SEND Information Report

Approved by: NAD		**Date:** 21st November 2025
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SEND Information Report

At the Duston School we believe that all children should be treated and valued as individuals. We have an outstanding inclusion ethos with high expectations and targets, including a broad and balanced curriculum adapted to meet individual needs and systems for early identification of barriers to learning and participation in lessons. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, learning need, attainment, or background.

Regulation 1: The kinds of special education needs for which provision can be made at the school?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities that are generally provided for children of the same age in schools within the local authority (SEND Regulations 2014).

At The Duston School we provide support for many special education needs including but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- 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

Regulation 2: Information, in relation to mainstream schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How will we know if your child needs extra help?

When your child first comes to us, we use information from the following sources:

- Pre-school and nursery visits, Pre-school and nursery reports, Primary school teacher reports, phonics screening check, Year 4 multiplication check, end of key stage 2 tests, student data files.
- Placement tests in year 7 and during transition.
- Parents/carers, admissions application form and data information.
- Class/Subject teacher's observations during the first term.
- Specialist colleagues and external agencies reports.

As your child gets older, we use information or referrals from:

- Termly assessments and interim data.
- Subject teachers and tutors' comments.
- Parental concerns/SEND review meetings.
- External agencies reports/referrals.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleagues or others' concern, underpinned by evidence about a pupil who, despite receiving adapted learning opportunities, does not make expected progress.

If it is thought a family needs support, we have:

- a good working relationship with outside agencies and a referral can be made to them based on the area of need.
- Use of the Early Help Assessment within school to identify and provide support for areas of need.

Regulation 3a/3b: How the school evaluates the effectiveness of its provision

All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy.

In the Primary phase, all pupils are formally assessed 3 times a year with optional assessments at the end of KS1 and statutory assessments at the end of KS2.The phonics check is also administered towards the end of year 1, with the requirement to readminister it in Y2 with any pupils who had not met the required standard. In year 4, the multiplication tables check is administered in the summer term. Any pupils working below the standard of national curriculum assessments will be assessed using The Engagement model.

In the secondary phase teachers formally assess and review progress and attainment 2 times a year in KS3 and year 10 through autumn and spring assessments. These year groups will also often sit an end of unit assessments in each subject. In year 11 students sit assessments in terms 1 and 2 before completing a full set of mock exams in term 3 with small assessments continuing during terms 4 and 5 in preparation for final GCSEs and all results are communicated to parents/carers through a report which is available to view online and are sent home.

Additionally, parents' evenings are held once a year (primary phase – twice yearly parents' evenings) when there is an opportunity to discuss progress, attainment, and next steps. All students with an Education, Health & Care Plan have an Annual and Mid-Year Review where the plan will be reviewed.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. The secondary phase undertakes EHCP pursuits as part of the whole school quality assurance process, where the SENDCo complete lesson observations of the pupil's experience across the week. These are reviewed through regular evaluation. Additionally progress and attainment data for students are analysed for effectiveness and value for money.

As a school we give reports to our Senior Leadership Team and our Governors who check and review the work of the Student Wellbeing Department.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Parents evenings
- Email
- Text messages
- Telephone calls
- Remote meetings
- Appointments made with individual teachers
- Annual reviews (for those students with an Education Health Care Plan - EHCP)
- Class chart announcements
- Calendared SEND meetings

The school provides information for parents through:

- The Duston School website
- Information on the Microsoft teams
- Open evenings
- Letters home
- Information evenings (year 7 through to year 11)

Regulation 3c: The school's approach to teaching pupils with special educational needs

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will make reasonable adjustments in their lessons to meet those requirements where necessary. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, which means your child can access the lessons fully.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.

In the Primary phase, we will closely adhere to the national guidance to ensure appropriate access arrangements are in place where necessary for our pupils when completing all statutory assessments throughout KS1 and KS2. The Primary Phase SEND Principles – linked to the SEND Ranges are available with this information report.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. This will also be applied for pupils in the primary phase completing Key Stage 2 assessments.

