

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

2022-2023

In line with the revised SEND Code of Practice (2015), welcome to our Special Educational Needs Information Report.

John Masfield 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
- It is necessary to match the demands of a learning task to the capability of the student and by using an adaptive teaching approach it will be possible to provide a positive and successful learning experience for all students with equality of outcome.

Who might I need to contact?

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Mrs Karen Barker

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

Contact Number: 01531 631012 Ext. 404

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

Assistant Special Educational Needs and Disabilities Co-Ordinator (Assistant SENCO)

Mrs Louise van Vuren

Role: Assistant SENDCo and Specialist Assessor

Contact Number: 01531 631012 Ext 405

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

Inclusion Coordinator

Miss Sally King

Role: Inclusion coordinator and Catch up coordinator

Contact email: sally.king@jmhs.heferord.sch.uk

Special Educational Needs (SEND) Governor

We are currently finalising our new SEND Governor.

Role: Governor – oversight of SEND

Contact email: SENDgovernor@jmhs.hereford.sch.uk

The SENDCo or Assistant SENDCo is contactable during normal school hours and at Open evenings run by the school.

SEND Policy

John Masfield High School and Sixth Form Centre's SEND policy can be found on the school website at <https://www.jmhs.hereford.sch.uk/about-us/policies/>

Other relevant policies also available on the website:

- Accessibility Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity policy
- Antibullying Policy
- Supporting students with medical needs 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 SEND team liaises 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 SEND team also attends Transition Reviews and Annual Reviews for Year 5 and 6 students.

Every student at JMHS sits a reading and comprehension assessment at least annually. 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. The SEND team will then take appropriate action to address the area of difficulty. Any 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, Occupational

Therapists, CLD (who provide a counselling service for the school) or the Child and Adolescent Mental Health Service (CAMHS).

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 SEND 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 augmented by the Pastoral 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 SEND Register and the student monitored to ensure that progress is maintained and parents/carers will be informed.

If a student has an Education, Health and Care plan, an Annual Review Meeting will be held each year to discuss progress over the year and to review desired outcomes or set and agree new outcomes if appropriate. 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 regularly 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 adaptive teaching. To facilitate this, all staff are provided with the necessary information and training to effectively deliver this. However, to enable some students to 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. 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 the class teacher, if a teaching assistant is not available. The role of the subject teacher or teaching assistant is to support the student in a manner which enables them to access the learning as independently as possible and to learn, remember and understand the knowledge taught.

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 Hub, social communication groups or daily reading support.

Students are supported through the Choices process in Year 8 and given advice and guidance on appropriate option choices. Students with SEND are supported in studying the same knowledge as other students as far as possible. In a small number of cases an adapted curriculum to meet individual needs may be discussed.

For some students, physical resources may be needed to enable them to fully access the curriculum, e.g. specialist equipment. This is usually guided by outside agencies, e.g. occupational therapists and maybe provided by them or school.

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

All young people who have SEND will be included on the SEND register for their year group which indicates their individual needs. These registers are held electronically for all staff to access.

When students enter the school in Y7, staff are issued with a detailed presentation of information regarding student's special educational needs and disabilities from both the SENDCo and Year Leader.

At the start of the Academic year the SENDCo delivers presentations to all teachers of students in receipt of an Education, Health and Care Plan where a Student needs profile, containing desired outcomes, are discussed and appropriate strategies are agreed. These are reviewed termly with staff.

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 and are included in seating plan arrangements.

Staff have electronic access to the SEND Register and are frequently asked for feedback to gather further information.

Staff can also liaise directly with the SEND Faculty for advice and further guidance. An electronic copy of all student information is held in individual SEND files.

Regular training is offered to staff on specific issues including Autism Spectrum Disorder (ASD), Attachment disorder, dyslexia often in response to the current cohort needs.

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, Year Team or the SEND Team 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. For a young person with an Education, Health and Care (EHC) plan the support and resources allocated to a young person are identified in the EHC document.

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
- CLD who provide expert and supervised counselling for young people in Herefordshire
- School nurse
- CAMHS

What training have staff received to support 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. The SENDCo has been SENDCo at the school since 2016 and has recently completed her Master's Level National SENDCo Award Qualification and the Assistant SENDCo is a trained Assessor.

How is teaching adapted for a Young Person with SEND at JMHS?

At JMHS we have high ambition for all students including students with SEND. Teachers at JMHS use adaptive and responsive teaching to ensure that all students have access to a broad curriculum. Adaptive Teaching can be summarised as adapting planning prior to the lesson and adjusting practice during the lesson. Responsive Teaching involves finding out what students don't know (via formative and summative assessment) and then teaching them that knowledge. This approach allows ALL students to achieve the curriculum endpoints without differentiation by outcome.

It is the school's expectations that most of our students will follow a traditional curriculum, however, in rare circumstances, a small number of students may have a more personalised curriculum to match their individual needs, interests and abilities.

This may include small group intervention, one to one session and in class support. It may also include additional literacy, mentoring, and catch up tutoring. To help students achieve success with their examinations and move successfully onto the next stage with a college place, sixth form place or an apprenticeship.

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

Parents are welcome to contact the SEND team at any time to discuss any concerns or to arrange a meeting. The Form Tutor and Year 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, e.g SENDIASS, family support workers and the Local Authority.

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

Within the Students Services building, students with emotional needs can access the Hub through the SEND or Pastoral teams. If needed, students can also access a homework club four nights after school, staffed by Higher Level Teaching Assistants, who are there to support. There is also a wide range of enrichment activities available for students such as sports clubs, Practical clubs and the school Library both after and during the school day. We encourage all students especially those with SEND to participate in enrichment opportunities as we feel these develop confidence and character. Please contact Hayley Newnes, Enrichment Co-ordinator (hayley.newnes@jmhs.hereford.sch.uk if you wish to discuss).

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 SEND team liaise 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 or Y13 to their next destination, they are supported through this process. Students with an Education, Health and Care Plan will attend a Transitional Review Meeting. The school careers advisor also attends these meetings to give advice and guidance on further education, colleges, and apprenticeship, and help students with applications and support visits to college open days. The school liaises with further education providers, colleges and employers 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 can also be supported by a teaching assistant at transition times between lessons and around the school site. If necessary students are also escorted to meet their parent/carer or to catch the school bus. There are high levels of supervision at break and lunch with the Year Leader, senior members of staff and duty staff making sure students are safe and happy.

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 contact 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 or can be accessed through the link below.

<https://www.jmhs.hereford.sch.uk/about-us/policies/>

What is the school's contribution to the local offer and where is the LA's local offer published?

Please follow the link to find the school's contribution to the local offer and the LA's local offer can be found on their website or by following the link accessed [here](#).