

Special Educational Needs Information Report

John Spendluffe Technology College



What should I do if I think my child has special needs?

Please contact the school SENCO, Mrs Forman on 01507 462443

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 (SENCO), 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.

How will the school decide if my child needs extra support?

Students are identified through a variety of ways including:-

- New entrant screening via standardised tests which give an overview of your child's strengths and weaknesses
- Liaison with previous schools
- Concerns raised by Parent/Carer
- Concerns raised by teaching staff
- Identification by external agencies e.g. Health, Speech and Language

What will the school do to support my child?

- Your child will be placed on the SEND (Special Educational Needs and Disabilities) register.
- Our SENCO oversees all support and the progress of any student requiring additional support across the school.
- The teacher plans 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 at John Spendluffe Technology College (JSTC) both academic and pastoral. In addition to the SENCO 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, Assistant Head of House, Head 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).

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. Courses include English as an Additional Language (EAL), Autism Spectrum Disorder, Dyslexia, Learning Support, Teaching and Learning, Health and Safety in the Workshop, Information Technology (IT), Psychometric Testing, Assessment & Access Arrangements, Elklan Speech & Language & Communication Support for 11-16s, Hearing and Visually Impaired Conferences and Dyscalculia. 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 student concerns or share achievements.

The SEND Department achieved the Silver Kitemark Award for Autism.

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 – Jo Cutts
- Working Together Team (Including Autism)
- Specialist Teacher Outreach Support
- Sensory Education and Support Team – (Visual) - Jo Clarke; (Hearing) – Stephanie Fogg
- Speech and Language Therapy service (SALT)
- ACORN Behavioural Support Service
- Careers – Jim Robson
- Learning Difficulties and Disabilities (LDD) adviser – Gillian Massey Dales
- Social Services
- School Nursing Team
- Occupational Therapist
- Physiotherapist
- CAMHS – Children and Mental Health Service
- Early Help Workers

What support will be there for my child's emotional and social well-being?

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, Assistant Head of House, Head of House, LSAs, Inclusion Officer, Admin Team and SENCO all ensure the pastoral, medical and social care of every student. If additional support is required it may involve working alongside outside agencies such as Health and Social Services, and/or the Emotional Behaviour Support Team.
- The school has an Inclusion Officer who works under the direction of the SENCO and the pastoral Assistant Head, with vulnerable students and parents.

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 medicines that students require and all medicines are stored with the student's name on in a central location which is never unattended.
- We have trained first aiders at work regularly updating their training, e.g. Epipen, Diabetes and Epilepsy refreshers 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.
- 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 include keystone 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 Houses, 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.

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. Our Inclusion Manager runs the 'Friends for Life' Course with selected groups of students in Y7 & Y8 and works more intensively with any students needing extra support.

How will my child 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.
- Students are fully involved in any meetings that take place to encourage them to make any relevant contributions or raise any concerns they would like to discuss.
- Where possible they 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.
- 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 a Statement of SEND or an Education, Health & Care Plan, their views 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.

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

At key stage 4, students study a range of courses including GCSE, BTEC and others 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 SEN review meeting with the student, parents, LSA/Keyworker and SENCO 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 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 use Fizzbooks which act as a mini computer to record class work and print off daily to record in their books.
- LSAs are deployed to run differentiated programmes from Languages (year 8) 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 SENCO 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 a Statement of SEND or 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 the SENCO 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 SENCO 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 SENCO.

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 National Curriculum areas with our rigorous data tracking system. On entry to school, our students are tested on their reading and spelling ability, which is standardised. This is tracked at least annually to measure progress, for students undergoing interventions, this will be completed twice a year, with interim assessments throughout the intervention periods. We also use Cognitive Ability tests on entry. Assessment for learning 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 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?

- The school site is wheelchair accessible with 3 disabled toilets (in the Performing Arts Centre, the English block 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:

- Teacher 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 SENCO, Keyworker 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.
- Summer school is sometimes offered (subject to government funding)

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 a Statement review will be used as a transition meeting during which we will invite a careers support advisor, an advisor 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 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.
- 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

Who can I contact for further information?

Please contact the SENCO, Mrs P Forman at the 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 SEN governor (Mrs Debbie Forster), LSAs (Melanie Strong, Annette Wilkinson and Nick O Farrell with the SENCO in June 2014.

It was amended by the SENCO and the parent governor (Teri Chatterton) to update information in April 2016.