Regulation 3d: How the school adapts the curriculum and learning environment for pupils with special educational needs

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests, and abilities. This may include option choices; additional literacy/numeracy; nurture groups; intervention groups and the number of qualifications studied.

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing in the form of dyslexia support and resources, laptops, interventions and writing slopes.

An Accessibility Plan is in place and available on our school website and via the SEND policy.

Regulation 3e: Additional support for learning that is available to pupils with special educational needs.

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes SENCOs for both Secondary and Primary phases; Intervention teachers within our Positive Impact Centre; HLTA's; Assistant Heads of Year; and School Counsellors.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. HLTA's are allocated, where resources allow, supporting students across school.

Staff liaise closely with them to ensure maximum effectiveness. They have a range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

How we will monitor the progress of your child and how parents can be involved?

The school will send out progress assessment reports and one full school report which will show current and target levels, report on attitude to learning, behaviour and attendance figures. The subject teachers and SEND Department will monitor and review your child's levels and identify where progress is not being made. This will allow intervention to be put into place.

Regulation 3f/g: Support that is available for improving the emotional, mental, and social development of pupils with special educational needs.

How will we support your child's wellbeing?

At The Duston School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students. In the secondary phase students with an EHCP plan will also be assigned a keyworker who will act as a support link between school and home.

There are additional members of staff at The Duston School who are also able to provide pastoral support, these include:

- Guidance Team – Assistant Heads of Year, Attendance Team
- HLTA's

- Directors of Year Groups
- The Positive Impact Centre – Specialist HLTA's

We also have excellent relationships with a number of outside agencies including:

- Northampton Children's Trust
- The Police
- Youth Service
- Educational Psychology Service
- Counselling Services
- Mental Health Services
- Inclusion and Intervention Support Team (IIST)
- Independent Advice and Support Service

In the secondary phase, if your child finds lunch or break times difficult, we have a supported area which is safe and supervised within our SEND Hub and positive impact centre for which your child can have a pass to allow access.

Regulation 4: In relation to mainstream schools, the name and contact details of the SEND co-ordinator

Who should I contact if I want more information?

Special Needs Coordinators (SENCOs)

- Miss A Thomson Secondary SENDCO – athomson@thedustonschool.org

  – 01604 460004

- Miss M Cassidy – Primary SENDCO – mcassidy@thedustonschool.org

  – 01604 598940

Regulation 5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

What SEND training have the staff had?

We have a Student Wellbeing Department which is made up of the SENDCO, Deputy SENDCO's, PIC manager, SEND Administrator, Educational Welfare Officers, Safeguarding Team, Assistant Heads of Year and HLTA's. The primary phase has their own SENDCO.

Within this team we have staff that have a range of experience and training covering various SEND needs including the National SENDCO Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and EHA training and designated safeguarding.

Staff who are new to the school follow an induction programme which includes training and information on SEND. We also run a series of CPD training throughout the school year for existing staff to keep up to date with the SEND code of practice.

Our ethos encourages and supports accountability for the progress of *all* learners at all levels of leadership. The SENDCO will deliver training, designed to empower staff across school to fully support our school community with respect to inclusive teaching.

'The best school leaders expect all staff and pupils to respect, understand and believe in an inclusive vision' (DfE 2010).

The SENDCO will also train and coach middle leaders to effectively support their faculty members with identifying pupils that may have additional learning needs and where additional exam arrangements may be required. It is also important that faculty leads, alongside the SENDCO, determine where

vulnerable pupils are not accessing the highest quality teaching through the quality assurance process and ongoing CPD. To a great extent, good teaching for pupils with SEND is good teaching for all.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'

SEND Code of Practice, p. 99

Regulation 6: Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As a school we can access a range of equipment, services and facilities including from external providers such as the Visual and Hearing-Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. Please contact the SENDCO for further information.

Regulation 7: Arrangements for consulting parents and including parents in the education of their child.

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books).
- Full attendance and good punctuality.
- Completion of homework.
- Checking Microsoft teams/class-charts and knowledge organisers
- Attending parental meetings.
- Attending any meetings specifically arranged for your child.

