



Special Educational Needs information (Local Offer)

Distington Community School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

We strive to support **all** children to enable them to achieve their best. We understand that children may have SEN throughout, or at any time during their school career.

Teachers take into account in their planning a child's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs co-ordinator (SENCO):

EYFS and KS1: Mrs D. Benson

KS2: Miss F. Watson

01946 830526

Along with the Head teacher and Governors the SENCO is responsible for the operation of the Special Educational Needs policy and co-ordination of specific provisions made to support individual children with SEN. Their role is also to liaise with staff to monitor the progress of all pupils and plan further interventions where progress is slower than expected. It is also their duty to have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters please do not hesitate to contact the school for the SENCO.

How does Distington Community School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

Following a concern, the SENCO will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified and catered for as early as possible.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns, they will then pass any concerns onto the SENCO

If you have further concerns, then contact Mrs D Benson (EYFS and KS1) or Miss F Watson (KS2) who are the school's SENCOs.

How will I know how Distington Community School supports my child?

- You will be informed three times a year with face to face meetings and written reports of your child's progress and the support they receive.
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or senior teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.
 - Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
 - Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Senior Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. IEPs will be discussed with parents and children involved at Parents' Evenings and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- Reports will be sent home half-termly detailing the progress your child is making and where improvements can be made.
- Meeting may be held throughout the year with the SENCO depending on your child's needs and level of support.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child. A member of the senior leadership team or SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, TA's SENCO and head teacher are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive epipen training delivered by the school nurse.

What kinds of special educational needs are provided for at Distington Community School?

Distington Community School is committed to inclusion and ensuring all children have access to our curriculum. We welcome all children into our school including those with:

- Behavioural needs
- Emotional and Social needs
- Speech and language needs
- Cognitive needs

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Speech and Language Service
- Educational Psychology Service
- Specialist Teaching Service (Severe learning difficulties, ASC, hearing/vision impaired, English as an additional language pupils)
- Early Years SENCO
- Occupational Therapy
- Pupil and Attendance Support Teams (PAST)
- Social Services
- Physiotherapy
- CAMHS
- Paediatrician
- Private SEN consultants

More information about the services provided above and contact details please visit:

<http://search3.openobjects.com/kb5/cumbria/fsd/family.page?familychannel=4>

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received Training related to SEND. These have included sessions on:

How to support pupils on the autistic spectrum – various members of staff have completed the Level one and Level 2 Autism training and the school's SENDCO has completed the diploma in autism awareness.

- Writing SMART targets to progress children's learning more quickly.
- EpiPen training.
- Asthma training.
- Athletics to support struggling learners
- Challenging the more able learners throughout the curriculum
- How to complete Early Help forms efficiently.
- Training provided by Andrew Whitehouse related to Autism, Mental health issues and specific strategies for whole classes, ADHD.
- Training provided by Jenny Morgan related to dyslexia support strategies and interventions
- Selected staff members are qualified mental health first aiders.
- Selected staff members are trained in Lego therapy
- Selected staff members are trained to deliver Toe-by-toe intervention
- Selected staff members are trained to deliver precision teaching intervention

During the 2023/2024 academic years we will continue to train our staff to a high standard with a key focus on:

- supporting children with autism spectrum condition
- supporting children with selective mutism
- well-being and mental health
- reasonable adjustments
- Personalised curriculums
- Speech and language, communication needs

How will my child be included in activities outside the classroom including school trips? Activities and school trips are available to all who have agreed to and follow the school's home to school agreement.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

The school is on one level with ramp access and disabled toilet and shower facilities.

How will the school prepare and support my child when joining Distington Community School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
 - All pupils attend a Transition session where they spend some time with their new class teacher.
 - Additional visits are also arranged for pupils who need extra time in their new school.
 - All staff are always willing to meet parents/carers prior to their child joining the school.
 - Secondary school staff visit pupils prior to them joining their new school.
 - Miss Watson or Mrs Benson liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Benson or Miss Watson, the secondary school SENCO, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions may be arranged.

How will my child and I be involved in discussions about and planning for my child's education?

All parents and children are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Benson, Miss Watson, the head teacher or other professionals
- parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

What should I do if I have a complaint relating to the provision made at the school for children with SEN?

Any complaints should follow the schools complaints procedure. This can be accessed in our school prospectus, school office or school website.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCOs. Other information may also be available on the County Council's Local Offer webpage available at:

<http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/localoffer.asp>

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