

John Spence Inclusion Department



SEND Information Report 2018-19

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John Spence Community High School SEN Information Report for Students with Special Educational Needs and / or Disabilities

John Spence Community High School is a fully inclusive school which ensures that **all** students achieve their potential personally, socially, emotionally, physically and educationally.

Our SEN Information Report lets you understand how we support students with special educational needs and disabilities.

John Spence Community High School is committed to meeting the needs of all students, including those with SEND, reasonable adjustments are made to meet the needs of all students including those identified in the SEND code of practice (2014):

- Language and Communication Difficulties.
- Cognitive and Learning Difficulties.
- Social, Emotional and Mental Health difficulties.
- Physical and Sensory difficulties

Below are some of the ways that we support students with specific needs and make up the school's contribution towards the Local Authorities Local Offer.

	Support Available within school:
<p>Communication and Interaction Needs:</p> <p>For example:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> - Areas of low distraction (Student Support Centre) - Support/ supervision at unstructured times of the day. - Nurture communication groups. - Anxiety and stress management '5-point' scales. - Lego Therapy groups. - Breakfast club. - Mindfulness groups. - Visual timetables - Assigned Key worker - Person centred planning and a student passport. - Person centred incident analysis. - Social stories. - Peer mentoring. - Support in assessments/exams. - Virtual online tour of the school using street view. - Support Assistant ELKAN training. -Assigned learning mentors.
<p>Cognition and Learning Needs:</p> <p>For example:</p> <p>Moderate Learning Difficulties</p> <p>Dyslexia/Dyscalculia.</p>	<ul style="list-style-type: none"> - Student Support Centre sessions - Differentiated curriculum and resources. - Phonics catch up programmes- RWI Fresh Start, Talisman Phonics and teaching reading using games. - Inference training. - Boosting reading @ secondary. - Paired reading programme - Laptop access.

	<ul style="list-style-type: none"> - Numicon Big Ideas programme - Passport Maths catch up programme. - 123 maths catch up programme. - Referrals to external partners. - Homework support sessions.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> - Positive behaviour management systems. - Effective pastoral care. - Learning mentors. - Someone Cares Counselling Service - Nurtured break and lunch times. - Support and advice is sought from external agencies such as CAMHS to ensure all needs are identified. - On some occasions the school work in collaboration with Moorbridge PRU to meet the needs of students- through nurture and assessment places. - when required Early Help Assessments are conducted to seek further support and advice for families. - Boxhall profiling is used to track the progress of some students. - TRAX Nurture group. - Positive choices sessions. - Mindfulness group sessions - Person centred incident analysis. - GOALS Programme. - KOOTH Online counselling service. - School garden therapy sessions.
Sensory and Physical needs	<ul style="list-style-type: none"> - Sessions in the Student Support Centre - Person centred planning. - Differentiated curriculum. - Teaching from the sensory support team. - Assigned Key worker. - Lift passes - Accessibility plan

We consult with students and their families on our SEND provision by:

- **Parents Evenings**
- **Tutor Review Days**
- **Telephone contact**
- **Review meetings**
- **Student Surveys**
- **Parental Surveys**
- **Letters**
- **Engaging with the Parents/Carers forum**

Supporting students with Special Educational Needs/Disabilities and their families

Children are identified as having special educational needs when their progress has slowed or stopped for a noteworthy period and the interventions put in place have not resulted in improvements.

We will let families know about any concerns about a student's learning. In the first instance this will be in the form of a telephone call or email, which would be to invite parents/ carers in for a meeting to discuss the progress of a student and agree steps that could be taken to support the student if there were concerns about lack of progress.

When a student is identified as having special educational needs, we support their development and progress by ensuring that an appropriate personalised curriculum, flexible and tailored to meet their needs, is in place. In addition, by:

- **Informing and involving all staff of each child's individual needs.**
- **Liaison and training with staff and external agencies on what strategies can be used to support progress.**
- **Providing relevant intervention as appropriate; where as some intervention will be undertaken at school, this can additionally be provided for home.**
- **Monitoring and reviewing each child's progress through use of data, Provision Mapping and teacher feedback.**
- **Providing access to a Homework Club at lunchtimes and after school**
- **Providing a Time-Out card where appropriate.**

Inclusion is central to all that we do at John Spence Community High School. Where possible, students with additional needs are educated in mainstream classes alongside their peers, with the support of high quality teaching, all students have the opportunity to achieve and succeed.