Regulation 8: The arrangements for consulting young people with special educational needs about, and involving them in, their education.

How can your child contribute?

Students are encouraged to:

- Take part in all school activities including pupil voice.
- Attend review meetings.
- Contribute to target setting and reviewing.
- Talk to their class teacher/key worker.

Regulation 9: Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

What should you do if you have concerns?

In the first instance contact your child's form tutor/class teacher who may refer your concerns to a subject teacher, head of year or a more senior member of staff if needed.

For specific SEND concerns please contact the SEND team – **Miss A Thomson or Mrs Wass and Miss Gioia for secondary concerns or Miss Cassidy for primary concerns.**

The school has a formal complaints policy which can be found on the website.

Regulation 10: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

There is a link governor for SEND who works closely with the SENDCos in monitoring the provision for pupils with SEND within the schools. They delegate responsibility for contacting external agencies and other bodies to the staff working in schools and will provide support when necessary.

What other services are available through the school?

External Agencies:

The Duston School currently work with a number of external agencies to ensure that the correct level of support is in place.

We have a linked Educational Psychologist who observes / meets with students, and parents if we feel there is a need. We also have a linked Autism Outreach worker who can be referred to with any ASD concerns.
On top of these linked agencies, we also refer to and work closely with:

- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Inclusion and Intervention Support Team (IIST)
- Service 6
- Lowdown Counselling Service
- Information Advice Support Service (IASS)
- Educational Entitlement Team (EIPT)
- Hospital & Outreach Education
- Occupational Therapy
- Speech & Language
- CAN – drug and alcohol awareness support
- Child and Adolescent Bereavement Service (CABS)
- Adverse Childhood Experiences (ACE)
- Autism Concern
- ADHD Matters
- SEMH Social, Emotional, Mental Health Panel
- Higher Needs Funding Panel
- 0-19 service – Community Paediatrician
- Referral Management Centre

These services are contacted when necessary and appropriate, according to your child's needs.

Regulation 11: The contact details of support services for the parents of pupils with special educational needs

Please see below for further contact details for these services:

Northampton Parent Partnership Service:
www.iassnorthants.co.uk or telephone Helpline: 0300 126 1039 (10am - 5pm Mon, Weds and Fri); Email: sendiass@westnorthants.gov.uk

West Northamptonshire Council Special Educational Needs:
https://www.westnorthants.gov.uk/children-special-educational-needs-and-disabilities-send

Education Entitlement Service (including Autism Outreach, Hearing and Visual Impairment Service):
https://www.westnorthants.gov.uk/local-offer/education-local-offer/schools-and-send-support

Child and Adolescent Mental Health Service (Camhs):
https://www.nhft.nhs.uk/camhs

Specialist Support Service SEND (SSS)
https://www.westnorthants.gov.uk/specialist-send-support-services

Specialist Support Service Parent Consultation
https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service

Specialist Support Service Workshops
https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service-courses-parents-and-carers

Youth Works Triple P Online Parenting Course
https://www.youthworksnorthamptonshire.org.uk/other-services/triple-p-online-referral

Lowdown Counselling Service
https://thelowdown.info/send-referral/

Adverse Childhood Experiences (ACE)
https://www.northantspfcc.org.uk/the-early-intervention-family-support-service/

West Northants Voices in Partnership (WNVP)
https://www.wnvp.co.uk/

National Autistic Society
https://www.autism.org.uk/

Autism Midlands
https://www.autismeastmidlands.org.uk/family-child-services/northamptonshire/
(Local ASD charity)

Regulation 12: The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will we help your child's transition into primary school, secondary school and beyond?

We liaise closely with pre-school settings, primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.

All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed, this will be put in place.

Regulation 13: Information on where the local authority's local offer is published

Where can you get further information?

- Contact the school on 01604 460004
- View the local authorities' local offer. https://www.westnorthants.gov.uk/local-offer

Further details on provisions for pupils with SEND including disabilities can be found on the following policies:

SEND Accessibility Plan

Children with health needs who cannot attend school.

SEND Policy