

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT OCTOBER 2016

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In line with the revised SEND Code of Practice, welcome to our Special Educational Needs and Disability Information Report.

John Masefield High School and Sixth Form Centre is an 11-18 comprehensive school committed to removing all barriers to learning and has created the Student Services Team to ensure that all our students receive the fullest support. Working to ensure the inclusion of all students, this team focuses particularly on those who require help or support in their learning or have emotional, behavioural, physical or mental health needs.

As a school we believe that:

- Equality of opportunity must be safeguarded and access to a framework of a broad, balanced and relevant curriculum is an entitlement of all students
- Everyone should be able to contribute and everyone should have the opportunity to fulfil their potential in a safe, supportive and positive environment.
- Students with additional needs will learn alongside their peers with additional support and resources as appropriate to their individual needs. In some cases this may mean short term step out from mainstream teaching.
- It is necessary to match the demands of a learning task to the capability of the student and by using a differentiated approach it will be possible to provide a positive and successful learning experience for all students.

Who might I need to contact?

## **Special Educational Needs Co-ordinator**

Mrs Karen Barker

**Role:** Strategic oversight of SEND, member of the Senior Leadership Team (SLT)

**Contact Number:** 01531 631012 Ext. 501

**Contact email:** karen.barker@jmhs.heferord.sch.uk

## **Assistant Special Educational Needs Co-Ordinator (Assistant SENCO)**

Mrs Louise van Vuren

**Role:** Assists SENDCo

**Contact Number:** 01531 631012 Ext 501

**Contact email:** louise.vanvuren@jmhs.hereford.sch.uk

## **Special Educational Needs (SEND) Governor**

**Role:** Governor – oversight of SEND

Lorna Skyers

**Contact number:** 01531 631012

A member of the student services team is available at all parents' evenings and other open evenings run by the school over the year.

### **SEND Policy**

John Masefield High School and Sixth Form Centre's SEND policy can be found on the school website.

Other relevant policies also available on the website:

- Accessibility Policy
- Child Protection Policy
- Disability Equality Scheme
- Equality Policy and Scheme
- Antbullying Policy

### **How do we identify and Assess Special Educational Needs at JMHS?**

Primary transition staff work very closely with staff at our partner primary schools to ensure a smooth transition for all our students. Our SENDCo liaises very closely with school staff, parents and carers to ensure that all relevant information is transferred with students. This information is then used to inform teachers of any students with SEND (Special Educational Needs and Disabilities) and to plan for deployment of resources and support. The SENDCo also attends Transition Reviews and Annual Reviews for year 5 and 6 students as required.

All students sit reading, spelling and Maths assessment. In addition to the information already provided by our partner primary schools, the results of these assessments are analysed to identify any possible areas of concern. Throughout the school year, pupil progress is carefully monitored by class teacher observation of performance, alongside regular assessments and tracking. If the teacher considers that a child is having difficulties with the curriculum and with appropriate intervention is failing to make progress, they will liaise with the SEND team, who will carry out additional specialist assessments. Appropriate interventions will then be put in place to address the area of difficulty. These interventions will be reviewed regularly and the outcomes reported to parents/carers. At times it is appropriate to seek the advice of external professionals such as Educational Psychologists, specialist advisory teachers etc.

Students transferring to us mid-year also sit assessments and information from their current school is collated to ensure the students are placed in the appropriate classes and appropriate support is place prior to their admission.

### **How is the provision and outcomes for Young People with SEND reviewed at JMHS?**

In order to ensure that all teaching staff have the appropriate information to effectively support individual student needs, a student that has been identified as having an additional need may be added to the school's SEN register at 'SEN Support'. This outlines the nature of the need and indicates that the student is receiving additional support within the school. Advice will also be provided on how teaching staff can best meet student needs. Parents/carers will of course be informed and along with the student contribute to the overall support plan. Specific outcomes will be agreed with individual students and appropriate resources will be put in place to enable the outcomes to be achieved. These outcomes will be reviewed termly to monitor and evaluate student progress, by the SEND team, who will work very closely with the student, class teachers and parents/carers. If during the review process, additional support is no longer considered necessary, a student's name will be removed from the SEN Register and the student monitored to ensure that progress is maintained.

