



Special Education Needs and Disability (SEND) Information Report 2024-25

Many students may need additional support through their learning journey. The information below aims to answer questions you may have about this support.

Durham Johnston Comprehensive School is committed to supporting all students, regardless of their background, circumstances or individual needs. We believe in academic excellence for all, the importance of acquiring knowledge, social justice, public service and the ability of education to open doors for students when they leave us after 5 or 7 years. We are committed to a comprehensive education for all. We have five core values that accurately reflect the school's ethos:

1. Academic Excellence; a belief in progress for all.
2. Acquiring Knowledge; the importance of being an educated person and knowing things.
3. Social Justice; providing opportunities for all, regardless of background.
4. Public Service; the importance of making a contribution to the school community and wider society.
5. Diverse Opportunities; a rounded education that 'opens doors' regardless of location or specialism.

The principle that all students should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Durham Johnston Comprehensive School uses a range of methods to provide learning opportunities based upon individual need. Quality First Teaching (QFT) aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching and we will work closely with our students, parents and additional stakeholders to make appropriate adjustments to provision where necessary. Whilst our teachers are committed to supporting all students, specialist guidance is provided by our Inclusion Team, which incorporates Learning Support and our Student Support Centre and Transition Team. This policy has been developed in consultation with the Senior Leadership Team, Learning Support department and the Governing Body of Durham Johnston Comprehensive School.

The Durham Local Authority Local offer can be found at:

<https://www.durham.gov.uk/localoffer>

The SEND Code of Practice 2014 Parent and Carer guide can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

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1. What is the definition of Special Educational Needs?

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age (Code of Practice 2015, p15)

The 2015 Code of Practice outlines support for young people in four broad areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

<https://www.durham.gov.uk/article/23255/Communication-and-interaction-resources>

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<https://www.durham.gov.uk/article/23254/Cognition-and-learning-resources>

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

<https://www.durham.gov.uk/article/23256/Social-emotional-and-mental-health-resources>

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

<https://www.durham.gov.uk/article/23257/Sensory-and-physical-resources>

2. What types of SEND does the school provide for?

The current range of SEND Durham Johnston Comprehensive School supports:

We have students with a range of SEND including dyslexia, visual and hearing impairments, autism and ADHD.

3. How does DJCS approach teaching children/young people with SEND?

Our approach to teaching children/young people with SEND, with examples of adaptations to the curriculum:

Area of Need	Provision	How do we know this has worked?
Communication and interaction	<p>Quality first teaching</p> <p>Tasks adapted to the level of the individual child</p> <p>Possibility of small group or one to one support</p> <p>Adaptations to the environment where necessary</p> <p>Individual targets</p> <p>Relevant and specific interventions e.g. social skills group</p> <p>Access to additional specialist support as required for example the Communication and Interaction team</p> <p>Use of specialist equipment where necessary e.g. laptops</p> <p>Key worker</p>	<p>Staff, parent and student feedback</p> <p>Observations</p> <p>Review of targets</p> <p>Parent and student meetings</p> <p>Parents' evenings</p> <p>Monitoring student progress</p> <p>Specialist assessment from external agencies with learning targets achieved.</p> <p>Student progress through social interactions</p>
Cognition and learning	<p>Quality first teaching</p> <p>Tasks adapted to the level of the individual child</p> <p>Possibility of small group or one to one support</p> <p>Adaptations to the environment where necessary</p> <p>Individual targets</p> <p>Relevant and specific interventions</p> <p>Access to additional specialist support as required e.g. the Cognition and learning Team or an Educational Psychologist</p> <p>Use of specialist equipment where necessary</p>	<p>Staff, parent and student feedback</p> <p>Observations</p> <p>Review of targets</p> <p>Parent and student meetings</p> <p>Parents' evenings</p> <p>Monitoring student progress</p> <p>Specialist assessment from external agencies</p> <p>Student progress</p>
Social, emotional and mental health difficulties	<p>Quality first teaching</p> <p>Tasks adapted to the level of the individual child</p> <p>Possibility of small group or one to one support</p> <p>Individual targets</p> <p>Relevant and specific interventions for example support from pastoral staff</p> <p>Access to additional specialist support as required e.g. the Educational Psychologist</p> <p>Use of specialist equipment where necessary</p> <p>Referral to the school wellbeing mentor</p>	<p>Staff, parent and student feedback</p> <p>Observations</p> <p>Review of targets</p> <p>Parent and student meetings</p> <p>Parents' evenings</p> <p>Monitoring student progress</p> <p>Specialist assessment from external agencies</p> <p>Increased student attendance and participation in school life</p>

