



Durham Johnston

SEND POLICY

1	SUMMARY:	This policy sets out how the school will do its best to ensure that all necessary provision is made for students who have been identified as having a special educational need in order that they achieve their best, become confident individuals and make a successful transition into adulthood.			
2	RESPONSIBLE PERSON:	Headteacher			
3	APPLIES TO:	Staff, parents and carers, students and other stakeholders			
4	GROUPS / INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:	Senior Leadership Team, SENCo, Chair of Governors			
5	RATIFYING COMMITTEE(S) AND DATE OF FINAL APPROVAL:	Governing Body sub-committees: <ul style="list-style-type: none"> • Pupil and Staff Wellbeing • Curriculum and Standards Approved – February 2021			
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Date	Version	Action	Amendments

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Introduction

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. **Global 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.

A. Definition of Special Educational Needs (SEN)

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEN policy details how Durham Johnston Comprehensive School will do its best to ensure that the necessary provision is made for any student who has special educational needs and that those are made known to all who are likely to teach them. The school will do its best to ensure that teachers in the school are able to identify and provide for those students who have SEN. The school will do its best to allow students with SEN to join in the activities within the school with students who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all students with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Many children and young people who have SEN may have a disability under the Equality Act (2010). That is, 'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

B. Principles Underlying Our Practice

As stated in the SEND Code of Practice 2015:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.'

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training

At Durham Johnston Comprehensive School we are committed to the inclusion of all students in all areas of school life over a 5 or 7 year period. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs (SEN). We recognise that all students are entitled to a quality of provision which will enable them to achieve their potential and enjoy well-being as enshrined in the outcomes of 'Every Child Matters' (be healthy; be safe; enjoy and achieve; make a positive contribution and achieve economic well-being).

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEN students.

C. Objectives

The aims of the SEN Policy marry with the whole aims and ethos of Durham Johnston Comprehensive School. The core purpose of our Inclusion and Learning Support Team is to ensure that all children with SEN receive the appropriate support, which empowers them to achieve their potential as individual learners. We aim to provide every student with access to a broad and balanced curriculum in accordance with the guidance in the SEND Code of Practice. In order to meet the individual needs of every student we need to continue to achieve the following:

1. Regard SEN as a whole school issue directly related to curriculum, teaching and learning and raising achievement.
2. Adopt a range of teaching and learning styles across all curriculum areas.
3. To ensure that every student is protected from harm and neglect and that every effort is being made to enable them to learn and grow independently.
4. To make reasonable and appropriate adjustments to overcome obstacles and barriers to learning.
5. Work in partnership with students, parents, teachers, governors, partner agencies and outside agencies to gain a better understanding of each individual and to involve them in all stages of their child's education. This includes offering support in terms of understanding SEND procedures and, providing regular reports on progress.
6. Develop effective communication within school, with parents, with partner and with outside agencies.
7. Follow a system of monitoring, target setting and reviewing progress that meets the needs of the individual learner and follows national and local guidelines.

8. Ensure that learning experiences and the monitoring of progress and achievement is student centred and prioritises student voice.
9. Creating an environment where students feel safe and confident to voice their opinions and to discuss their needs.
10. Allow students with special educational needs and disabilities to partake fully in all school activities (so far as is reasonably practical and compatible with the child).
11. Ensure that all students with SEN reach their full potential, make progress and achieve at the highest possible level for their ability.
12. Provide an appropriate curriculum (including life skills and social skills as appropriate).
13. Ensure that transition to Durham Johnston Comprehensive School is a smooth process which reassures children and their families and allows them to make a positive start to life in a new school.
14. Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, primary school, the Local Authority, health and care services, and any agency working with the student prior to starting at the school.
15. Ensure that post-16 transfer is appropriate to the needs of the young person and ensures continued education and or training.
16. Offer regular staff training which focuses upon the needs and experiences of SEN students
17. Provide a well-resourced Learning Support department that can effectively support students and their teachers.
18. Liaise regularly with Year Leaders and pastoral staff to review the progress of SEN students.
19. Record the names of vulnerable students on the school's SEN Register and regularly review this register.
20. Issue support plans for those students with Education Health Care Plans (EHCP's) and other vulnerable children as identified on the SEN register.
21. Make appropriate provision for those students whose needs are greatest
22. Support the school's literacy and numeracy work in line with the KS3 national strategy.
23. Ensure that strategic and appropriate intervention is in place via effective liaison with the SEN team and the Local Authority.