If a student has a Statement of Educational Need or an Education and Health Care plan, an Annual Review Meeting will be held each year to discuss progress over the year and to set and agree new outcomes. It is at this meeting that school staff, parents/carers and outside agencies will be invited to attend. The outcomes will also be monitored and reviewed throughout the year on a termly basis.

Overall attainment and progress of students with SEND is analysed and evaluated termly by the SENDCo and reported to the SLT and Governors.

### **What different types of support are available for Young People with SEND at JMHS?**

Our aim is to ensure that all students have access to high quality differentiated classroom teaching. To facilitate this, all staff are provided with the necessary information and training to effectively deliver this. However, to enable some students make expected progress they may benefit from access to additional support or resources. This is accessed via the SEND team in collaboration with the class teacher, parent/carer and young person and is clearly stated on the Student Strategy Guide. This is reviewed regularly to ensure the most effective support is in place.

We have a range of resources and interventions available to support students with SEND at JMHS according to their need. Some students will benefit from additional classroom support provided by a teaching assistant. The role of the teaching assistant is to support the student in a manner which enables them to access the learning as independently as possible and make at least good progress within lessons.

For some students, the support may take the form of more specific focused interventions such as 1 to 1 tuition, literacy and numeracy intervention groups, and withdrawal sessions in the Student Services support classrooms, social communication groups or short term step out provision to support students with complex communication difficulties.

At KS4, there are a number of alternative pathways and options available to those students with SEND. Students are supported through the options process and given advice and guidance on appropriate option choices.

For some students physical resources may be needed to enable them to access the full curriculum, e.g. specialist equipment. This is usually accessed with the support of another agency, e.g. occupational therapists. Again this is part of the student's strategy guide.

### **How will the school ensure all staff are aware and understand a Young Person's SEND?**

All young people who have SEND have an individual student strategy guide that indicates their individual need and provides recommendations on how best to support them. These plans are held electronically for all staff to access.

When students enter the school in Y7, staffs are also issued with a hard copy of information regarding student's special educational needs and disabilities.

At the start of each academic year staff receive class lists, which clearly indicate any students with additional needs. These needs are also discreetly indicated on the electronic register taken by staff at the start of each lesson.

Staffs have electronic access to the SEND Register and student's strategy guides to gather further information.

Staff can also liaise directly with the SEND Faculty for advice and further guidance. A hard copy of all student information is held in individual SEND files with the Student Services department.

Regular training is offered to staff on specific issues such as ASD, Attachment disorder etc.

### **How does the school adapt the curriculum and learning environment for pupils with SEND?**

It is the schools expectations that most of our students will follow a traditional curriculum, however in rare circumstances, a small number of students have a more personalised curriculum to match their individual needs, interests and abilities. At Key stage 3 it may include a differentiated time table, small group intervention, one to one sessions and in class support. At key stage 4 it may include additional literacy, intervention groups, mentors as well as the number of qualifications studied.

### **How does the school enable pupils with SEND to engage in activities of the school together with children who do not have SEND?**

The school offers a range of academic and hobby/interest clubs both at lunchtime and after school which are open to all students, including those with SEND. These include a homework club held after school from 3.15-4.15 from Monday to Thursday run by members of staff. There are also a large amount of sports clubs running at any one time, chess club, choir, music lessons, DT club, and STEM club. All children in the school are positively encouraged to take part in some form of extra curricular activity.

### **How will the school let me know if they have any concerns about my child's progress?**

If the school have concerns about a student's progress, a phone call home will usually be the first step. This could be from the Form Tutor, Subject Teacher, House Team or the SENDCo depending on the nature of the concern. Parents/carers may be invited in for a meeting to discuss the concern so appropriate support can be put in place.

### **How is support allocated to Young People with SEND?**

The level and nature of the support allocated is based on the identified needs of the student and the support needed to help them progress in their learning. The support and resources allocated to a young person is indicated on their strategy Guide.

