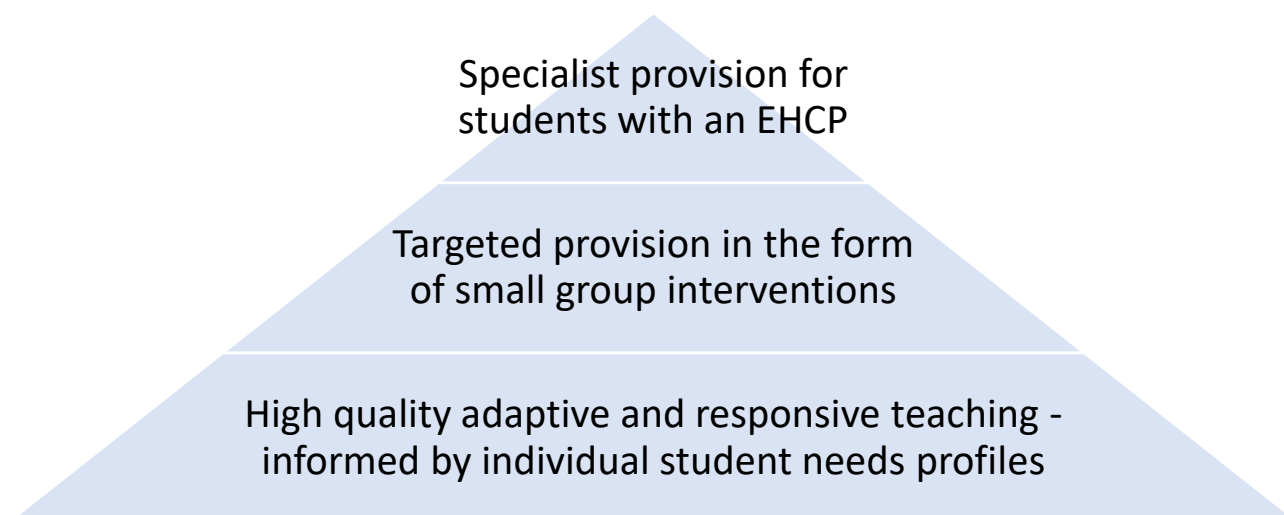




SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2024-2025

At JMHS, it is our ambition that students with SEND achieve as well as other students and we believe that the best support for students occurs in the classroom. We achieve this through simple, effective and research driven teaching, employing evidence based adaptive and responsive teaching strategies. Our Curriculum, Assessment and Teaching (CAT) policy has been designed to support all students, but to particularly support disadvantaged students and students with SEND. Further information about our CAT policy can be found on the school website.

Support for students with SEND is achieved through a three-tier system of support:



High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We use the following mechanisms to review the quality of teaching for all students, including those at risk of underachievement, and to ensure that teachers have excellent understanding of strategies to identify and support vulnerable students and knowledge of the SEN most frequently encountered:

1. Professional development is provided for teaching staff annually across 4-5 INSET days and 6 staff training afternoons, with a consistent focus on high-quality adaptive and responsive teaching.
2. All new teaching staff complete an induction programme, across one half-term, which includes training on identifying and supporting students with SEND.
3. Additional weekly training is provided for Early Career Teachers, who also have support from a professional mentor and subject mentor.
4. All teachers have their teaching evaluated by their line manager through 5-6 lesson observations per year, with each observation including a focus on support for students with SEND and implementation of in class strategies.

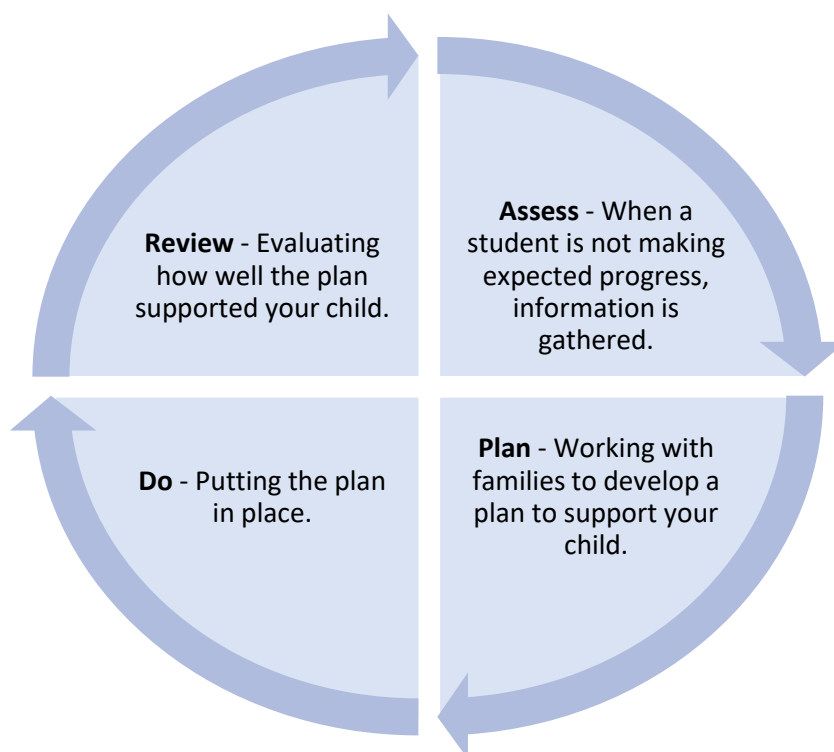
5. As a school, we have an open-door policy, with members of the Senior Leadership Team visiting lessons on a daily basis to monitor the implementation of high-quality adaptive and responsive teaching.
6. Formal reviews of teaching are carried out by the Senior Leadership Team on a termly basis to evaluate the implementation of training.
7. The SENDCo regularly updates teaching staff on strategies for supporting students with SEND.

