

## **SEND Information Report**

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

DESC will gather information from a range of sources in order to assess any additional need. Sources may include:

- Information from the referring school
- Information gathered at admission meeting in dialogue with DESC staff and school staff
- Information from external agencies eg. Children and Adolescent Mental Health Services (CAMHS), Specialist Adolescent Services in Hertfordshire (SASH), Social Care, Family Services
- Academic baseline testing
- Use of the DESC Behaviour Questionnaire (DBQ)/ Strengths and Difficulties Questionnaire (SDQ)
- Information from parents/carers
- Information from young people
- Feedback from subject staff

If parents/carers have concerns, they should contact the young person's link mentor in the first instance on 01442 247476.

Alternatively, please contact Clare Winter (KS1, 2 & 3 SENDCo), Jade Dixon (KS4 SENDCo) or Sara Campbell (KS4 Assistant SENDCo) via the admin email address ([admin@desc.herts.sch.uk](mailto:admin@desc.herts.sch.uk))

### **2. How will school staff support my child?**

Staff at DESC will support young people in many different ways. Information will be shared with relevant people and support will be monitored to ensure it is effective. Support may include:

- Quality-first teaching in all classes
- All relevant staff are informed about individual needs through learner 1-page profiles and information sharing
- Teaching is adapted to meet the needs of each individual learner
- Differentiation enables every young person to access the curriculum
- Programmes are bespoke and are adapted to meet the needs and interests of the young person
- Where appropriate, learners are offered additional interventions, such as 1:1 support or literacy interventions. In this case, you will be consulted on any decision taken
- Therapeutic Intervention will be requested when necessary
- Learners at Key Stage 4 are assessed for exam access arrangements as a matter of course, according to the Joint Council for Qualifications (JCQ) regulations.

### **3. How will I know how my child is doing?**

Staff will keep in regular contact with home throughout the year. Learner progress is monitored regularly by all staff.

You will be kept up to date and involved in the following ways:

- Learner review days
- Email
- Telephone calls
- Appointments with individual staff
- Annual reviews for those with an Education, Health and Care Plan (EHCP)

The Centre provides information for parents/carers through:

- Information on the website
- Letters home
- Weekly phone calls
- Email
- Text
- Link mentor contact
- Newsletters

### **4. How will the learning and development provision be matched to my child's needs?**

Provision will be highly personalised to ensure the needs of the individual learner are met to the best of DESC's ability. Provision could include:

- A curriculum which meets the needs of the cohort
- High quality teaching that is differentiated and personalised to meet individuals' needs
- Small group and 1:1 evidence-based interventions
- Monitoring of progress through centre tracking systems and learner progress meetings
- Learner voice is taken into account through regular link mentor contact
- Additional support is offered in lessons by support staff

### **5. What support will there be for my child's overall wellbeing?**

Pastoral care is highly important to all staff at DESC. We have excellent systems in place to monitor and intervene where necessary to promote general well-being and good mental health. These include:

- Counselling
- Cognitive Behaviour Therapy (CBT)
- Mindfulness
- Regular use of assessment tools such as DBQ and SDQ
- Learner voice through regular link mentor meetings
- Parent/carer voice through regular contact with link mentor

- Neuro-education lessons

We also have access to a range of specialist services, such as:

- School Nurse
- Services for Young People (careers guidance and youth workers)
- Trained Mindfulness Practitioners
- Trained counsellors and CBT practitioners

We have a zero-tolerance approach to bullying and discrimination

## **6. What specialist services and expertise are available at or accessed by the school?**

There are a range of specialist services accessed by DESC on a regular basis, dependent on individual need. They include:

- Educational Psychology Service
- SEND Advisory Team
- Specialist Teachers
- Attendance Team
- Child Development Centres
- School Nurse
- CAMHS
- Sensory Services Team
- Communication and Autism Team
- Speech, Language and Communication Bases
- Hearing Impairment Specialists
- Parenting Practitioners
- School Family Workers
- Special School Outreach Service
- Social Care
- SASH
- Services for Young People

## **7. What training have the staff, supporting children and young people with SEND, had or are having?**

Our team are all experienced in working with SEND. DESC has an ongoing programme of Continuing Professional Development opportunities, both in and out of centre. These are available to all staff. Training within the last academic year includes:

- Extensive training on Mental Health and Well-being
- Anxiety
- Dyslexia
- Emotionally Based School Avoidance (EBSA)
- Emotional Literacy Support Assistant (ELSA)
- Language for Behaviour
- LGBTQ+
- Hertfordshire Steps

- Educational Psychology Service – EHCP applications
- Sensory Needs
- Selective mutism
- Child Protection refresher
- Completion of units available at *MindEd, Educare, Creative Education*

