



The Federation of Mowden Schools (Academy Trust)

SEN Information Report/Local Offer

Date Policy approved	6 th March 2018
Review frequency	Annually
Next review date	March 2019
Approving body	Pupil Progress and Curriculum

Approved by Chair of Committee:

Signature C. BOSZ Dated 22-6-18

Name C. BOSHTER

Approved by Chair of Governors:

Signature T.D. Lloyd Payne Dated 16.5.18

Name T.D. LLOYD PAYNE

Our Motto...Learning in Partnership

We make every effort to be a fully inclusive school. We welcome everybody into our school community and aim to support every child to reach their full potential both academically and socially.

We believe that everyone should contribute to the ethos of our school; all staff, pupils, helpers, governors and parents work together to enable all children to achieve their potential.

'Every child is seen as a child first, whose strengths and passions are built on, and areas of weakness are developed.'

(Parent quote)

Identifying Children with SEN

At the Federation of Mowden Schools, all teachers differentiate classroom work to meet the needs and abilities of individual children within their class. Through termly monitoring of pupil progress by each year group with support from the senior leadership team; any child not making adequate progress is identified for additional specifically targeted intervention and further support.

If a child requires further additional support or programmes to aid their learning, socialising or physical needs above this level; they will, after close consultation with parents/carers, be placed on the school's Special Educational Needs Register in accordance with the code of practice that all schools adhere to.

Arrangements for Assessing and Reviewing Progress

At the Federation of Mowden Schools class teachers are constantly following a termly cycle of Assess, Plan, Do, Review for all pupils and this therefore includes all children with SEN. Achievable yet challenging short term targets/outcomes are set and discussed with both the children and their families termly. Previous targets and outcomes are also reviewed. For children with SEN, support strategies and specific interventions are recorded and monitored for effectiveness in helping the child meet their individualised targets. Children and their families/carers are central to these meetings and share their views and opinions as to what is working well and what could be improved. This consultation and agreement is central to the process.

Transition

Transition between year groups and key stages within the Federation of Mowden Schools is carefully planned for all children with special educational needs. If extra visits to the new classroom, picture books showing new classrooms and staff to take home over the summer holidays to support the change are required; they are provided. The SENCO works very closely with colleagues in both the Early Years settings to plan careful transition into Foundation Stage and with the secondary providers with transition into Y7. Families and their children are always central to this process and involved in whatever extra transition is required to support the child.

The Approach to teaching children with SEN

Staff work very hard to develop approaches within and beyond the classroom to ensure the learning needs of all students are met. We have an inclusive ethos and wherever possible, additional support is focused in class to enhance quality first teaching. Where targeted interventions are appropriate, these take place as 1:1's, in pairs or a small

group and are delivered by class teachers and teaching assistants with support and advice from phase leaders, senior leaders, SENCO and outside agencies when appropriate.

The social and emotional development of our pupils is hugely important. We understand that some pupils require additional support with this and therefore have a range of extra pastoral support strategies/systems available. For example social skills groups, lunchtime groups 1:1 support etc.

Adaptions to the curriculum and learning environment

The curriculum is differentiated to meet the needs of all of our children, including those children with SEN. National Curriculum descriptors are broken down into manageable small step outcomes if required.

At the Federation of Mowden Schools we recognise that all pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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. For further details please refer to the schools **Supporting Pupils with Medical Conditions Policy** and **Disability Equality Policy**.

Staff Expertise

At The Federation of Mowden Schools we are constantly striving to develop the expertise of all staff through Professional Development training days in school and by staff attending courses.

We have a number of staff who have undertaken training in the following areas over the last 5 years:

- working with children with Speech, Language and Communication needs
- working with children with Visual Impairment
- working with children with Autistic Spectrum Disorder
- working with children with Specific Learning Difficulties (dyslexia, children with down's syndrome)
- implementing Additional Literacy Strategy work
- implementing Additional Numeracy Strategy work
- using a multi-sensory approach to lessons having an inclusive classroom
- Training for the SENCO to become the autism lead within the school

Evaluating the effectiveness of provision

In line with the whole school approach all SEN provisions are recorded onto a termly provision map and any interventions used are monitored and impact measured using the schools Intervention Impact Trackers or other appropriate tracker tools. These are then reviewed termly by the SENCO, senior leaders, phase leaders and class teachers through the monitoring of children's work and progress. The SENCO meets regularly with the senior leadership team and SEN Governor to discuss overall effectiveness of SEN provision.

Outside Agencies

We have close working relationships with a range of outside agencies to enable us to draw on additional expert advice and support when required. For example, Low

Incidence Needs Service, Behaviour Support, CAMHS, Community Paediatrician, Occupational Therapy and Speech and Language services, Educational Psychologist, Social, Communication Outreach service, Information, Advice and Support Service (IASS). In addition to accessing professional advice and guidance to support pupils in school, we also liaise with agencies offering support for families.

Discrimination

At the Federation of Mowden Schools, we have a Single Equality Scheme to allow all our pupils equal opportunity to access all aspects of our curriculum.

Dealing with complaints

The Federation works to develop a positive relationship with parents/carers but if a parent/carer is unhappy with anything the Federation does:

- The child's class teacher or the SENCO will listen to and give consideration to any concerns.
- The involvement of the Head teacher is offered as and when necessary.
- If the Headteacher is unable to resolve the matter to the satisfaction of the parent the matter should be referred to the Governing Body.
- The parent/carers will also be informed about the Information, Advice and Support Service (IASS-Formally Parent Partnership) service so that they can obtain support, advice and information if they wish.

How do we contact school if we would like to know more?

If you would like to know more about what we offer at Mowden, please contact us on **01325 380820**

or e-mail us at admin@mowden.darlington.sch.uk

Mr P King, Head Teacher

Mrs M Parker, Deputy Head Teacher Mr A Johnson, Deputy Head Teacher Mrs H Taylor, SENCO

The Darlington Local Offer is a useful source of information about SEN regarding education, support, leisure and recreation, post 16, early years, health and social care, help and information and is part of **Darlington's People's Information Point** and can be viewed via the link below:

<http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>