D. Roles and Responsibilities

Governing Body

The Governing Body will do its best to ensure that the necessary provision is made for any child who has SEN. Durham Johnston Comprehensive School's Chair of Governors, Dr Sandra Whitton, has specific responsibility for SEN and she liaises between the Governing Body and the school on all matters related to SEN, ensuring that the Governing body plays an active part in developing and monitoring the

school's SEN policy. SEN matters are regularly discussed within the school governance committee structure.

Senior Leadership Team

The person responsible for overseeing the provision for students with SEND is the Headteacher. The person responsible for the day-to-day coordination of SEND is Mr Weaver, Assistant Headteacher (Inclusion) and acting SENCo

SENCo

The following responsibilities will be undertaken by the school's SENCo who will:

1. Liaise with Year Leaders to ensure effective provision for students with SEN.
2. Maintain and review the SEN register..
3. Maintain and review the support plans of SEN students, including the setting of appropriate learning targets.
4. Manage the SEN/Learning Support areas of the school.
5. Lead and manage the work of the Learning Support team.
6. Co-ordinate appropriate additional support for identified students.
7. Co-ordinate and oversee the examination arrangements for students with SEN, including access arrangements.
8. Liaise with outside agencies and support networks as appropriate.
9. Manage the SEN reviews of identified students.
10. Identify and adopt teaching and learning strategies effective for the needs of students with SEN by working closely with Subject Leaders and individual subject teachers.
11. Liaise with Subject Leaders to ensure that teaching and learning strategies across the school meet the needs of students with SEN.
12. Have clear Quality Assurance assessments in place to monitor SEN provision in the classroom.
13. Monitor the curriculum and provide feedback to the school's Senior Leadership Team.
14. Use school data to assess the progress of SEN students and identify areas of intervention and support.
15. Report to SLT and governors upon the progress of students with SEN and the success of intervention
16. Monitor the progress of Looked after Children across the school and carry out the role of 'Designated Teacher'.
17. Report to SLT and school staff about the progress of SEN students.
18. Provide advice and guidance for staff regarding the teaching and learning of SEN students.
19. In consultation with SLT line manager for SEN, update SEND policy and procedures.
20. Attend national and local events in relation to SEN.
21. Keep up to date with training and manage own professional development in relation to SEN.

22. Lead staff training in relation to SEN.
23. Ensure that the needs of SEN learners are understood by all staff.
24. Work closely with parents and other stakeholders to exemplify the school's ethos and inclusive nature.

E. Learning Support Staffing

The teaching and learning requirements of all children with SEN is primarily the responsibility of the class teacher with support from their Subject Leader. This reflects the principle that SEN is a whole school issue and a recognised aspect of all curriculum planning. All staff at Durham Johnston Comprehensive School are expected to teach students with SEN.

The Learning Support Team consists of:

- 1 Special Educational Needs and Inclusion Co-ordinator
- 1 Second in Department
- 4 Learning Support Assistants
- 2 Transition workers, working within the school's transition team

F. School Arrangements for co-ordinating SEND provision

The SENCO will maintain a record of all students on the SEND register. The Learning Support team will inform staff with relevant information that will help them to support individual students, as well as developing SEND Support Plans to monitor the progress of all students with SEND. All teachers are responsible for SEN students and can access the following:

1. The school's SEND Policy.
2. A copy of the full SEND Register.
3. Guidance on identification in the Code of Practice (Special Educational Needs and Disabilities students with Education Health and Care Plans).
4. Information on individual student's special educational need, including SEND and Individual Support Needs plans with outcomes set.
5. Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
6. Access to individual training opportunities to improve their practice.
7. Access to information on the school's database with regard to individual students and their special needs and requirements.
8. Receive regular SEND updates.

