

SEND INFORMATION REPORT

WHAT IS SEND?

SEND stands for Special Educational Needs and Disabilities and a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

Here at Durham School, our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy and fulfilled lives.

For those identified as having a special educational need or a disability, Durham School is committed to providing the appropriate support, as best as it can reasonably accommodate and free of charge, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

THE LEARNING SUPPORT DEPARTMENT

All staff at Durham School endeavour to provide a safe and fully equipped learning environment that caters to the needs of every pupil as an individual. We adopt a 'whole school approach' to special educational needs where all staff work together to ensure 'Quality First Teaching', inclusion and equal opportunities for all pupils and demonstrate a strong commitment to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Our Learning Support Department is focused on providing for those whose academic, physical, social or emotional development is hindering their progress and achievement, endeavouring to provide appropriate support so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

Who We Are:

Head Teacher – Mr K McLaughlin

Head of Learning Support – Mrs J Wood

Learning Support Assistant – Mrs Palmer-Muttitt

Learning Support Assistant – Mrs B Mulayert

Learning Support Assistant (1:1) – Mrs J Heeley



Durham School

WHAT WE CAN OFFER

SPECIAL EDUCATIONAL NEEDS AT DURHAM SCHOOL AND THE PROVISIONS MADE

Durham School is an inclusive and equal opportunities establishment. Pupils identified as having special educational need or a disability, including those with an Education Health and Care Plan (EHCP), will, like all pupils at Durham School, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the School to achieve their full potential in all areas of school life.

The wide range of needs requiring extensive provision is categorised in the following way:

Communication and Interaction

Learning difficulties or disabilities including speech, language and communication needs and also those with Autistic Spectrum Disorder (ASD).

Cognition and Learning

Learning difficulties or disabilities including moderate learning difficulties (MLD) and specific learning needs (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Issues

Learning difficulties or disabilities including social and emotional difficulties and attention deficit hyperactivity disorder (ADHD).

Sensory and/or Physical Needs

Learning difficulties or disabilities including hearing or visual impairments, cerebral palsy and other physical disabilities.

Provisions made for the categories of SEND (internal and external):

- ◆ Identification, monitoring and support for those with SEND through the Heads of Section, Heads of Department, Heads of House and the Learning Support Department
- ◆ Child friendly Learning Profiles and needs-based plans
- ◆ Differentiated curriculum and resources
- ◆ Employment and allocation of learning support staff to curriculum lessons to best support needs throughout the school and ensure pupil progress and independence
- ◆ Areas of low distraction provided through the Learning Support Department base
- ◆ Timetabled support/supervision, provided by the Learning Support Department
- ◆ Personalised literacy and numeracy intervention programmes, linked to curriculum
- ◆ Strategies/programmes to support speech and language development
- ◆ Strategies to reduce anxiety/promote emotional wellbeing
- ◆ Participation in a phonics reading programme to develop reading accuracy and spelling
- ◆ Participation in a numeracy programme to develop numeracy skills
- ◆ Access to ICT to reduce barriers to learning, where possible
- ◆ Applying for Access Arrangements such as extra time, scribe or readers
- ◆ Access to a broad and balanced curriculum that is relevant and differentiated to suit individual needs
- ◆ Encouraging environment that challenges students to achieve their full potential
- ◆ Effective pastoral care
- ◆ Effective behaviour policy and procedures focusing on positive behaviour and rewards
- ◆ Tutor based programmes to develop social skills, personal behaviour management and emotional resilience
- ◆ Risk assessments when necessary regarding the safety and inclusion of all pupils in all activities
- ◆ Mentor and 'Buddy' programme
- ◆ Access to the School Nurse and other external professionals when required, via referral process or ongoing support
- ◆ Full medical list and medicine administration policy

- ◆ First-Aid trained staff
- ◆ Inclusive environment for learners with sensory and physical impairments (to an extent).

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

Durham School holds teachers responsible and accountable for the progress and development of all pupils in their class with 'Quality First Teaching', differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.

A pupil at Durham School could be identified as having SEND if they are making less than expected progress given their age and individual circumstances, which is characterised by the following:

- ◆ Making significantly slower progress than that of their peers starting from the same baseline
- ◆ Failing to match or better their previous level of progress
- ◆ Failing to close the attainment gap between them and their peers
- ◆ Widening the attainment gap
- ◆ Needing to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where pupils require further special educational provision to achieve desired outcomes, assessments are made to determine whether it should be provided by the Learning Support Department.

When a pupil is identified as requiring further special educational provision through the Learning Support Department, both pupils and parents/carers are notified and involved in decisions about their support; from identification and assessment to outcomes of additional learning needs. The pupil is added to the school's Special Educational Needs Register and positive and constructive relationships are made through regular communication face-to-face, over the telephone and/or via email.

SEND POLICY AND PROVISIONS

Durham School's SEND Policy and Learning Support Handbook is available on the school website.

In accordance with the SEND Code of Practice 2014, where a pupil is identified as having SEN, action is taken

to remove barriers to learning and effective special educational provision is put in place.

Assessing and Reviewing the Progress of Pupils with SEND

At Durham School, this SEN provision takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the

GRADUATED APPROACH:

1. **Assess:** the class teacher and SENCo will clearly analyse a pupil's needs in relation to the learning and progress being made
2. **Plan:** pupils and parents/carers will be notified in relation to the support and SEN provision to be provided
3. **Do:** the subject teacher will remain responsible for working with the child and implementing the plan. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with an agreed date and the graduated approach continued as necessary.

