



## Annual Special Educational Needs and Disabilities (SEND) Information Report | 2025-2026

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

From 1 September 2014, the majority of Part 3 of the [Childrens and Families act 2014](#), its associated regulations and SEND Code of Practice was enforced. John Colet School adhere to the [SEND code of practice](#) and the Children and Families Act 2014.

The type of SEND provision that John Colet School School caters for is aimed at young people in mainstream education with a range of Special Educational Needs relating to their physical, SEMH (Social emotional and mental health), or cognitive learning difficulties.

We currently do not offer specialist provision (ARP) for particular learning needs. The school's Accessibility policy can be found [here](#).

### **The SEND Report includes students with:**

- a Statement of Special Educational Needs or an Education and Health Care Plan (EHCP) (Code: **E**)
- an identified learning difficulty, disability or medical condition which may need the provision of **additional** to High Quality Teaching to support learning and development (Code: **K**)
- showing traits of a learning difficulty, being monitored Teaching (Code: **M**)

(see **Appendix A: SEND Numbers at JCS 2023**)

### **The School's SEND Policy**

The school's Send Policy (including pupils who do and do not have an EHC Plan) for: Identifying and assessing pupils with SEND is:

- Pupils are identified through monitoring by class teachers, Heads of Department or Heads of Year who report any concerns to the SENDCo and then further assessment, if required, can be carried out.
- We also liaise closely with our feeder schools, other transferring centres, specialist teachers and other agencies to identify and monitor students' additional learning needs.
- Parents can also raise with the school any concerns they have which will be communicated to teaching staff and referred to the SEND Coordinator for assessment and review.

### **Evaluating the effectiveness of its provision for pupils with SEND**



Through the annual review of statutory documents and a review of a student's Individual Provision Map which involves the parent, the student, the form tutor, the Learning support (LS) team and the SENDCo.

### **Assessing and reviewing the progress of pupils with SEND**

- On a termly-basis, student progress is analysed by the SENDCo.
- On a half-termly basis, student progress is monitored and reviewed through the school's information management system by the SENDCo and a Senior Leadership Link Manager for student progress.
- On a weekly basis, concerns over individual students' progress are monitored through review meetings between Senior leaders and the SENDCo.
- On a daily basis, student progress can be monitored through the school's information management system.

### **The School's Approach to Teaching**

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

### **By adapting the curriculum and learning environment**

- We are able to be flexible to the individual needs of children and can provide opportunities for support in differing sized groups as required. Most support will be carried out within class.
- We adapt timetables and to cater for the individual needs of our Students.

### **Additional support for learning**

- Through some students taking part in short and long term interventions outside the classroom environment.
- Through the use of LSAs as required.
- Through carefully planned, differentiated and adaptive learning.
- Through the allocation of a key worker or key adult as required.
- Through the homework and study club where support is available every school day.

### **Activities that are available to pupils with SEND in addition to those available through the curriculum**

- Support will be given to students outside their formal lessons in the form of additional learning opportunities, supervision and clubs.

### **Improving the emotional and social development of pupils with SEND**

- In addition to the above, we offer the opportunity to address emotional and social concerns through targeted workshops, drop-in facilities and Counsellors.

### **Exam Access Arrangements (EAA)**

In Year 10, students who have been identified with SEND are assessed to determine if they qualify for Exam Access Arrangements (EAA), such as Extra Time or the use of a Word Processor. These assessments are a combination of in-house assessments and more formal assessments by our Specialist Assessors.



All assessments used for EAA give Standard Scores (SS) and to qualify for EAA a student must have at least one score of **84 or under**. Once it has been confirmed that the student meets the criteria for EAA, as set by the **Joint Council for Qualifications** (JCQ) ([here](#)) an online application is made by the Exams Officer. From then on, the SENDCo is responsible for maintaining a file of evidence for the student to confirm:

- the EAA is the student's 'Normal Way of Working' (*NWW*)  
i.e. the student needs this provision in class, for homework and in exams in order to be on a level playing field with his peers
- subject teachers support this provision

## **The School's Facilities**

- The school's facilities are accessible to include pupils with SEND.
- We aim to fully include all students in the daily life of the school whatever their individual needs. In the case of students with physical disabilities, the majority of our classrooms are accessible and we are working to improve access in all areas of the site.
- We have also developed the facilities of the SEND department to be able to expand the support for students.

## **The School's Training**

### **The school's arrangement for training staff in relation to pupils with SEND**

- Continuous Professional Development for all staff on key SEND issues.
- Regular training for the Teaching Assistant team on key SEND issues.

### **Specialist expertise is obtained by the school**

- Regular meetings between the SENDCo and outside agencies working within the school.
- Termly meetings with the school's Educational Psychologist.
- Using outside agencies to deliver bespoke CPD.
- Specialist courses to improve the skills of the Learning Support team.

## **The School's Consultation**

### **The school's arrangements to consult with and involve**

Parents/carers of pupils with SEND about the education of their child/ young person.

- Parents are normally consulted annually for individual plan review, EHCP Annual Review process and as and when the need arises via email, phone call, face-to-face meetings.

### **Children young people about their education**

- All students are invited to attend the Annual review meetings and are consulted in decisions affecting their support and timetabling, through a person-centred review.



## **The School's Partnerships**

- The school's governing body involves other bodies (including health, social care, Buckinghamshire Council support services, voluntary and community groups) to meet the needs of pupils with SEND and their families by receiving regular updates on interventions and by acting as a 'critical friend' to the Learning Support team.
- The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood and independent living is through consultation with SEND IAS, developing and maintaining close working relationships with primary school SENDCos and by attending annual reviews in the primary school setting, and also through the school's transition support programme.

## **The school does collaborate between the following education providers and other settings:**

- Feeder schools
- Local colleges of Further Education
- Blueprint short stay school
- Integrated SEN Services
- CAMHs
- Speech and language SaLT
- Educational Psychology
- Specialist Teaching
- Relevant medical specialists

The school communicates the contact details for the support listed above to pupils with SEND and their families by regular, 1:1 discussions either via face to face meetings or by telephone and email.

## **The School's Key Contacts**

The name and contact details of the school's SENDCo

Miss L Bendel

Email [lbendel@johncolet.co.uk](mailto:lbendel@johncolet.co.uk)

Tel: 01296 623348

The contact for compliments, concerns or complaints from parents of pupils with SEND Mr Bobby Crawford

[bcrawford@johncolet.co.uk](mailto:bcrawford@johncolet.co.uk)

01296 623348



The school's complaints policy can be found on the Policies page of the website. The School's [link](#) to the Bucks Local Offer.

### External Key Contacts

To contact the [Integrated SEND Service \(ISEND\)](#) email [senaylesbury@buckinghamshire.gov.uk](mailto:senaylesbury@buckinghamshire.gov.uk) or if you have a complaint about the ISEND email [sendresolutions@buckinghamshire.gov.uk](mailto:sendresolutions@buckinghamshire.gov.uk).

Information for the [local offer for Bucks](#), the Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer or Family Support Services please call 01296 383293 or email [familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk).

For independent and impartial advice please contact [SEND IAS](#)

### Appendix A SEND Numbers at JCS 2025

Total SEN	289
Total EHCP	63
Total K	173
Total C	53



## Areas of SEND primary need at JCS