The other people /agencies and teams providing services to children with a special educational need / disability in school include:

- **Dyslexia Referral Team**
- **Language and Communication Team**
- **Speech and Language Therapy**
- **Physiotherapy**
- **Occupational Therapy**
- **Educational Psychology Service**
- **Hearing Impairment Team**
- **Visual Impairment Team**
- **SEN ICT Team**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **School Public Health Nurse**
- **Children's Services**
- **TRAX**
- **SENDIASS**
- **Young Carers**
- **Someone cares**
- **KOOTH: Mental Health Support**
- **Moorbridge Pupil Referral Unit**

We will work in partnership with other education providers to ensure that students make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving the school:

- **Ongoing involvement with a Connexions Personal Advisor.**
- **Specific support and liaison towards transition visits.**
- **Ensuring that all relevant information relating to a student's individual needs are shared and disseminated promptly with all parties involved.**
- **Access to an Independent Travel programme in Year 11.**

Support staff are placed where they are needed throughout the school to ensure student progress, independence and value for money. This support may include:

- **In-class support.**
- **Small group support.**
- **One-to-one support.**
- **Extra-curricular support such as: Reading Club, Literacy Club, Communication Group, Morning Skills, Literacy Intervention groups, Homework Club, Peer Mentoring, Key Worker Mentoring.**

Adjusting the curriculum for students with SEND:

John Spence Community High School is committed to making reasonable adjustments to the curriculum and/or the school environment to meet the needs of all students, including those with additional needs. The School will use the notional budget to purchase additional resources, human or physical, required to support students with additional needs to make progress.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our Inclusion Team are recognised for their commitment, dedication and excellence, and have a high level of expertise in working alongside students with special educational needs and disabilities. In addition to the continuous professional development training undertaken by the team, members of the team hold further qualifications in: Inclusion and Differentiation; Dyslexia; Autistic Spectrum Disorder; and ADHD.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff, including meeting with Curriculum Leaders to share information, inviting external providers into school to provide training to staff and also meeting with staff who teach students on the SEN Register.

Monitoring and evaluation of SEND:

The school is self-reflective and carefully monitors and evaluates the quality of provision for students with additional needs. This is done in a number of ways:

- Internal monitoring and evaluation of teaching and delivery through the schools self-evaluation processes, this includes work scrutiny and lesson observations.
- Parental consultation at annual reviews, parent's events, support plan reviews and termly meetings.
- Student voice is used on a regular basis to examine the views and opinions of our students. This is carried out at all reviews and termly as part of the departments self-evaluative plan.
- There is also a student inclusion council and a parent/carer forum that are regularly consulted to gather views and advice.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

Families are also sign posted to services/ organisations which may offer support/ advice where appropriate:

- **SENDIASS.**
- **Disability Network.**
- **CAMHS (Child and Adolescent Mental Health Services.)**

- **Connexions.**
- **Local charities.**

Parent Voice

“I am really happy with the level of care and support that my child receives at John Spence”.

“I know that staff are there when I need them to ask questions or to get help!”

“We like that we are kept at the centre of everything that they do. We can ask for extra help when we need it.”

“My child gets lots of support and likes to use the Student Support Centre”.

“The support we have received from school has been invaluable; the staff make it the wonderful place it is!”

Student Voice

“I like extra help in my lessons and my key worker is always there when I need them” Y10 Girl.

“I like working on the computers in the mornings; I’m getting better at maths.” Y9 Boy.

“There is always someone to talk to if I need them” Y8 Girl

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school’s self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

If you would like further information about what we offer here at **John Spence Community High School** then please contact the Special Educational Needs Coordinator on: (0191) 2961432 or email Andrew.Purvis@ntlp.org.uk