

Special Educational Needs Information Report

John Spendluffe Technology College



My child has an Education, Health & Care Plan (EHCP) how do I apply to the school?

Children with an EHCP are allocated a school place at John Spendluffe Technology College following consultation with the Lincolnshire County Council (LCC) Special Educational Needs & Disabilities (SEND) team. The Special Educational Needs & Disabilities Coordinator (SENDCo) and Head Teacher will assess whether the school can meet the needs of the child and will respond to the consultation in writing stating how we can/cannot make provision against clear procedures set out in the 2015 SEND Code of Practice. This will involve reviews, the resources needed for all children with SEND and whether or not admission to JSTC may detract resources from other children with SEND and may not be an efficient use of funding. It is always advisable to visit the school and meet with SENDCo / Head Teacher / SEND team before applying to see if the school meets the needs / preferences of the child / family. For children in Year 5 and Year 6 it would be advantageous to request your primary school SENDCo to invite the secondary school SENDCo to a review meeting so that transition plans can be put in place.

What should I do if I think my child has special needs / raise a concern re SEND?

Please contact the school SEND department on 01507 462443, or email SEND@jstc.org.uk

The school SENDCo is Mrs Forman.

How will the school respond to my concern?

We will listen to your concerns and open up a dialogue with you as a parent or carer. We may invite you into school to discuss your concerns in more detail. We will work closely together between home and school to look at any interim arrangements put in place and share information. This may be with the Special Educational Needs Co-ordinator (SENDCO), the Learning Support Assistant (LSA), class teacher or one of the pastoral team (Assistant Head of House, Head of House, Inclusion Worker). We will investigate your concerns and monitor your child within a given time period and then arrange a follow up meeting with you. From September 2018 we will have names and titles for the new Progress Leaders who will oversee Pastoral Care for a year group.

What are the different categories of SEND?

JSTC provides support for students across four main areas of need as laid out in the SEND Code of Practice:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory / Physical Needs

How will the school identify students with SEND?

Students are identified through a variety of ways including:-

- Transitional information from primary / previous school
- New entrant screening via standardised tests – Reading, Spelling & Maths which give an overview of your child's strengths and weaknesses
- Self-referrals from the student
- Concerns raised by Parent/Carer
- Feedback and referrals made by Staff
- Identification by external agencies e.g. Health, Speech and Language
- Monitoring in lessons by SEND team / Pastoral team. Graduated response of Assess, Plan, Do, Review
- Learning Walks

What provision will the school make to support my child?

- Your child may be placed on the SEND (Special Educational Needs and Disabilities) register, following a Graduated Approach in terms of Assess, Plan, Do, Review.
- Our SENDCO oversees all support and the progress of any student requiring additional support across the school.
- The teacher must plan for all students with SEND in their class to ensure that learning needs are met and good progress is made.
- In addition to the class teacher, there may be a Learning Support Assistant (LSA) working with/supporting your child either individually or as part of a group to support learning and promote achievement.

Who will support my child in school?

We have a wealth of support both academic and pastoral. In addition to the SENDCO and Subject Teachers we employ LSAs with specialisms/expertise in subject areas as well as SEND expertise in areas such as Dyslexia, Attention Deficit and Hyperactivity Disorder (ADHD) and Autism. Form Tutors, Heads of House, Assistant Heads of House, Inclusion Worker as well as the School Nursing Team support the students. Our older students in school support students with Literacy and Numeracy interventions (Toe by Toe, Reading Buddies and Power of 2), Social Buddies at break and lunch times in a quiet room. LSAs either support lessons, allowing teachers to spend more time with groups of students, or work helping students access the Curriculum academically or socially or they run interventions out of lesson time. LSAs also support students at lunch times and break times.

What training and experience do staff have for the additional support my child needs?