### **Which other people and organisations provide services to Young People with SEND in JMHS?**

JMHS works alongside a number of professionals, agencies and organisations to provide services to students with SEND. These include:

- Educational Psychologists
- Occupational therapists
- Physiotherapists
- School nurse
- Children and Adolescent Mental Health Service (CAMHS)

### **What training have staff received to support Children and Young People with SEND?**

At JMHS we believe that the students' needs will be met through the high quality teaching delivered by all subject teachers. All our staff have a good awareness of SEND needs, with some having specific training and skills. The SENDCo and Assistant SENDCo have a broad range of knowledge and experience and regularly attend training and CPD to enhance understanding of key issues.

We regularly review the school training programme and SEND is an integral part of all staff INSET training.

### **How is curriculum matched to an individual students' needs at JMHS?**

All of our students have access to a broad and balanced curriculum, removing barriers to participation where necessary.

- We use a range of teaching strategies that ensure we meet the needs of all students.
- JMHS sets students by ability, to ensure that less able students are taught in smaller classes with increased adult support.
- High quality teaching, differentiated for individual students is the first step in responding to students who have or may have SEND.
- Each student's learning is planned by their subject teachers; it is differentiated to ensure the individual student's needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- We know the needs of our students very well and we use data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills. We will take positive action such as targeted support or intervention.
- If appropriate, specialist resources may be given to the student such e.g writing slopes, coloured overlays, large print materials or exercise books.

### **How accessible is the school site?**

Our aim is to ensure that all students who attend JMHS are catered for appropriately. We have All safeguarding procedures and risk assessment in place and these are adhered to by staff. Further information is available in our Accessibility plan which is on our website but we would be happy to discuss individual circumstances with parents.

### **What support is available for me as a parent/carer of a Child or Young Person with SEND at JMHS?**

Parents are welcome to contact the SENDCo at any time to discuss any concerns or to arrange a meeting. The Form Tutor and House Team are also a good point of contact. The school also works with many outside agencies who are able to support parents/carers of young people with specific needs.

### **What facilities are available for Young People with SEND on the school site?**

Within the Students Services building, students can access our break and lunchtime safe, quiet room which is staffed by teaching assistants. If needed, students can also access a homework club after school. There are a range of other clubs and facilities available for students such as sports clubs, Practical clubs and the school Library.

## **How will Young People be supported during transitions (when moving to another school or between classes in the school)?**

### **When moving to another school/education provider**

When students move from their primary schools to JMHS there is an extensive programme of transition work that takes place on an individual and whole school level. The SENDCo and Assistant SENDCo liaise very closely with staff from primary schools and with the parents/carers of those children with SEND. Where appropriate, extra visits and sessions are organised in addition to those offered to all students. For some students, where appropriate, an alternative transition plan may be put in place.

When students make the transition from Y11 to their next destination, they are supported through this process. Students with a Statement of Special Educational Need or Education and Health Care Plan will attend a Transitional Review Meeting during Y11. The school careers advisor also attends these meetings to give advice and guidance on further education and colleges, help students with applications and to support visits to college open days. The school liaises with further education providers and colleges to ensure appropriate information is passed on and to enable a smooth transition for students.

### **Moving around site, between classes**

During the school day, where appropriate, students can be met in a morning and supported during form time. They are also supported by a teaching assistant at transition times between lessons and around the school site. If necessary, they are also escorted to meet their parent/carer or to catch the school bus.

### **Who can I contact with respect to a compliment, concern or complaint?**

We aim to deal with any concern or complaint sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, it is fair to those concerned and it helps to promote parents' and students' confidence in our ability to safeguard and promote welfare. We will try to resolve every concern or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, reviewing our systems and procedures in the light of circumstances.

In the first instance, you should make contact with the appropriate member of staff and talk to them about your concerns and explain them carefully. He/she can investigate your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up simply and quickly on an informal basis. Should this not resolve your concern or complaint the issue can be reported as a formal complaint and will be dealt with under the procedure outlined in our Concerns and Complaints Policy, a copy of which is on our website.

### **What is the schools contribution to the local offer and where is the LA's local offer published?**

Please follow the link to find the schools contribution to the local offer and the LAs Local offer can be found on their website or by following the link accessed [here](#).