

THE KING JOHN SCHOOL



SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

2018/19

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This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The King John School, a Maths and Computing College, is an 11-18 comprehensive secondary school which admits students to the school in line with the school's admission policy. The school believes that all children and young people are entitled to an education that enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The King John School takes a whole school inclusive approach to students with special educational needs and disabilities, recognising that the aims of the school are the same for all students, whatever their abilities.

The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

As a member of the Benfleet and Thundersley Interschool Cluster (BATIC) member schools have worked together on their SEN provision and have similar provision and support available.

1. The kinds of special educational needs and disabilities for which provision is made at the school.

Parents will know that special educational needs, disabilities and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- 1-2-1 or small group support groups for literacy, numeracy and personal and social development
- Specialist Support resources
- Specific equipment requirements

All interventions are monitored and evaluated for the effectiveness of their impact.

2. Information about the school's policies for the identification and assessment of students with special educational needs.

Teachers can raise a query with the SENCo/Assistant SENCo/Senior LSA at any time. In response the SENCo, deputy SENCo, Assistant SENCo or Lead LSA will meet with the student, gather data from all subjects and observe the student in a lesson if necessary. Suggested strategies are put in place by the class teacher and reviewed. Subject and Pastoral Leaders track students after every report cycle and also have access to their own interventions.

If there is no improvement the SENCo will meet with parents to discuss concerns/possible next steps. If further action is required the student will be placed on the Special Educational Needs register. If progress is still not made then the SENCo will contact appropriate outside agencies and seek further advice and support for the student.

Some students with mental health issues may jump these stages depending on what has happened/the nature of their condition.

3. Information about the school's policies for making provision for students with special educational needs and disabilities whether or not students have EHC Plans

In order to fulfil its commitment to fully support every child to succeed, the school already has in place a range of specialist interventions and continues to seek new ways of providing support. Examples of the kind of support we can provide will be found in the table in appendix A.

The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. The King John School aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Members of staff understand that they are all teachers of students with special educational needs.
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

The SENCo, together with the Assistant SENCo and members of the learning support team, track all students on the SEN register after every report cycle and initially raises concerns with class teachers or subject leaders. The progress of students is discussed at parents' evenings or other meetings arranged as required.

4. The names and contact details of the SEN Team.

Miss L Wall, SENCo
Ms L Parrott, Assistant SENCo
Mrs L Sprawling, Operational Team Leader
Mrs J Rowe, Senior Deputy Head and Line manager for SEN
Mrs J Downing, Governor with responsibility for SEN

All staff can be contacted at the school

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and/or disabilities and about how specialist expertise will be secured.

The SENCo is a qualified teacher and has held the position of SENCo at the King John School for 11 years.

All staff at the school follow a regular programme of continuous professional development, including training on special educational needs. Staff also attend external courses on meeting the needs of students with special educational needs and disseminate this information on their return to school.

6. Information about how equipment and facilities to support children and young people with special educational needs and/or disabilities will be secured.

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or on request. The equipment and facilities include but are not limited to the following:

- Disabled toilets
- Ramps
- Lifts
- Modified furniture
- Physiotherapy bench
- Hoists
- Mobility training
- Access to specialist teacher input i.e. PNI, HI, VI
- Coloured overlays
- Access to laptop technology
- Specialist PE Equipment
- Staff trained in lifting and toileting
- Specialist consideration for access arrangements for exams

7. The arrangements for consulting parents of children with special educational needs and/or disabilities about, and involving such parents in, the education of their child.

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support;
- Meetings to discuss progress with the SENCo or other appropriate member of staff;
- Statutory meetings and reviews.

The school records the outcomes of these meetings so that everyone is clear about what has been said and agreed.

8. The arrangements for consulting young people with special educational needs and/or disabilities about, and involving them in, their education.

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of student centred strategy plans
- Continuous professional development for staff
- SEN student representation on the Student Voice
- Age appropriate conversations about targets and progress
- Participation in statutory meetings or annual reviews
- Discussions about changes to the physical environment which would support the young person

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs and/or disabilities concerning the provision made at the school.

As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that their child's needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request. This sets out clearly what the steps are to draw these concerns to the school's attention.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The King John School is strongly committed to working in partnership with colleagues from outside agencies to address the needs of students.

