedustonschool.org – 01604 460004 ext 666 (Assistant SENDCo)

Regulation 5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

What SEN/D training have the staff had?

We have a Student Wellbeing Department which is made up of the SENDCo, Assistant SENDCo, Support Coordinator, Attendance Officers, Safeguarding Team, Assistant Heads of Year and Teaching Assistants.

Within this team we have staff that have a range of experience and training covering various SEN needs including the National SENDCo Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and EHA training.

Staff who are new to the school follow an induction programme which includes training and information on SEN/d. We also run a series of CPD training throughout the school year for existing staff to keep up to date with the SEN code of practice.

Regulation 6: Information about how equipment and facilities to support children and young people with special educational needs will be secured

As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. Please contact the SENDCo for further information.

Regulation 7: Arrangements for consulting parents and including parents in the education of their child.

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books).
- Full attendance and good punctuality.
- Completion of homework.
- Checking and signing planner.
- Attending parents meetings.
- Attending any meetings specifically arranged for your child.

Regulation 8: The arrangements for consulting young people with special educational needs about, and involving them in, their education

How can your child contribute?

Students are encouraged to:

- Take part in all school activities.
- Attend review meetings.
- Contribute to target setting and reviewing.

Regulation 9: Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

What should you do if you have concerns?

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.

For specific SEN concerns please contact the SENDCo – **Mr Goodridge**.

The school has a formal complaints policy which can be found on the website.

Regulation 10: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

What other services are available through the school?

External Agencies:

The Duston School currently work with a number of external agencies to ensure that the correct level of support is in place.

We have a linked Educational Psychologist who observes / meets with students, and parents if we feel there is a need. We also have a linked Autism Outreach worker who can be referred to with any ASD concerns. On top of these linked agencies we also refer to and work closely with:

- Child and Adolescent Mental Health Service (CAMHS)
- Service 6
- Educational Entitlement Team (EET)
- Hospital & Outreach
- Occupational Therapy
- Speech & Language
- CAN – drug and alcohol awareness support
- Child and Adolescent Bereavement Service (CABS)
- Autism Concern

These services are contacted when necessary and appropriate, according to your child's needs.

Regulation 11: The contact details of support services for the parents of pupils with special educational needs

Please see below for further contact details for these services:

Northampton Parent Partnership Service:

www.iassnorthants.co.uk or telephone Helpline: 0845 2415552 (10am - 5pm Mon, Weds and Fri);
General: 01604 636111 Email: contact@npps.info

Northamptonshire County Council Special Educational Needs:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needs-disability-support/pages/default.aspx>

Education Entitlement Service (including Autism Outreach, Hearing and Visual Impairment Service):

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/5942-education-entitlement-service-northamptonshire-county-council>

Child and Adolescent Mental Health Service(Camhs):

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Special Needs Index (SNIX):

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

Northampton Parents Forum Group

<http://www.northantspfg.co.uk/>

Autism Concern:

<http://www.autismconcern.org/>

Regulation 12: The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

How will we help your child's transition into secondary school and beyond?

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for two weeks for Year 6 students.

All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with Statements/EHCPs.

Regulation 13: Information on where the local authority's local offer is published

Where can you get further information?

- Contact the school on 01604 460004 ext 625
- View the School's local offer on The Duston School Website.
<http://www.thedustonschool.org/wp-content/uploads/2015/02/Local-offer-Nov-15.pdf>
- View the local authorities' local offer.
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>