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. Classroom teachers and SENDCo consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. For higher levels of need, there are arrangements in place to draw on more specialised assessments from external agencies and professionals. An important part of this process is early discussion with the student themselves and parents and carers, which aims to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child, and the next steps.

For a young person with an Education, Health and Care Plan (EHCP) the support and resources allocated to a young person are identified in the EHCP.

Putting support in place for students with SEN takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach



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.

All Year 7 and any other new students sit a reading and comprehension assessment on entry to JMHS. All students identified with a Reading Standardised Score below 100 then continue to be tracked and assessed 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, student 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 do we plan provision for students with SEND?

A Student Needs Profile is written for each student with SEND. This profile includes an overview of the students interests and strengths, barriers to learning and adaptations or adjustments that teachers may need to make in lessons to best meet student needs. Parents/carers will be involved in planning the provision, and specific outcomes will be agreed with individual students and parents/careers, then appropriate resources will be put in place to enable the outcomes to be achieved.

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. School staff, parents/carers and outside agencies will be invited to attend this meeting.

All students should have access to a broad and balanced curriculum. Therefore, when planning support, our aim is for students to remain in the classroom where they can receive support from a subject specialist teacher. Targeted and specialist intervention is only considered when support in the classroom is not working. It is our expectation that teachers should set high expectations for every student, whatever their prior attainment. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum. However, in rare circumstances, a small number of students may have a more personalised curriculum to match their individual needs, interests and abilities.

What types of support are available for students with SEND?

We provide support for students with the following kinds of SEND:

1. Communication and Interaction – this includes speech, language and communication needs, and Autism Spectrum Disorder (ASD).
2. Cognition and learning – this includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs – this includes vision impairment and hearing impairment.

The type of support provided is always determined by the individual needs of the student and the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. The following types of support are available:

- In class support - Teachers use their subject expertise and knowledge of SEND to provide additional support to students with SEND, whilst also ensuring that these students have access to a broad curriculum. For some classes, a teaching assistant is deployed to work with the teacher to provide excellent teaching for SEND students.
- Literacy intervention outside of the classroom in small groups or 1:1.
- Maths intervention outside of the classroom in small groups or 1:1.
- Intervention and catch-up sessions provided in the Hub.
- Social, Emotional and Mental Health intervention sessions provided in the Haven.
- Intervention sessions provided by Year Leaders.
- 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.

In addition to the support outlined above, 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

These professionals can be involved in the support offered to students following referral by the SEND and pastoral teams.

Which members of staff support students with SEND and what training have they had?

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Mr Adem Osbourn

Deputy Headteacher: Curriculum, Assessment, and Teaching with strategic oversight of SEND

Mr Osbourn is a qualified teacher who has worked at JMHS since 2018. He has previous experience of line managing SENDCos and planning and delivering training for teachers on adaptive and responsive teaching. He has also delivered training to curriculum leaders on curriculum design to support students with SEND and has experience of mentoring Early Career Teachers. Mr Osbourn started the role of SENDCo in December 2024 and in preparation for this role, received regular coaching from an experienced SENDCo who holds the NASENCo post graduate qualification. He will be starting the National Professional Qualification for SENDCos in Spring 2025.

Contact Number: 01531 631012

Contact email: SENDCO@jmhs.hereford.sch.uk or adem.osbourn@jmhs.hereford.sch.uk

The SENDCO is contactable during normal school hours and at Open Evenings run by the school.

Assistant SENDCo: Literacy Intervention Coordinator

Mrs Kirsty Cooke

Mrs Cooke is an experienced and qualified English teacher, who also holds the National Professional Qualification for Leading Literacy. She has a wide range of experience assessing students' progress in literacy, and planning and delivering literacy intervention sessions. Mrs Cooke has also previously worked as part of a

SEND team in another school, has worked as an Advanced Skills Teacher with a specialism in SEND, and has been an EAL coordinator.

Literacy Intervention

Miss Sarah Brimmell

Miss Brimmell is a qualified teacher who delivers literacy intervention to small groups of students and 1:1 outside of the classroom. She has experience assessing students' progress in literacy, and planning and delivering literacy intervention sessions. Miss Brimmell has previously worked in a primary setting supporting students with phonics, handwriting and reading. She has also taught English as a foreign language.

