

John Spence Community
High School SEND Information

Delegated to	Full Governing Body
Last Reviewed	July 2025
To be Reviewed	July 2026

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.	
Universal Offer	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 1: Monitoring	Those pupils who are identified through staff, school or parents as potentially having an SEN need due to identified behaviours. These pupils are monitored on the SEN register as they do not currently access anything additional or extra but may require it in the near future. These pupils may be triggered through the initial concerns process. Additionally, the monitoring section also contains those pupils with a diagnosis but who are monitored only.
Wave 2a: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - Trigger of Initial Concerns process (baseline data gather) - Consultation with teachers. - Classroom Observations. - Pupil Passport created. - Contact with Parents/Carers and student. - Consideration of time limited Universal Intervention programme.

Wave 2b: SEND	<ul style="list-style-type: none"> - Pupil Passport created and updated termly - In depth screening completed. - Specialised Intervention programme. (Communication Skills, Thrive Group) - Visual Timetable. - Support/supervision for unstructured times of the day. - Assigned key worker - Anxiety management 5 point scale and timeout card. - Consideration for exam access arrangements. - Invitation to homework club.
Wave 3: Higher level needs	<ul style="list-style-type: none"> - 121/small group intensive intervention. - Altered timetable - Daily Check in. - KS4: ASDAN Programme / Foundation Pathway Programme

<h2>Cognition and Learning Needs</h2>	
E.g. Dyslexia, Dyscalculia.	
Universal Offer	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 1: Monitoring	<p>Those pupils who are identified through staff, school or parents as potentially having an SEN need due to identified behaviours. These pupils are monitored on the SEN register as they do not currently access anything additional or extra but may require it in the near future. These pupils may be triggered through the initial concerns process.</p> <p>Additionally, the monitoring section also contains those pupils with a diagnosis but who are monitored only.</p> <ul style="list-style-type: none"> - Morning Skills sessions
Wave 2a: SEND	<ul style="list-style-type: none"> - Addition to the SEND register. - Trigger of Initial Concerns process (baseline data gather) - Consultation with teachers. - Classroom Observations. - Pupil Passport created - Contact with Parents/Carers and students. - Consideration of time limited Universal Intervention programme (Literacy/Numeracy).

Wave 2b: SEND	<ul style="list-style-type: none"> - In depth screening completed. (Access Testing / HAST Spelling Testing/ Salford Reading Test / Phonic Testing) - Specialised Intervention Foundation Reading Programme. (Phonic, Fluency, Comprehension, Inference, Numeracy) - Pupil Passport created and updated termly - 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 3: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - 121/small group intensive intervention. - Altered timetable - Daily Check in. - KS4: ASDAN Programme / Foundation Pathway Programme

Social, Emotional and Mental Health Needs

E.g. Emotional regulation difficulties.

Universal Offer	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 1: Monitoring	<p>Those pupils who are identified through staff, school or parents as potentially having an SEN need due to identified behaviours. These pupils are monitored on the SEN register as they do not currently access anything additional or extra but may require it in the near future. These pupils may be triggered through the initial concerns process.</p> <p>Additionally, the monitoring section also contains those pupils with a diagnosis but who are monitored only.</p>
Wave 2a:	<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, ThisLifeCollective Counsellors - Mental Health Connect Referral - Referral to the Pupil Engagement Centre. - Early Help Assessment. - Group mindfulness sessions.
Wave 2b: 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)

Wave 2b: SEND	<ul style="list-style-type: none"> - Pupil Passport created and updated termly. - 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) or similar
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Wave 3: Higher level needs	<ul style="list-style-type: none"> - Assigned key worker - Personalised Reward system. - Short Term Support Plan (STSP) - Referrals to external support partners. - 121 Thrive support. - SEC Referral - KS4: ASDAN Programme / Foundation Pathway Programme - If appropriate, referral for time limited investigation by Moorbridge Pupil Referral Unit.
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Physical, medical and sensory needs	
E.g. Physical and medical conditions, sensory needs.	
Universal Offer	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 1: Monitoring	<p>Those pupils who are identified through staff, school or parents as potentially having an SEN need due to identified behaviours. These pupils are monitored on the SEN register as they do not currently access anything additional or extra but may require it in the near future. These pupils may be triggered through the initial concerns process.</p> <p>Additionally, the monitoring section also contains those pupils with a diagnosis but who are monitored only.</p>
Wave 2a: SEND	<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 2b: 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 3: 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. - KS4: ASDAN Programme / Foundation Pathway Programme