This information is made accessible to all staff where appropriate and, where necessary, in a clear summary version to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special educational needs and disabilities

and their requirements. This will enable them to provide for the individual needs of all students, helping to remove barriers in the classroom.

G. Identification of SEND students, Referrals and Assessment Procedures

Students are identified from information provided by:

1. Education partners
2. Standardised tests, (including literacy/numeracy tests, 'value added' measures, reading age test and SATs results)
3. Individual teachers and departments
4. Parents
5. Outside agencies
6. Students
7. In-school monitoring
8. Year Leaders
9. SEN Team

Any member of staff, parent, or outside agency can make a referral to the SEN Team regarding a student at Durham Johnston Comprehensive School. Student assessment is an on-going process and forms an intrinsic part of the teaching cycle, designed to promote the raising of achievement. Student assessment may be used as a basis for an initial referral to the SEN Team. The team may also use assessment (reading, writing, numerical) to further assess a student's SEN.

It is important to note that not all students referred to the SEN Team will be SEN students; any support and guidance given may be short, medium or long term. Our assessment and identification procedures are available within Durham Johnston Comprehensive School's SEND Information Report (SIR) published on the school website.

H. Partnerships

Working in Partnership with Parents and Carers

The school is committed to a close working relationship with parents and carers. This is important, as it allows:

1. Early and accurate identification and assessment of SEND, leading to the correct intervention and provision being implemented.
2. The continuing social and academic progress of students with SEND.
3. The personal and academic targets are set and met effectively.

The school welcomes feedback from parents and carers and encourages them to make an appointment with the SENCo if they have any questions or need support.

Parents and carers are informed about their child's progress through interim reports, parents' evenings, annual reports and individual contact where appropriate. In situations when more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual student's needs. If necessary, the SENCo can also refer parents and carers of students with SEND to the Local Authority's Parent Partnership Service, where specific advice, guidance and support may be provided.

If an assessment or referral indicates that a student has additional learning needs, we will always consult with regard to future provision. Parents and carers are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action identified relating to provision for their child.

Working in Partnership with Specialists and Outside Agencies

Where a student continues to make little or no progress, despite well-founded support that is matched to their area of need, the school will consider involving specialists, including those from outside agencies.

The school may involve specialists at any point to advise them on early identification of SEND, next steps and appropriate support and intervention. The school will endeavour to involve a specialist where possible when a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite SEND support. Parents and carers will always be consulted before any decision to involve specialists is made. The involvement of specialists and agreed action should be recorded and shared with the parent and carer, as well as teaching staff to guarantee a shared understanding of need and appropriate actions that need to be implemented. The SENCo and subject teachers, together with the specialists, will consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. They will agree the outcomes to be achieved through support, including a date by which progress will be reviewed. This will be referenced in any individual support plan. Support may cease, be adapted or replaced depending on the effectiveness of progress towards expected outcomes.

Transition Arrangements and Working in Partnership with Other Schools

Individual transition arrangements are actioned where necessary to ensure a smooth transition from one school to another. Our Transition Team work closely with all primary schools to identify and share information regarding SEN students who are transferring from Year 6 into Year 7. We liaise with teachers, SENCOs, parents and students to establish need, to develop good relationships, plan for enhanced transition visits and to ensure that all that appropriate support is in place for a positive transition. We offer similar support as students move from Key Stage 3 to Key Stage 4 and work with our Year 10 and 11 students on transition post-16. For any students who we suspect may need enhanced support to ensure success and to avoid NEET

status, we employ the help and guidance from the One Point service and our own Guidance Team to support students in their next steps and to make sure that they have a plan for the next stage of their education, training or employment.

