

John Spence Community High School
SEND Information Report

Delegated to	Full Governing Body
Last Reviewed	July 2024
To be Reviewed	July 2025

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

At John Spence we have adopted a graduated response to supporting those with additional needs. 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. We offer a Person centred approach to additional needs and recognise that all students need a bespoke offer.

Communication and Interaction Needs	
E.g. Autistic Spectrum Condition, Speech Language and Communication Needs.	
Wave 1:	We offer a nurturing environment where differences are celebrated. Our universal approach ensures that all teachers are teachers of SEND. We have a collective responsibility to ensure that all students can achieve and succeed by adopting a communication friendly curriculum and environment.
Wave 2: Monitoring	<ul style="list-style-type: none"> - Trigger of Initial Concerns process (baseline data gather) - Consultation with teachers. - Classroom Observations. - Contact with Parents/Carers and student. - Pupil Passport created. - Consideration of time limited Universal Intervention programme.
Wave 3: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - In depth screening completed. - Specialised Intervention programme. (Communication Skills, Thrive Group Work) - SEND Profile Created and distributed to all staff. - Visual Timetable. - Support/supervision for unstructured times of the day. - Assigned learning mentor. - Anxiety management 5 point scale and timeout card. - Minecraft Social Skills sessions. - Consideration for exam access arrangements. - Invitation to homework club.
Wave 4: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - 121/small group intensive intervention. - Altered timetable - Daily Check in.

Cognition and Learning Needs

E.g. Dyslexia, Dyscalculia.

Wave 1:	We offer a nurturing environment where differences are celebrated. Our universal approach ensures that all teachers are teachers of SEND. We have a collective responsibility to ensure that all students can achieve and succeed by ensuring that all lessons are accessible regardless of needs.
Wave 2: Monitoring	<ul style="list-style-type: none"> - Trigger of Initial Concerns process (baseline data gather) - Consultation with teachers. - Classroom Observations. - Contact with Parents/Carers and student. - Pupil Passport created. - Consideration of time limited Universal Intervention programme (Literacy/Numeracy).
Wave 3: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - In depth screening completed. - Specialised Intervention programme. (Phonic, Comprehension, Inference, Numeracy). - Morning Skills sessions - SEND Profile Created and distributed to all staff. - Provision of learning tools. - Consideration for exam access arrangements. - ICT Accessibility programmes. - Referrals to outside agencies for assessment and advice. - Sessions in the Student Support Centre. - Support Assistant focus within lessons.
Wave 4: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - 121/small group intensive intervention. - Altered timetable - Daily Check in. - KS4: Work Related Programme. - KS4: ASDAN Programme.

Social, Emotional and Mental Health Needs

E.g. Emotional regulation difficulties.

Wave 1:	We offer a nurturing environment where differences are celebrated. Our universal approach ensures that all teachers are teachers of SEND. As a school we promote positive mental health and support those experiencing a wide range of difficulties.
Wave 2: Monitoring	<ul style="list-style-type: none"> - Trigger of Initial Concerns process. - Consultation with teachers. - Classroom Observations. - Contact with Parents/Carers and student. - Pupil Passport created. - Referral to therapeutic support: Learning mentors, Someone Cares Counsellors and Kooth online support services. - Referral to the Pupil Engagement Centre. - School Garden therapeutic sessions. - Early Help Assessment. - Group mindfulness sessions.
Wave 3: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - In depth screening completed. - Mental Health First aid sessions. - Specialised Intervention programme (Thrive group work)

	<ul style="list-style-type: none"> - SEND Profile Created and distributed to all staff. - Referrals to outside agencies for assessment and advice. - Support Assistant focus within lessons. - Anxiety/Anger management 5 point scale and timeout card. - Time limited altered timetable - Referrals to Child and Adolescent Mental Health Services (CAMHS)
Wave 4: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - Personalised Reward system. - Time limited reduced timetable. - Referrals to external support partners. - 121 Thrive support. - If appropriate, referral for time limited investigation by Moorbridge Pupil Referral Unit.

Physical, medical and sensory needs	
E.g. Physical and medical conditions, sensory needs.	
Wave 1:	We offer a nurturing environment where differences are celebrated. Our universal approach ensures that all teachers are teachers of SEND. The school is fully accessible and we work with external agencies to ensure that all students can access the school by making appropriate alterations.
Wave 2: Monitoring	<ul style="list-style-type: none"> - Trigger of Initial Concerns process. - Consultation with teachers. - Classroom Observations. - Contact with Parents/Carers and student. - Pupil Passport created. - Lift pass if appropriate. - Referral to therapeutic support: Occupational Therapists, Sensory Team, Health Teams. - Personal Evacuation Plans. - Risk Assessments. - Detailed medical advice shared with staff termly.
Wave 3: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - In depth screening completed. - SEND Profile Created and distributed to all staff. - Referrals to outside agencies for further assessment and advice. - Support Assistant focus within lessons. - Time limited altered timetable. - In school physio therapy sessions. - Heightened sensitivity assessment.
Wave 4: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - Time limited reduced timetable. - Referrals to external support partners. - Personal Hygiene and Care plan. - Sessions in the student support centre. - Teaching from sensory support team.

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, local charities and support groups.

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. We adopt a graduated process to intervention and support- however we also know that all students are individuals and they may require creativity and inventiveness to meet their needs.

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 special educational needs/ disabilities 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 Counselling Service
- 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 for Life programme, 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. Our SENDCO also offers support to other schools in the local authority and regularly gives talks and advice to local support groups.

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.
- CAMHS (Child and Adolescent Mental Health Services.)
- Local parent/carer support groups and charities.
- Connexions

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!"

"My Son is in year 7 and I couldn't praise them enough, they are so supportive. Their communication is brilliant!"

"The staff are passionate about the support they offer"

Student Voice

"They have supported me through so much and believed in me when I found it hard to believe in myself" Y11 Girl.

"I love the Minecraft club!" Y8 Boy

"I find it hard to ask for help but I can email Mr Purvis when I need to and he always sorts out my problems!" Y11 Boy.

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 gemma.wallis@johnspence.org.uk