Previous whole staff training has also included

- Pathological Demand Avoidance (PDA)
- Oppositional Defiance Disorder (ODD)
- Attachment and Trauma
- Growth Mindset
- Exclusion training
- Introduction to Mindfulness

Individual staff also complete CPD in their specialist areas which is then disseminated back to the whole staff. We have staff who have additional training in:

- Lego Therapy
- Drawing and Talking
- Childhood bereavement
- Use of Support Dogs
- Reintegration to school settings
- Nurture Group Principles
- Speech and Language interventions
- Communication Disorders
- Mental Health First Aid
- Mindfulness in Schools Project – Paws b, .b, .breathe and .b Foundations (School Mindfulness Lead)
- ELKLAN – Language and Learning Support
- ELSA
- EBSA
- Protective Behaviours
- Brief Therapy
- Neuro-linguistic Programming (NLP)
- Dealing with Challenging Behaviour
- Zones of Regulation
- Resilience training
- Attachment Training
- PDA

Both our SENDCOs are qualified to the DfE recognised standard and are available to all staff on a daily basis for advice as necessary.

## **8. How will you help me to support my child's learning?**

Parents/carers can support young people by encouraging them to fully engage with the programme offered, as well as:

- Helping them to be organised for their day, including: ensuring correct

- uniform is worn and PE kit is in centre when needed
- Encouraging full attendance and good punctuality
- Attending parent meetings when required
- Ensuring that learners who are reintegrating to school have the correct equipment and uniform

DESC will support this process through:

- Clear, effective and timely communication
- Using your preferred method of contact where possible (phone, email, text or letter)
- Weekly contact with link mentors

### **9. How will I be involved in discussions about and planning for my child's education?**

There are many opportunities to discuss progress on a regular basis, as well as more formal progress discussions such as:

- Admission meetings
- Review meetings
- Weekly link mentor contact
- Parent review days
- Termly reports
- GCSE results day
- EHCP Annual reviews

Parents/carers are encouraged to contact link mentors with any concerns that may arise. Specific concerns can be addressed to subject staff or SENDCos through the admin email address.

### **10. How will my child be included in activities outside the classroom including school trips?**

Reasonable adjustments will be made where necessary to ensure that all young people are able to access off-site visits and enrichment activities. Staffing is carefully thought-out to ensure that all learners are safe and risk assessments are carried out where necessary. If a learner is deemed unsafe to be taken offsite, where possible, alternative arrangements will be made onsite.

### **11. How accessible is the school environment?**

Both our Key Stage 1, 2 and 3 centres at Tenzing Road and our Key Stage 4 Centre at Barncroft Campus are accessible to those with physical mobility issues. Barncroft Campus and the Key Stage 1 and 2 Centre are fully DDA compliant. DESC is currently in the process of completing an audit of all centres to ensure they are friendly for those with Autism and sensory needs.

### **12. Who can I contact for further information?**

For more information on this report, please contact either

- Clare Winter (KS1, 2 & 3 SENDCo)
- Jade Dixon (KS4 SENDCo)
- Sara Campbell (KS4 Assistant SENDCo)

via the admin email address ([admin@desc.herts.sch.uk](mailto:admin@desc.herts.sch.uk))

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

There may be many transition points throughout a young person's time at DESC, and these transitions are prepared for and supported in a variety of ways. These could include:

- Information sharing with previous and next settings
- Supported reintegration sessions
- Discussion around relationships and safe people in a new setting
- EHCP application and review where appropriate
- Planned, phased and supported re-integration back into mainstream setting
- Advice and Strategies provided for school staff
- Careers and college guidance

### **14. How are the school's resources allocated and matched to children's special educational needs?**

All students who attend DESC are likely to have an additional need at some point during their time here. Robust assessment on entry identifies need in the first instance and programmes are then designed accordingly.

Continued assessment throughout the year allows for resources to be tailored to meet individual needs. Resources that can be allocated and accessed include:

- Small class sizes
- Additional staff support
- Evidence-based interventions
- Therapeutic interventions
- Alternative provision programmes
- Assessment for Access Arrangements

### **15. How is the decision made about how much support my child will receive?**

Decisions are made using a person-centred approach, taking into account the views of young people and parents/carers alongside data collected on entry and throughout the year.

Data collection may include:

- Information received from schools
- Information gathered during the course of normal teaching

- Baseline assessment and ongoing assessment
- Continued monitoring of interventions
- Learner voice

Learners and parents/carers are entitled to see any information the school may hold regarding educational provision and how decisions may be made.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

For more information on projects and services available in the local area, please look at Hertfordshire's Local Offer website available at:  
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>