Admission Arrangements and Working in Partnership with the Local Authority

The admission arrangements for all students are in accordance with national legislation, including the Equality Act (2010). This includes students with any level of SEND and those with EHC plans.

The SENCo will gather all SEND plans and documents from the primary school (where appropriate) and any agencies working with the student. A meeting may be agreed with parents or carers to aid the smooth transition of the student and to discuss the individual needs of the student during transition. Where face-to-face meetings are not possible, contact will be made via telephone or email to ensure that there is a good understanding of the type of provision required. We will also happily provide appropriate opportunities if parents or carers have a disability or specific need. Where possible the school will do its best to ensure that the necessary provisions and preparations are made prior to the start of the school year. Each student will be closely monitored in terms of academic progress and integration to ensure that appropriate provision is in place, so that no student is at a disadvantage as a consequence of a learning difficulty or disability.

I. Identification of student needs

Staff at Durham Johnston Comprehensive School strive to provide high quality teaching for all of its students. Teachers are responsible for the progress of all students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and to make progress both academically and socially.

Students are offered a broad and balanced curriculum tailored to their individual need. If students require extra support, specialist resources or extension materials they will be provided if possible or appropriate. If a student is looked after by the Local Authority, their needs will be supported in the same way as other SEND students, with the addition of close liaison with appropriate staff from the Local Authority as well as the student's Virtual Headteacher.

Students who make little progress in specific areas over long periods of time or whose National Curriculum levels are substantially below average, or who have complex needs which will require additional support from outside agencies will be placed on our SEN register. If they require provision that is additional to or different from the differentiated curriculum and there is input from appropriate external agencies then:

- Parents/carers and students will be an integral part of the planning and targeting process.

- Advice from outside specialists, which may include educational psychologists and specialist support teachers will be sought.
- A Class Support plan will be formulated and a Learning Support Mentor allocated.
- There may be a need to refer the student to the Local Authority for a Statutory Assessment.

A Graduated Approach

Classroom teachers

Quality First Teaching, differentiated for individual students, is the first step in responding to students who may have SEND. Many SEND needs can be met as part of Quality First Teaching. Teachers are responsible and accountable for the progress and development of the students in their class:

1. Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
3. The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. Work sampling and scrutiny of planning to ensure effective matching of work to student need.
5. Departmental meetings where SEND information is shared with key staff and when appropriate, individual students are discussed.
6. The SENCO will be consulted as required for support and advice and may wish to observe the student in class.
7. If a student has recently been removed from the SEND list, they may also fall into this category and continued monitoring will be necessary as part of the Individual Needs Register.
8. Parents/carers will be informed of any concerns and the details of the school action in place. Parents/carers are encouraged to share information and knowledge with Durham Johnston.
9. Concerns by teachers and/or parents/carers will be investigated. Students will only be placed on the SEND register once the need is confirmed.
10. Progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual needs and progress being made.

Additional in-school support

1. This recognises students who are identified as requiring additional or different help, in addition to the regular differentiated curriculum.
2. Class teachers collaborate with the SENCO on evidence gathering and identification.
3. Once the SENCO has been notified, an assessment will be undertaken through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge, the SENCO can help with planning for future in-school support. Action that has already been taken is reviewed and updated in line with the new findings.

J. Single category SEND support

Where a student has been identified as having SEND, a four-part cycle to remove barriers to learning and to put effective special educational provision in place (Asses/Plan/Do/Review). All teachers will work closely with the SENCo to identify and make provision. This is an evidenced based approach to making provision and the expectation is that staff working with students with special educational needs will have sufficient knowledge and skills to make a difference and be able to make reasonable adjustments to meet any identified need. Consultation with parents/carers and student is essential throughout the process.