Sensory and/or physical needs	Quality first teaching Tasks adapted to the level of the individual child Possibility of small group or one to one support Adaptations to the environment where necessary Individual targets Relevant and specific interventions Access to additional specialist support as required Use of specialist equipment where necessary	Staff, parent and student feedback Observations Review of targets Parent and student meetings Parents' evenings Monitoring student progress Specialist assessment for external agencies Student is included fully in the school life
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4. How does DJCS identify children and young people with SEND?

How Durham Johnston Comprehensive School identifies children and young people with SEND:

- Concerns are raised by parents, carers, students, teachers, outside agencies and the student's previous school/s.
- Information shared from previous school.
- Limited or slow progress is evidenced through school monitoring despite targeted classroom support from the teacher.
- Low prior attainment, may be an indicator.
- Referrals from class teachers following targeted in class support.
- Referrals from outside agencies e.g. CAMHS

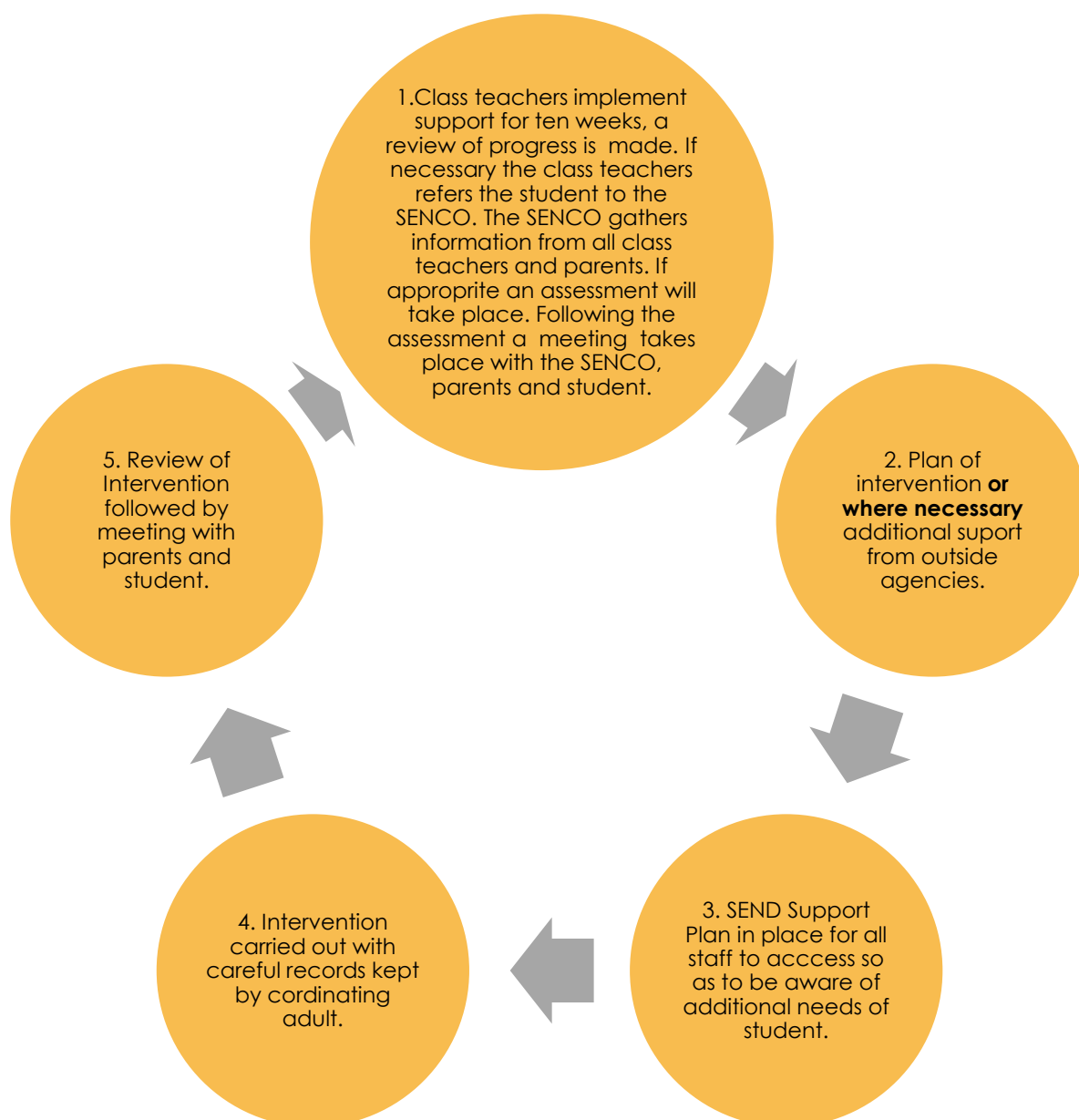
Following referrals students may be assessed by the SENCO and if areas of need are identified support will be implemented. For most students, specific support is not necessary, and their needs can be met through Quality First Teaching.