The school has strong working relationships with a number of external agencies including:

- The School Nurse Team
- Children and Young People with Disabilities Service
- Child Support Services
- Police Liaison
- The Educational Psychology Service
- The Specialist Teacher Team
- Emotional, Wellbeing and Mental Health Service
- Education Access

Professionals from these and other services are regularly in school to work with students either individually or in small groups and provide advice to school staff. When their involvement is specifically to address the needs of individual students parents/carers will be contacted in advance and permission requested. Parents/carers may be invited in at the request of the outside agency professional.

11. The contact details of support services for the parents of students with special educational needs

If a parent / carer or young person requires further information, advice and support about special educational needs and disability issues they can contact SEND Information, Advice and Support Service

To make a referral call 03330 138913 or email send.iass@essex.gov.uk.

Further information can be found on the local authority's website www.essex.gov.uk

SEND: guide for parents and carers on <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

12. The school's arrangements for supporting students with special educational needs and/or disabilities in transferring between phases of education or in preparing for adulthood and independent living.

Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:

- Close liaison with primary feeders to ensure successful transition into secondary school
- Working with the Children and Young People with Disabilities Service (Yr9-KS4/KS5)
- School's PHSE programme & careers guidance/education
- Organising travel or mobility training
- Facilitating transfer onto appropriate Post 16 college courses
- Personalised KS4 programmes
- Additional transition meetings
- Professionals' meetings

13. Information on the local authority's local offer.

The local authority's Local Offer can be found on their website. www.essex.gov.uk and outlines their responsibilities in relation to students with special educational needs and disabilities and the support available.

Appendix A

The table below identifies examples of the provision to support students with special educational needs and disabilities. The table provides a detailed but not exhaustive list of the support provided by The King John School

<i>How do we evaluate the effectiveness of the interaction</i>	<i>How do we evaluate the effectiveness of the impact of the</i>	<i>How do we evaluate the effectiveness of the emotional health</i>	<i>How do we evaluate the effectiveness of the physical</i>
Examples from School Provision	Examples from School Provision	Examples from School Provision	Examples from School Provision
<ul style="list-style-type: none"> • Carrying out 1:1/small group speech and language programmes as designed by speech and language service. • Small group teambuilding/social skills. • Consultation with Educational Psychologist • One to One Social Skills • Specialist Teacher • External Support from Speech and Language Therapist • Team building activities 	<ul style="list-style-type: none"> • In class support to support pupils and teachers with differentiation • Tutor time reading/comprehension/spelling groups • Numeracy group • Chrysalis group • Consultation with Educational Psychologist • One to one tutors • Mentoring • Homework Club • Literacy Interventions which may include <ul style="list-style-type: none"> - Dyslexia specialism i.e. Alpha to Omega - Reading intervention - Spelling intervention - Individual and small group - Exam Access arrangements • Numeracy Interventions which may include <ul style="list-style-type: none"> - Small Group/Individual - Specialist teacher support - Telling the Time and Money workshops - Life skills - GCSE Intervention groups 	<ul style="list-style-type: none"> • 1:1 Counselling • Small group teambuilding/social skills • 1:1 mentoring • Young Carers • EWMHS • Educational Psychologist • Pastoral Team • Mentoring Programme • Peer mentors • Peer listeners • Anger management Course • Keyworker LSA • CPC • In class support • Breaktime and lunchtime club in Learning Support 	<ul style="list-style-type: none"> • Input from specialist teacher • Specific Equipment (tables/hoists etc.) • Laptops and notebooks • Input from Occupational Therapy • Input from Physiotherapy • Physio bench • Specialist Equipment • Physio programmes completed in school • In class support • Practical assistant for lessons and exams • Access arrangements for exams
Examples of External Provision	Examples of External Provision	Examples of External Provision	Examples of External Provision
Speech and Language Therapist Specialist Teachers Educational Psychologist	Educational Psychologist 1:1 tutors Specialist teachers	1:1 Counselling Young Carers EWMHS Educational Psychologist Behaviour specialist Social Care School nurse team	Input from specialist teacher Specific Equipment (tables/hoists etc.) Occupational Therapy Physiotherapy

<i>impact of the provision listed above?</i>	<i>provision listed above</i>	<i>impact of the provision listed above</i>	<i>impact of the provision listed above</i>
Track Progress with each report cycle Reading and spelling ages assessed through whole school screening to monitor Round Robins Review meetings Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle	Track Progress with each report cycle. Reading and spelling ages assessed Review meetings SENCO tracks all progress Teacher Feedback Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle	Track via behaviour and report log Attitude to Learning scores on reports Round Robins Review meetings Teacher Feedback Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle	Round robins Review meetings Discussion with pupils Teacher Feedback LSA Feedback sheets External reports Parent feedback Reporting cycle