- **Assess** - Our SENCO and class teachers will work together to analyse needs using a range of sources, including the school's approach to student progress, attainment and behaviour. Consultation is key, and it may be necessary to consult widely both in school, with the student, with parents/carers and with external support services to get the best picture of needs. The assessment should be reviewed regularly.
- **Plan** - This is when the school decides to provide SEND support. The views of all involved including the parents/carers and the student will be obtained and appropriate evidence based interventions identified and implemented by the class teacher and/or support staff with advice from the SENCo. Where it is decided to provide a student with SEN support, the parents/carers must be informed. The class teacher and the SENCo should agree in consultation with the parent and student the interventions and support to be put in place, as well as the expected impact on progress and achievement, along with a clear date for review.
- **Do** - This involves providing effective support and interventions with regular feedback to students, parents/carers and staff about progress. Our SENCo will support teachers in any further assessment and provide coaching and mentoring in all aspects of curriculum modification.
- **Review** - Progress is reviewed on a termly basis. Review meetings with parents/carers and students occur three times a Year. Baseline data and

outcomes will guide the review and this information is communicated to parents/carers via school reports and any gaps can be identified and planned for.

Referral for statutory assessment

Those students who continue to have significant difficulties will be referred for Statutory Assessment. EHCP's cover the needs of 0-25 year olds. The single plan will be supported by a new single assessment that involves professionals from all relevant services. SENCOs can expect to be involved in contributing to the development and implementation of EHCP's from then onwards.

The application of the EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Pastoral/Support staff
- Educational Psychologist
- Other professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

EHCP's (Education Healthcare Plans)

1. Following Statutory Assessment, if approved, an EHCP is provided by Durham LA. If it is decided that the school cannot provide for the students' needs on its own, the LA may decide to place the student in specialist provision.
2. Parents/carers have the right to appeal against a decision either for or against an EHCP for their student.
3. Once the EHCP is completed it will be kept as part of the student's formal record and reviewed annually by the school, parents/carers, any relevant professional and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual EHCP Review

Coordinated Assessment Process and Education Health Care Plan (EHCP)

EHCPs make provision for:

1. Children and young people to be at the heart of the system.
Close cooperation between all of the services that support children and their families through the joint planning and commissioning of services.
2. Early identification of children and young people with SEN.
3. A clear and easy to understand 'local offer' of education, health and social care services to support children and young people with SEN and their families.

4. For children and young people with more complex needs, a coordinated assessment of needs and a new 0 to 25 Education, Health and Care Plan (EHC Plan), for the first time giving new rights and protections to 16-25 year olds in further education and training comparable to those in school.

The school will review each EHCP annually and the SENCo will invite:

- The student's parent/carer
- A representative of the LA
- Relevant outside agencies
- Any other individual the Head of Inclusion thinks appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets.
- Review the provision made for the student in the context of life skills, the curriculum and levels of attainment and progress in basic literacy/numeracy.
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year and whether or not to cease, continue or amend the existing plan.
- Set new targets for the coming year.
- Year 9 and subsequent reviews will include preparation for adulthood targets in order to prepare for the student's transition to employment, further education, work based training, higher education and adult life.

K. Personal budgets

The SENCo is involved in contributing to the development and implementation of EHC Plans. Personal budgets were introduced by the DfE from 2014 for families of children and young people who are eligible for an EHCP. SENCo's and Headteachers will have key roles to play in partnership planning with families. Costed provision mapping is undertaken for each student with an ECHP to ensure that budget expenditure is educationally appropriate.

Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided, as far as possible in line with the needs of the individual. Systems in place provide, in the main, for students with SEND to be educated alongside their peers in a mainstream classroom.

The school's curriculum is regularly reviewed by Leadership Group (LG) to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum, and enables students to reach their full potential by:

- Keeping staff fully informed of the special educational needs of any students in their charge, including sharing reports, medical reports and teacher feedback where appropriate.
- Providing regular training and learning opportunities for staff in all departments about SEND and SEND teaching. Staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space.
- Using support effectively to ensure that the curriculum is differentiated and accessible.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

L. Inclusion of students with SEND

The Headteacher, SENCO and SEND Governor oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school.