Teaching staff undergo refresher training in SEND every academic year and all staff receive medical training to ensure understanding of any medical needs a child may have. LSAs have specific specialisms and attend further courses to gain knowledge and qualifications. This year, courses include The Emotional Literacy Support Assistant (ELSA) programme, Bereavement, English as an Additional Language (EAL), Autism Spectrum Disorder, Learning Support, Teaching and Learning, Health and Safety in the Workshop, Information Technology (IT), Psychometric Testing, Assessment & Access Arrangements, Physiotherapy and Food Peg Feeding. Some LSAs also act as Keyworkers and they may give additional support to your child in lessons and /or meet them on a regular basis to discuss any concerns or share achievements. Training meets the needs of our current provision and the needs of student in Year 5 and Year 6 who will be transitioning to us.

The SENDCo and the ASD Specialist LSA has Level 2 from the Autism Education Trust for Good Practice in schools.

Who else might be involved in supporting my child?

We work with outside specialist agencies for advice and monitoring of students with SEND:

- Educational Psychologist
- Working Together Team (WTT) - Helen Pitfield & Anthony Bowen
- Specialist Teaching Team - Helen Curwen
- Sensory Education and Support Team: Visual – Carole Wood / Hearing – Alan Gray
- Speech and Language Therapy service (SALT)
- BOSS – Behaviour Outreach Support Service
- Careers – Jim Robson
- Social Services
- School Nursing Team
- Occupational Therapist
- Physiotherapist
- CAMHS – Children and Mental Health Service
- Early Help Workers
- Healthy Minds
- Pilgrim Hospital School
- Springwell Teaching & Learning Centre
- Build a Future
- Young Oasis
- Young Addaction
- Specialist Family Practitioners – Oncology, Palliative & Bereavement Services

What support will be there for my child's social, emotional and mental health?

We are an inclusive school; we welcome and celebrate diversity.

All staff believe that students having high self-esteem is crucial to their well-being. We have a caring, understanding pastoral team looking after our students.

- The Form Tutor, Head of House, Assistant Head of House, LSAs, Inclusion Officer, Admin Team and SENDCO all ensure the pastoral, medical and social care of every student. Advice meetings and ELSA interventions can be done in school by our trained staff. If additional support is required it may involve working alongside outside agencies such as Health and Social Services, Working Together Team, BOSS and the Healthy Minds

- The school has an Inclusion Officer who works under the direction of the SENDCO and the pastoral Assistant Head, with vulnerable students and parents. Under a new proposed Leadership structure a Deputy Head will oversee Progress Leaders.

How do you evaluate the effectiveness of your provision including securing feedback and the views of the students and parents?

Baseline assessments are taken where possible for academic interventions. After the allotted time for the programme completed assessments are retaken to assess progress. Proven effective intervention takes place and student views are held by staff on file. At review meetings the SENDCO gains views and feedback from parents.

What interventions do you offer and what has the impact been on current interventions?

Toe x Toe reading programme, Reading/Spelling programmes, Reading Buddies, Comprehension programme, Maths.

We see a significant rise in literacy levels especially confidence and independence of reading. Results are discussed with students and parents at review meetings.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the Main Office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Main Office staff oversee the administration of any medication that students require and all medicines are stored with the student's name on in the main office, requiring key fob entry only by specific staff only.
- We have trained first aiders at work regularly updating their training, Epipen, Diabetes and Epilepsy refreshers for all staff and individual training to meet both staff and students' needs on a regular basis.

What support is there for behaviour, avoiding exclusion and increasing attendance ?

- We have a very positive approach to managing all types of behaviour with a clear policy and reward system that is followed by all staff and students.
- If a student has behavioural difficulties, time is spent with them and their parents/carers to identify triggers and causes for anxiety. We use the Lincolnshire Ladder of Support & Intervention on Pastoral Support Programmes (PSP) which can lead to the Behaviour Outreach Support Service involvement.
- After any behaviour incident we expect the student to reflect on his/her behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence is recorded and reported upon to the Head teacher.
- Good attendance is actively encouraged throughout the school.

What measures are there to prevent and respond to bullying?

