



Send Information Report

At Distington Community School, we are committed to equal opportunities for all of our pupils. We strive to remove barriers to learning to ensure that all children can reach their full potential, whatever their special educational need (SEN) or disability. The majority of pupils with SEND in our school are provided for within the class by slight adjustments to work, resources or teaching methods. Whilst we strive to be as inclusive as possible, we recognise that sometimes, to achieve their potential, children need very different strategies, teaching styles or learning provision. The Head teacher, SENCOs, teachers, support staff and Governors work with parents and outside agencies to ensure the best approaches possible are used in order to support children with SEND.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities.

Support available:

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 SENCOs 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:

- Communication and interaction needs.
- Cognition and learning needs.
- Social, emotional, and mental health difficulties.
- Sensory and/or physical 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 but not limited to:

- 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 SENCOS
- Occupational Therapy
- Pupil and Attendance Support Teams (PAST)
- Social Services
- Physiotherapy
- CAMHS
- Paediatrician
- Andrew Whitehouse – private SEN consultant

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

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

How will my child be included in activities outside the classroom including school trips?

Extra-curricular activities and school trips are available to all who have agreed to and follow the school's home to school agreement and behaviour policies.

- Risk assessments may be 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.

Roles and Responsibilities of staff:

The SENCOs are:

EYFS and KS1: Mrs D. Benson

KS2: Miss F. Watson

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor is Nicola Hodgson

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCOs to determine the strategic development of the SEN policy and provision in the school

4.3 The Acting Headteacher is Carl Barnes and the Assistant Head teacher is Leanne Savage.

The Acting headteacher will:

- Work with the SENCOS and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCOs to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

- Making reasonable adjustments to their teaching and classroom environment to cater for all children's varying needs.

Our vision

INTENT

At Distington Community School, we are committed to equal opportunities for all of our pupils. We believe that all children with Special Educational Needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an assess, plan, do, review cycle. We strive to remove barriers to learning to ensure that all children can reach their full potential, whatever their special educational need (SEN) or disability. Many of the pupils with SEND in our school are supported within the class by reasonable adjustments to work, resources, or teaching methods. We intend to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We value our children's feelings, creativeness and success in their learning equally so that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Whilst we strive to be as inclusive as possible, we recognise that sometimes, to achieve their full potential, some children need very different strategies, teaching styles or learning provision and in such cases some children may receive a more bespoke curriculum catered towards their individual needs following The Engagement Model.

The Headteacher, SENCOs, teachers and support staff work closely with parents and outside agencies to ensure the best approaches possible are used to support children with SEND.

Implementation

At Distington Community School, we believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's needs are addressed and met to the best of our potential. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents/carers and most importantly, the child. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. We value quality first teaching methods and activity promote inclusive strategies within our daily teaching.

At Distington Community School we aim for the Staff, Governors, pupils and parents to work together to make Distington Community School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We aim for children with SEND to achieve that of their peers. To ensure that progress is of an appropriate level the SENCOs tracks the data of each children half termly alongside informal observations. It is expected that if children show a decline in progress that a plan of action is put in place to ensure that the areas or cause of this decline are targeted. This may be through parental support, additional support services put in place, short term rapid intervention and/or a review of the IEP in place.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Impact

- Pupil's with SEN at DCS will be happy to attend school and will enjoy their learning.
- As a result, in diversity being celebrated within our school, all of our pupils will feel safe and respected.
- Children will demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND will make good progress at DCS from their own unique starting points due to the use of resources and small step intervention which meets the needs of the pupils.
- On leaving DCS, children with SEND will have developed good independence and life skills.
- Teacher's and support staff will be skilled and confident in knowing the needs of their pupils and to ensure learning is adapted to suit these needs.
- Children will be proud of their achievements and self-confidence will increase.
- Progress for SEN pupils will be in line with non-SEN pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. We will then ask that the parents and child (alongside the class teacher) complete an all about me/ my child profile to include in the child's SEND file.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCOS to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Data analysis from the Senior Leadership Team and the

SENCOs. These assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will liaise closely with secondary schools and their SEND teams. Extra transition days can be arranged if these are deemed to be beneficial to the child.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We ensure educational provision for pupils with SEN is 'additional to and different from' that provided to children without SEN. (**Code of Practise September 2014**).

We are a fully inclusive school and work with children in the main stream class room as much as possible. We provide rapid and planned interventions for children's specific needs which we deliver in small group or one-to-one settings.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of senior teaching assistants and teaching staff with many years' experience of working with children with a wide range of SEND. We endeavour to cater to all children's needs and will seek training for any new areas we have no/ little experience of.

We work closely with a number of government and private agencies to ensure our children receive the correct support and diagnoses (if needed).

We also work closely with agencies such as Family Action to support families at home.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCOs
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of club to promote teamwork/building friendships etc.
- We run a nurture group which children attend twice per week.

We have a zero-tolerance approach to bullying.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCOS (or head teacher if the complaint involves the SENCOS) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN

We work with a wide range of agencies that support children and their families. If you wish to receive this support speak to your child's class teacher who will help you contact the appropriate bodies.

5.14 Contact details for raising concerns

If you have a concern about your child regarding SEN you should first speak with your child's class teacher. If you have already done this and wish to speak to a further member of staff call the school office on: 01946-830526 and ask to speak to the school SENCOS or Head teacher.

5.18 The local authority local offer

Our contribution to the local offer is available on our school's website:

<http://www.distington-comm.cumbria.sch.uk/sen/>

Our local authority's local offer is published here: <http://www.distington-comm.cumbria.sch.uk/sen/>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs D. Benson and Miss F. Watson **yearly**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- SEN
- Equal opportunities.

Updated: December 2023