- We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:
- Providing a balanced curriculum for all students both in and outside of the classroom, including play and interaction at breaks and lunchtime, and extending to extra-curricular activities, day trips and residential visits.
- Practicing differentiated teaching methods that suit the needs of individual student.
- Promoting an inclusive ethos throughout the school and encouraging social responsibility and understanding amongst all students.

M. Evaluation of provision

A SEND information report will be produced annually linked to the SEND policy. The governing body will review the report annually. The policy and report will be monitored on a number of levels:

- By the SENCO, in consultation with Assistant Head (Inclusion), Head Teacher and SEND Governor.
- By the Senior Leadership team during subject reviews, including progress on identified targets in the school's Development Plan and in the Subject Self Evaluation Form (SEF).
- Via feedback from parents/carers at Parents' Evenings, meetings and Annual Review meetings.
- Via feedback from students when reviewing progress with tutors.

Student progress indicates and provides evidence of the success of the SEND Policy and this will be analysed carefully through:

- Achievement of targets.
- Progress from Key Stages 2 to 4 or 4 to 5.
- External examination results, including GCSE, AS and A level results.

Criteria for evaluating success

There are two aspects to our self-evaluation procedures; an evaluation of policy and procedures, and an evaluation of student progress.

The following procedures are used for an evaluation of student progress:

- Review of records of students moving up and down the stage of the Code of Practice
- Feedback from students, teachers, parents and outside agencies
- GCSE and A Level results
- Value added assessments
- Standardised assessments
- SEN review

N. Supporting students in school with medical conditions including temporary or long-term disabilities

Durham Johnston recognises that students at school with medical conditions should be properly supported so that they have full access to education, including educational visits and Physical Education (PE). Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In addition we also provide exam access arrangements for those in school who require support in assessments, formally from Year 10 onwards, and in anticipation of those students who will require them in future through Years 7 to 9. In addition, we also have a range of compulsory CPD sessions for all staff throughout the year which focus on SEND, equality, safeguarding and child protection to ensure the utmost care of every student attending Durham Johnston

O. Discrimination

At Durham Johnston we have an Equality Policy, therefore every one of our students is provided with equal opportunity to access all aspects of our curriculum.

As part of our Spiritual, Moral, Social, Cultural (SMSC) curriculum all students are taught the importance of equality and diversity in school and in everyday life. As stated the SEND code of Practice January 2015 it is part of the school's duty of care to prevent discrimination, to promote equality of opportunity and to foster good relations.

At Durham Johnston we endeavour to make 'reasonable' adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

Our school welcomes any suggestions as to how we can further improve what we currently have in place, if you have any suggestions to make in this area please do not hesitate to contact N Weaver, Assistant Headteacher with responsibility for SEND.

P. Access

Durham Johnston is fortunate in that it is a recently built school and, therefore, is 100% accessible for any person with physical disabilities.

We have worked closely with outside agencies to make sure it is a safe space when quick evacuations are needed and we are fully competent at ensuring all students, including those with restricted mobility can move around the building safely and with ease.

Q. Safeguarding

Durham Johnston recognises that students with identified SEND have the potential to be disproportionately vulnerable to the risks of bullying, isolation and behaviour and communication difficulties. With this in mind, it is vital that all staff working in the school are aware of this fact and ensure that the school's safeguarding procedures are followed at all times. Staff should refer to the school's 'Safeguarding Policy' and 'Keeping Children Safe in Education' to ensure that the needs of our SEND students are being effectively met.

R. Complaints procedure

In the event a parent or carer has any concerns regarding the provision in place for their child, they should make an appointment to meet with the SENCo in the first instance. Should concerns continue, then a parent/carer should make an appointment to discuss these with the Assistant Head responsible for Inclusion. If a parent/carer has a complaint, then they should follow the school's complaints procedure published on the school's website.