Bullying is taken extremely seriously at JSTC and there is a strict zero tolerance towards it. Measures taken by JSTC **currently** include Key Stage 3 and 4 tutoring; to enable our students to mix with different year groups to feel supported by peers outside of their year group and tutor group. Student Services, manned by non-teaching Assistant Head of House, is available throughout the school day to allow students a safe place to go, to express concerns for either themselves or others. The Head of House visits tutor groups to reassure students and give them an opportunity to speak to them as a first port of call. Assemblies and tutor led sessions throughout the year promote anti-bullying and give advice on what to do if this is happening to them or others. Student Council offers the student voice if students feel they cannot talk to staff members which can then be fed back to Student Services to act upon. Prefects are also available for students to share their concerns with.

All incidents are investigated, statements taken, actions put into place and outcomes fed back to parents. Good lines of communication between home and Students Services are essential to ensure that all parties involved feel supported. Alongside all of this, evidence is recorded on the Students' Services Log System, 'SERCO' (the administrative records system) and within student files if needed. Specific LSAs, trained by Lincolnshire Educational Psychologist run the 'Friends for Life' such as Lego Therapy, Bereavement Counselling, Emotional support intervention including Anxiety & Anger Management with selected students and work more intensively with students needing extra support.

How will my child and myself be involved in the process and be able to contribute their views?

- We value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- As part of Pupil Centred Planning (PCP) students are involved in any meetings that take place between school and parent/carer to encourage them to make any relevant contributions or raise any concerns they would like to discuss.
- Where possible students are involved in any decision making that relates to provision
- Students can complete a self-evaluation sheet to pinpoint any specific areas that may be of concern and with the help of an LSA, can create a student passport, providing detailed information about their learning strengths, weaknesses and preferences, parents & staff who know the student well contribute their views too.
- There is an annual student questionnaire led by the Senior Leadership Team (SLT) where we actively seek the viewpoints of students especially concerning being able to speak to an adult if they have a worry.

- If your child has an Education, Health & Care Plan, their views as well as parent / carer will be sought in advance of any review meetings.

If your child has a keyworker, they will meet on a regular basis and additional information and views can be captured this way.

How will the curriculum be matched to my child's needs?

All staff are provided with information concerning any additional needs, academic, physical or pastoral, a child may have in order for them to provide appropriately for them. This will ensure that all students are able to access the curriculum and work to their ability. Teachers have seating plans and use these to have areas of support for all students' abilities. LSAs assist students with physical difficulties/disabilities to engage in the activities of the school – including scribing, alternative physiotherapy/exercise programmes, assisting with co-ordination, access to school and its surroundings.

Interventions e.g. Reading/Comprehension, Literacy and/or Numeracy Programmes in Key Stage 3 including Reading Buddies are in place to support additional learning.

At key stage 4, students study a range of courses including GCSE, BTEC and other KS4 qualifications. If required, a supported study programme, where students work in Learning Support with a member of the SEND department, can be put in place. This would be considered during an SEND review meeting with the student, parents, LSA/Keyworker and SENDCO or SLT member present.

We have a range of strategies and resources to accommodate difficulties and needs:

- Computer reading programmes and Kindles are used to support students with reading difficulties/dyslexia to help access work.
- Visually impaired students have books/work adapted and are able to use specialist keyboards and work can be enlarged on the computer screen to suit their needs.
- Students with fine motor skills difficulties / poor handwriting can use a range of ICT to record class work and print off to record in the exercise book.
- LSAs are deployed to run differentiated programmes from Languages and Physical Education when this would be more appropriate due to the learning or health and safety needs of the student.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the tutor or SENDCO and discuss your child's progress. We can offer advice and practical ways to help your child at home.

- If your child has complex SEND they may have an Education, Health, Care Plan, (EHCP) which means that on an annual basis, a formal meeting will take place to discuss your child's progress and a report will be written.
- In addition, for all students in Y7 we hold a settling in evening during the first term where parents can meet their child's tutor as well as a member of the SEND team by appointment. Thereafter we have an additional tutor progress meeting in Y7 and Y8 to discuss progress in all areas with the tutor. In years 9, 10 and 11 we hold subject parent evenings. The SENDCO and More Able and Talented (MAT) Manager are also available on these evenings to discuss your child's attainment.
- Three times a year, we will send home a record of progress in all curriculum areas with effort as well as attainment grades.
- For students on the SEND register, parents will be given the opportunity to discuss their child's progress three times a year with their tutor/teacher or SENDCO through Parents' Evening and additional invitations/review meetings.