The Curriculum and Learning Environment for Pupils with SEND

At Durham School, pupils who have been identified as having SEND are fully integrated into the pastoral and academic life of the school. They have full access to the National Curriculum and equal entitlement to all aspects of school life.

Students identified as having a special educational need will receive additional support through the Learning Support Department through in-class support, personalised 1-to-1 or small group sessions.

We aim to give students of all abilities access to a balanced and broadly-based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility of all staff to ensure appropriate learning experiences are provided.

Additional Support for Learning

The Learning Support Department hold details and information on all SEN pupils relating to their broad areas of need. Relevant information on individual pupils is provided to staff through individual Learning Profiles, as well as guidance on suitable targets and strategies to best suit pupils' needs and aid progression within the classroom.

Collaborative working with Heads of Department/Heads of Section/Heads of House/Learning Support Department will identify SEN students who are at risk of not making progress, putting appropriate strategies and interventions in place to help pupils overcome barriers and secure good outcomes.

Improving the Emotional, Mental and Social Development of Pupils with SEND

Durham School has a very effective pastoral system that supports students throughout their school day, lead through the house system. Every pupil in the school is assigned to a house and a year-based tutor group. Each house gathers every morning and afternoon and tutor groups meet for a 20-minute tutorial twice a week, including chapel/assembly.

SEND pupils are integrated into their house and year-based tutor group, with each house having an experienced team of tutors who will develop the tutor/pupil relationship over an academic year. The tutor is in a position to watch each pupil grow and learn, developing relationships over a longer period of time and act to support when necessary.

The Expertise and Training of Staff in Relation to Pupils with SEND

The Learning Support Department has expertise in supporting and teaching pupils with SEND through qualified specialist teaching staff.

Wider-school in-service training and professional development for staff in relation to SEND is co-ordinated by the Assistant Head for Staff. SEN in-service training is then arranged by the Head of Learning Support, on a whole school, group or departmental basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be 'in house' with the Head of Learning Support and Learning Support Department staff training fellow

teachers. All staff members are encouraged to acquire skills appropriate to working with pupils with SEND.

Each year the Head of Learning Support runs an in-service training session on SEND for all newly qualified teachers (NQTs) as part of the school induction programme. Additional training sessions are run each year by the Head of Learning Support for all PGCE students on both diagnostic and final teaching practices.

The training needs of the Head of Learning Support and learning support staff are met through a combination of in-house training, short courses at higher education or local authority institutions, attending national courses run by recognised service providers and through membership of PATOSS.

Specialist Expertise for Pupils with SEND

If the required provision for SEND stretches beyond that which the school can provide within its core offer, it will call upon the services of external agencies, including the Educational Psychology Service, Sensory Impaired Support Service, Speech and Language Services and the English as an Additional Language Support Service. The Head of Learning Support will contact the required service once parental permission has been given for referral. In some cases, it will be sufficient to discuss the student's difficulties with the appropriate external agency and to implement the strategies suggested, whereas in other cases it will be necessary to involve an external agency directly in assessment and action, in consultation with parents.

The Head of Learning Support and Head of Section, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Equipment and Facilities to Support Pupils with SEND

The Learning Support Department has their own specialist teaching base. There are no specific SEN specialisms or special units at Durham School.

Unfortunately, due to the historic nature of the site, there is limited access for wheelchairs into and around the school.

Staff are trained in using FM hearing aids for those students with severe hearing impairment.

Involving Others in Supporting Pupils with SEND: Health and Social Services, LA Support Services and Voluntary Organisations

Durham School will work in partnership with other agencies and services as required to best support pupils with SEND, including those with an EHCP.

Supporting Pupils with SEND during Transition

Students with SEND are included in all transition arrangements, with particular focus on Y6, Y9 and Y11. The Head of Learning Support will liaise with appropriate individuals in relation to the specific learning needs of transitioning SEND students.

School Evaluation: The Effectiveness of SEND Provisions

The effectiveness of SEND provisions are monitored regularly by the Head of Learning Support, in consultation with the Head Teacher and Deputy Heads (Academic and Pastoral). Feedback from parents/carers and pupils is also used as a measure of the effectiveness of SEND provisions.

Ultimately, pupil progress is overwhelming evidence of the success of SEND provisions. The criteria that is used to evaluate the success of the school's SEN provisions include progress in any of the following areas:

- ◆ Achievement of targets
- ◆ Progress from Key Stages 2 to 4, based on expected levels of progress
- ◆ External examination results, including GCSE, AS and A' Level
- ◆ Improvement in reading ages and other standardised test results
- ◆ Improvement in attainment in English and Maths.
- ◆ Movement of pupils on and off the SEN Register, demonstrating effective monitoring and intervention
- ◆ Positive changes in students' behaviour
- ◆ Improvements in attendance
- ◆ Increased motivation to learn
- ◆ Increased self esteem

WHO CAN HELP? THE LOCAL OFFER

What is the Local Offer?

The Local Offer is the publication, setting out in one place, of information about provision available across education, health and social care for all children and young people in South Tyneside who have SEN or are disabled.

Our Local Offer can be found at:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

Parents can also contact the local Parent Partnership Service for impartial information, *advice and support in relation to their child's SEND* at:

<http://www.durhamparentpartnership.info/Pages/default.aspx>

Tel: 0191 5873541 or 03000 267007

ARRANGEMENTS FOR HANDLING COMPLAINTS

Any parent/carer wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head Teacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chairman of Governors.