



Mowden Schools

SEN Information Report/Local Offer

Policy Reviewed	November 2025
Review frequency	Annually
Next review date	Autumn 2026
Approving Body	Standards Committee

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 Academy Trust (the Trust), 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 Trust, class teachers are constantly following a termly cycle of ‘Assess, Plan, Do, Review’ for all pupils and this 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 Trust is carefully planned for all children with special educational needs. Extra visits to the new classroom, or picture books showing new classrooms and staff (which can be taken home over the summer holidays to support the change) are provided as necessary. The SENCO works very closely with colleagues in the Early Years settings to plan careful transition to the Foundation Stage and also with secondary providers to support a smooth transition from Y6 to 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 we have a range of extra pastoral support strategies/systems available. For example, we may arrange social skills groups, lunchtime groups or 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. This is underpinned by the use of the Engagement Model and Pre Key Stage Standards for those children with SEN who cannot access the National Curriculum from Y1 due to a SEN need.

At the Trust we recognise that all pupils 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 Trust will comply with its duties under the Equality Act 2010. For further details, please refer to the Trust's **Supporting Pupils with Medical Conditions Policy** and **Disability Equality Policy**.

Staff Expertise

At the Trust we are constantly striving to develop the expertise of all staff through Professional Development training days 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 including how to use braille and support children who are blind
- Working with children with autistic spectrum disorder
- Working with children with specific learning difficulties, for example, dyslexia, Down's Syndrome)
- Working with children with additional social and emotional needs
- Working with children with additional medical needs
- 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
- Team Teach emotional behavioural support
- Autism In Schools Project involvement including whole staff training and working with partners in Parent Carer Forum and NHS
- Two ELSA trained TA's who deliver emotional literacy support programmes to individuals and groups of children and support colleagues with resources and advice

Evaluating the effectiveness of provision

In line with the whole school approach, all SEN provisions are monitored and impact is measured using appropriate tracking 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, Phase Leader 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. Examples include:

Low Incidence Needs Service
Behaviour Support, CAMHS
Mental Health Support Team
Community Paediatricians
Occupational Therapy and Speech and Language services
Educational Psychology service
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 charitable and other agencies offering support for families.

Discrimination

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

Dealing with complaints

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

- The child's class teacher or the SENCO will listen to and give consideration to any concerns.
- The involvement of the Headteacher 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 family@mowden.darlington.sch.uk

or directly via the senco Mrs Taylor at: htaylor@mowden.darlington.sch.uk

Mrs L Wilkinson, Headteacher
Mrs L Bainbridge, Deputy Headteacher
Mr A Johnson, Deputy Headteacher,
Mrs H Taylor, SENCO

The Darlington Local Offer and further information about the special educational needs service provided by the authority and regarding education services and services to support families can be viewed via the link below:

<https://livingwell.darlington.gov.uk/Categories/528>

Other useful websites and contacts to support families with information and support include:

Neurodiverse pathway link to main page (Do not need a diagnosis or be on the Neurodiverse pathway) Lots of links to various organisations to look at, videos and resources to try etc.:

<https://northeastnorthcumbria.nhs.uk/our-work/workstreams/children-and-young-people/needs-led-neurodevelopmental-pathway/>

Daisy chain Family support service (Don't need a diagnosis or be on pathway) This is the overarching whole service front link:

<https://daisychainproject.co.uk/family-support-service/>

Daisy Chain (Do not need a diagnosis or be on pathway) Weekly drop in and Monthly multi-agency dates

Please use this link and select Darlington:

<https://daisychainproject.co.uk/fs-coffee-mornings-tv/>

Daisy Chain (Don't need a diagnosis or be on pathway) 1:1 Parent support to request an appointment by phone or email link for ASD/ADHD concerns can ask for one more than once to support:

<https://daisychainproject.co.uk/neurodevelopmental-one-to-one-parent-support/>

“Contact” for families with disabled children is a registered charity which supports families with their advice and support services:

<https://contact.org.uk/>

Occupational Therapy website for a wealth of information and videos:

<https://cddft.nhs.uk/our-services/community-services/children's-services/children's-occupational-therapy/top-tips.aspx>

Darlington Parent Carer Forum
<http://darlingtonpcf.co.uk/contact/>

SEND Information, Advice and Support Service (SEND IASS)

<https://livingwell.darlington.gov.uk/Services/340>