Social, Emotional and Mental Health Intervention

Miss Sally King

Miss King is a qualified teacher who delivers Social, Emotional and Mental Health intervention in the Haven. She has experience across a wide range of areas in education, including previously working as a Headteacher and working as a SENDCo in two different settings. Miss King is registered as an Emotional Literacy Support Assistant (ELSA) and regularly attends supervision sessions, led by a qualified Educational Psychologist.

Intervention in the Hub

Mr James West

Mr West is a qualified teacher who delivers small group and 1:1 intervention in the hub. He has a wide range of experience as a primary school teacher of delivering literacy and maths intervention and teaching across a range of subjects, including working with students with SEND. He also has experience monitoring the progress of students, providing feedback and assessing needs.

Teaching Assistants and Higher-Level Teaching Assistants

A small team of Teaching Assistants and Higher-Level Teaching Assistants also provide skilled support, either in the classroom, supporting the teacher, or supporting with out of class interventions. All members of the team are either qualified teachers or have gained qualifications in Teaching and Learning Assistance in schools.

Teachers

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. 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.

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

All students 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.

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 can also liaise directly with the SEND Faculty for advice and further guidance. Regular training is offered to staff on specific issues such as Autism Spectrum Disorder (ASD), Attachment disorder, and Dyslexia, often in response to the current cohort needs.

When students enter the school in Year 7, staff are issued with a detailed presentation of information including an initial Student Needs Profile using information gathered from their primary school, parents, carers, and students themselves giving key information on a student's special educational needs and disabilities. These are then added to over the year as the school gets to know the student needs in more detail.

How is the progress of students with SEND reviewed?

Students complete three in class summative assessments per academic year (one per term), teachers record the test percentages on Bromcom (our school Management Information System). Students' progress is reported to parents twice per academic year. Once in the autumn/spring term, which includes the autumn term test percentage and a grade for 'care & concentration' and for homework. It is also reported in the summer term, this is a full report which includes the spring term test percentage, a grade for 'care & concentration' and for homework, and a tutor comment. There is also one in person parents' evening event, where teachers can provide more detailed support and parents have the opportunity to ask questions.

Overall attainment and progress of students with SEND is analysed and evaluated regularly by the SENDCo and reported to the SLT and Governors. The SEND team also regularly requests feedback from teachers and Teaching Assistants to monitor the implementation of in class support strategies. This includes the SENDCo observing students in lessons to evaluate whether strategies in class are working.

Out of class interventions are designed to be short and intensive to provide students with SEND with the knowledge, skills and confidence to access the taught curriculum. Students who receive out of class intervention have regular, ongoing formative assessment to determine whether the intervention is working.

Students who have an EHCP will have an annual review meeting, where the SENDCo (supported by other relevant professionals), alongside parents and the student, will review the provision delivered and progress against desired outcomes.

Students who have SEN, but do not have an EHCP, will have the outcomes on their Student Needs Profile reviewed, at least annually, to monitor and evaluate student progress. This will be carried out 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.

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 Leader 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.

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 Leader 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.

How are students with SEND supported in moving between phases of education and in preparing for adulthood?

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.

Students are supported through the Choices process in Year 9 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.

When students make the transition from Year 11 or Year 13 to their next destination, they are supported through this process. Students with an EHCP 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.

All students are prepared for adulthood through high quality Personal, Social and Health Education, Relationships and Sex Education, numerous cultural experiences and good quality Careers Education. Support is put in place in the classroom to ensure that students with SEND can access these parts of the curriculum. For students with higher levels of need, intervention sessions are delivered outside of the classroom by suitably qualified teachers to ensure that students have the skills needed for adulthood.

There are a wide range of enrichment activities in the arts, sport and many other areas in which all students are encouraged to participate. Leadership opportunities including sports, arts language leaders, and prefects provide the chance for our students to develop interpersonal skills. We encourage all students especially those with SEND to participate in enrichment opportunities as we feel these develop confidence and character.

What support is there for improving emotional and social development of students with SEND?

We recognise that students with SEND need additional support to ensure that their views are listened to, they receive extra pastoral care, and they are protected from bullying. All students meet with their Form Tutor every morning to check in and ensure that they have all of their equipment and everything that they need for the day. This is particularly helpful for students with SEND. Year Leaders also visit all students in their year group every morning to check in and provide pastoral support.

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 a week after school, staffed by Higher Level Teaching Assistants, who are there to support.

Before and after school, and during break and lunch times, Year Leaders, members of the Senior Leadership Team and the SENDCo are a highly visible presence on duty every day. They regularly check in with students and prevent bullying from taking place. Students with SEND can also access the Haven at break and lunch time, if needed.

Alongside the above measures, it is our ambition that all students with SEND develop independence. Therefore, specialist interventions are offered to specific students with SEND to develop their emotional and social skills

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.

<https://www.herefordshire.gov.uk/local-offer>

SEND Policy

John Masefield 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 Plan
- Child Protection and Safeguarding Policy
- Equality and Diversity policy
- Behaviour for Learning Policy (includes Exclusion, Bullying Safer Handling, and Drugs in school protocol)
- Supporting Students with Medical Needs Policy