How does the school know how well my child is doing?

We will look to close the gap on entry against age related expectations. We track progress in Core Curriculum areas with our rigorous data tracking system. On entry to school, our students are tested on their reading and spelling ability, which is then standardised. This is tracked at least annually to measure progress, for students undergoing interventions. This will be completed twice a year, (3 times in Year 7) with interim assessments throughout the intervention periods. We also use Cognitive Ability tests on entry. Assessment for Learning (AFL) is a key feature of every classroom and students are well used to both peer and self-assessment as well as formal and informal assessments which all help to pinpoint areas of strengths and areas for improvement.

How will my child be included in activities outside the classroom including school trips

- All students are included in all parts of the school curriculum and we aim for all students to be included on curriculum based school trips. We will provide the necessary support to ensure that this is successful. We liaise carefully with parents regarding medication and suitability of activities to ensure all means are taken to include your child.
- A risk assessment is carried out prior to any off site activity to ensure no-one's health & safety will be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Students with specific requirements for supervision during the school day are fully supported with access to clubs.

How accessible is the school environment and curriculum for children with a disability?

- Generally the school site is wheelchair accessible with 4 disabled toilets (in the Performing Arts Centre, the English block which incorporates a lift to the 1st floor and within PE) as well as a hygiene suite which is situated in the main building. There is an access plan available which is reviewed annually with the site manager.
- Outside agencies provide specialist equipment that enables students to access the curriculum. Advice is sought from these agencies in regard to specialist training and arrangements for students.

How will the school prepare and support my child to join the school?

Familiarisation reduces anxiety and we have several procedures in place to encourage this:

- Pastoral or SENDCo visits to the children in the primary school
- Induction days in the summer term

An extra tier of support for some students which involve:

- visits to the primary by the SENDCO, LSA and Inclusion officer
- additional visits by students in small groups to JSTC
- a transition booklet which can be useful to help students if transition is potentially going to be difficult within school or between schools so that students can become familiar with the new routines and meet key staff.

How will the school prepare and support my child to transfer to a new setting/school/college?

- We liaise closely with staff when receiving and transferring students to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When moving into post 16 provision, if your child has complex needs then an annual review will be used as a transition meeting during which we will invite a careers support advisor, a caseworker from the Local Authority SEND team as well as staff from the desired post 16 establishment that your child wishes to attend. We have an LSA qualified to do travel training with students.

How can I be involved in supporting my child?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have a student passport (created with their input) which outlines their needs and strategies to overcome difficulties to help them achieve, if so, you will be asked to add your views onto their passport.
- Parents are encouraged to contact school over any issues/concerns through the main reception.

- Parents are also encouraged to use the Student Planner with their child to support homework, individual targets and to exchange information.

How can I access support for myself and my family?

For all information on support for yourself and family please access the Local Authority website www.lincolnshire.gov.uk/SENDlocaloffer

Additional support for independent information, advice and support can be offered through Liaise (SEND Information, Advice & Support) in Lincolnshire by calling 0800 195 1635 Monday to Friday 8 am. to 6 pm. or by email – Liaise@lincolnshire.gov.uk

Who can I contact for further information?

Please contact the SEND Department via email – SEND@jstc.org.uk or at school on 01507 462443.

This report was originally written, developed and approved by a consultative team of parents (Mrs Gosling, Ms Birrell and Mrs Croudace), the SEND Governor (Mrs Debbie Forster), LSAs (Melanie Strong, Annette Wilkinson and Nick O Farrell) with the SENDCO in June 2014.

Updated by the SENDCO, Consult LSAs, Y11 SEND Students: April 2018

How do I make a complaint about SEND?

In the first instance speak to the SENDCo Mrs Forman.

If the complaint is not satisfactorily resolved and you wish to take the matter further please contact either the Head Teacher or the SEND Governor.