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
- Direct Email

Arrangements for the Admission of Disabled Pupils

John Spence Community High School is fully committed to the principles of equality and non-discrimination set out in the Equality Act 2010. Our admissions policy ensures that no student is refused admission solely on the grounds of a disability or Special Educational Need (SEN). All admissions, including those for disabled pupils, are handled transparently through the standard North Tyneside Local Authority coordinated admissions process. If a disabled pupil is admitted, the school's Special Educational Needs Coordinator (SENCO) immediately initiates a collaborative transition planning process. This involves pre-admission visits, targeted meetings with parents/carers and relevant primary school staff, and consultation with external specialist services to ensure all necessary reasonable adjustments and bespoke provision are fully established prior to the student's first day, guaranteeing a smooth and equitable start to their secondary education.

Preventing Less Favourable Treatment

We proactively take numerous steps to ensure that disabled pupils are not treated less favourably than their peers across all aspects of school life, upholding our commitment to genuine inclusion. This dedication is embedded in our continuous staff training programme, which focuses on curriculum adaptation, differentiated instruction, and disability awareness across all departments. We ensure that reasonable adjustments are implemented not just within the classroom, but also in non-academic activities, including school trips, extra-curricular clubs, sporting events, and internal disciplinary procedures. Furthermore, we actively seek the views of disabled pupils and their families through regular communication channels to review the effectiveness of our actions and promptly address any concerns regarding potential barriers or disadvantage, fostering a culture where every student feels valued, included, and equally able to participate.

Facilities to Help Disabled Pupils Access the School

The school provides a range of facilities and accessibility measures to support disabled pupils in accessing the curriculum and the physical environment. Our main teaching blocks and communal areas are served by lifts and appropriately graded ramps to facilitate movement between floors. We maintain accessible toilet and changing facilities, which are regularly checked and maintained. Classrooms and learning spaces are set up to be inclusive, utilizing flexible seating arrangements, appropriate lighting, and, where needed, specialized acoustic or sensory adaptations. In line with our ongoing Accessibility Plan, we commit to reviewing and upgrading our physical environment annually, addressing any structural or resource barriers identified to ensure that disabled pupils have equitable access to all educational, recreational, and social opportunities offered by the school.

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 of 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
- CAMHS (Child and Adolescent Mental Health Service)
- School Public Health Nurse
- Children's Services
- Connect Mental Health
- SENDIASS
- Young Carers
- Northern Guild Counselling Service
- ThisLifeCollective Therapeutic Support
- Dave Burns - Be Safe
- Moorbridge Pupil Referral Unit (MEAPS)

We 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 (SEND Specific).
- 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.
- KS4: ASDAN Programme / Foundation Pathway Programme.

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, Literacy programme, Communication Group, Morning Skills, Literacy Intervention groups, Homework Club, Peer Mentoring, Key Worker.

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.

School use the Helping Hand strategy across the whole curriculum to ensure adaptive practice is consistent and progressive.

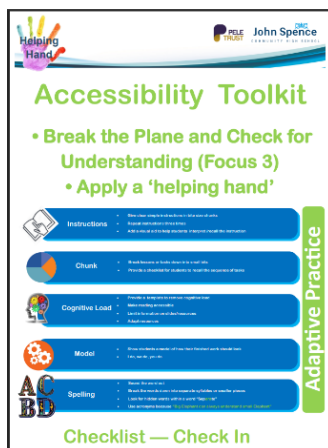
[helping hand poster.pdf](#)

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 Inclusion Lead and Special Educational Needs Coordinator provide 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.)
- Northern Guild Counselling
- 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.

"The Communication Groups have helped me develop my skills so that I can control my emotions at the right time" - Year 9

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 Department on: (0191) 2961432 or email SENDCo sendco@johnspence.org.uk