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

Contact your child's form tutor, Head of Year or SENCO to discuss any concerns.

5. How will I know how DJCS supports my child?

- Individual SEND support plan and One Page Profiles are used to give a profile of additional needs
- Each student's SEND support plan or One Page Profile will be written jointly by the student, parent and SENCO or LSA. The plan will outline specific strategies used by subject teachers to support your child through quality first teaching. Outcomes will be set for your child and recorded here
- Parents, students and teachers have copies of SEND support plans which are updated termly in conjunction with all stakeholders and One Page Profiles which are updated annually in conjunction with all stakeholders
- Interventions are recorded on a whole school provision map which is a document used to track additional support
- The school has access to specialist support services, and we would work in partnership with you to make a referral if appropriate.
- At the centre of all support is the student who will be consulted about their provision and how best to support them.



6. How will I know if my child is making progress?

- Reports are shared with parents twice annually
- Parents' evening for your child is an opportunity to discuss progress with subject staff
- Learning log reviews take place termly where parents and students meet with a member of the Inclusion team. This is an opportunity to review outcomes and provision related to SEND
- Annual reports are sent out during each academic year
- House points and behaviour points are awarded to students. A House point is given as a reward to a student and a behaviour point is an area of concern
- Parents are contacted in relation to significant achievements and concerns

7. What specialist support services and expertise are available at or accessed by Durham Johnston Comprehensive School?

- Sensory support including Teachers of the deaf, teachers of the blind and habilitation specialists (QTVI Team and HI Team)
- The Communication and Interaction team
- The Cognition and Learning team
- Educational Psychologist
- CAMHS
- Paediatricians
- School Nurse
- Durham Works and in house careers support
- Community nurses
- Occupational Therapy
- Social Care services
- Health services
- Emotional well-being team

The SENCO may make a referral to an outside agency in conjunction with parents and students when this is necessary to meet the needs of the student.

Parents can seek support from: <https://www.durham.gov.uk/onepoint>

Durham Local Offer has a resources page for family support:

<https://www.durham.gov.uk/article/23253/Resources-for-children-and-young-people-parents-and-carers-and-professionals>

8. What training have the staff had or are receiving?

Training for this academic year includes:

Learning Support Assistants:

- Supporting young people within the classroom
- Working effectively with teachers
- Questioning
- Support from the QTVI team
- Safeguarding
- Anxious about school project
- ASC training including the Triple A course

Teachers:

- Strategic school priority of SEND
- Safeguarding
- Access Arrangements
- Identification of SEND needs
- Quality First Teaching
- Neurodiverse classrooms
- Supporting the mental wellbeing of students

SEND training is central to the schools' ongoing continued professional development plan. The effectiveness of SEND provision is reviewed annually and this informs future staff training needs

9. How will Durham Johnston prepare and support my child when joining or transferring to a new school or post 16 provision?

Year 6 Transition

- The SENCO may attend annual reviews for Year 6 students
- Students with specific needs visit Durham Johnston Comprehensive School for a series of sessions before the Year 6 Transition Day
- Students visit school for the transition days in July
- Parental meeting prior to transition day for parents of students with SEND.
- Summer School where students can meet key staff and make new friends

Mid-year Transition

- Head of Year coordinates student admissions during an academic year. Students will have the support of a 'buddy' within their form group, the support of their form tutor and Head of Year
- Information is shared about any additional needs of students with staff using a Learning Log.
- A lead teacher will support students throughout this process.

Transition to post 16 provision or university

- Students with an EHCP receive guidance from Durham Works at their annual reviews.
- The SENCO shares information about any SEND needs to post 16 settings
- Students in Year 12 and 13 are supported through the UCAS application process
- Students are signposted to support services within universities and colleges.

Outcomes are set for students using the Preparing for Adulthood framework for young people with an Education Health Care Plan.

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>

Careers support begins in Year 7 and is available to all students. If a young person requires more bespoke support then this is arranged either on a 1:1 basis or within a small group.

A small group of Year 9 students receive targeted preparing for adulthood support during the spring term.

10. What support will there be for my child's social and emotional development?

- Form Tutors meet with all students daily and are always available to offer support and will refer students to their Head of Year whenever necessary
- The School Nurse is available to students on an appointment basis.
- Mentoring through the pastoral team
- A member of the Inclusion team is available for students to talk to during all unstructured times of the day, this is an opportunity to raise any worries the student may have
- A member of the Inclusion team leads activities during all unstructured times of the day
- Students have access to a key adult to talk to daily if required
- Students with social communication differences in KS3 meet daily an adult to discuss their day and have the opportunity to raise any concerns with peers in a safe environment.

11. How do we evaluate the effectiveness of our provision for students with SEND?

- Lesson observations
- Annual student school reports and twice-yearly reports
- Reviews of SEND targets
- Feedback from students and parents/carers
- Exam outcomes
- Small steps of progress evaluated
- Provision map to monitor the overall effectiveness of interventions
- Review of the SEND notional budget

12. How do we help students with SEND to take part in school activities, like others without SEND?

Best endeavours will be made to enable all students to access all activities and trips.

- Risk assessments are carried out and procedures are put in place to allow all students to participate in activities using best endeavours.
- Forward planning of activities
- If additional adult support is required for an activity, then parents would be consulted, and support put in place for the student using best endeavours.
- If a student has transport provided through the local authority the school will discuss alternative provision with parents.

13. What do I do if I have a complaint about the provision offered to my child?

As a school we encourage regular, open and honest conversations between staff, parents/carers and the students. If you are unhappy about the provision made for your child:

Please contact:

Miss Davies the SENCO

learningsupport@durhamjohnston.org.uk

The member of staff will work collaboratively with families to resolve any difficulties.

If you still have concerns, contact the SEND governor through the school office or the Headteacher: school@durhamjohnston.org.uk, or 0191 384 3997

14. Who can I contact for further information?

Your child's Head of Year or their form tutor. You can find details of the pastoral team on the school website: <https://durhamjohnston.org.uk/pastoral/team>

All staff can be contacted via the school by emailing school@durhamjohnston.org.uk, marked for the attention of the specific teacher.

You can also contact the SENCO, Miss Davies, via learningsupport@durhamjohnston.org.uk.

Updated June 2024 in conjunction with all stake holders.

