



John Colet School

Special Educational Needs - Annual Report and Local Offer information

What is the local offer?

The Children and Families Act (2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process includes secondary schools and all the information below forms our local offer and shows how we provide for children with SEND.

At John Colet School we strive to support all children to enable them to achieve their potential at school. Quality First Teaching is vital: however for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

- 1. The school's SEND provision is on an individual needs basis and includes, but is not limited to:**
 - 1.1 Interventions personalised to the child's needs (English, Maths and other subjects) where the school has identified areas for development.
 - 1.2 Additional 1:1 support in specific subjects in exceptional cases.
 - 1.3 Social skills sessions for pupils who need more targeted support.
 - 1.4 In-class support, small focus group support and 1:1 sessions provided by Learning Support Assistants, according to pupil needs and the requirements of the subject teacher.
 - 1.5 Access arrangements for exams where a specialist report identifies a need, e.g. use of a laptop or additional time (NB where there is an identified medical need further arrangements may have to be made).
 - 1.6 Specialised support from external agencies and other professionals as required (see School's Partnerships).
 - 1.7 A Personal Education Plan (PEP) for Looked After Children with SEND.
 - 1.8 If a pupil has an additional medical need, a detailed care plan will be compiled with support from the school and appropriate medical professionals, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

Our managing medicines policy can be found in the school policies list on the website

- 2. Pupils are identified as needing extra support from information such as:**
 - 2.1 Concerns raised by parents/carers or the child.
 - 2.2 Information from providers/feeder schools is passed on prior to transfer.
 - 2.3 Observations and assessments carried out on entry.
 - 2.4 Class teachers identify pupils who are not meeting targets or whose progress is slower than expected and inform the SENCo who will involve external agencies if appropriate.

- 2.5 Analysis of ongoing and statutory assessments to identify needs.
- 2.6 Analysis of termly assessment data by SENCo to identify pupils who are not meeting their targets.
- 2.7 Reports from medical professionals.
- 2.8 Reports and observations from Learning Support staff.

How we monitor provision

- 2.9 Termly data and information from class teachers, parents and the pupil is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

3. The school's approach to teaching

- 3.1 We promote inclusion so that all children with SEND both inside the classroom and during extra-curricular activities and trips, feel part of our school community.
- 3.2 Risk assessments are carried out and school will make their best endeavours to put in place procedures to enable all pupils to participate.
- 3.3 Through SEN Support Profiles, teaching staff are made aware of strategies to use in the classroom with pupils who have specific needs. Training is provided where appropriate.
- 3.4 Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered in a small number of cases through CAMHS support.
- 3.5 Pupils with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and the SENDCO using monitoring and evaluation procedures relevant to the age of the child. These are then used to develop strategies to improve teaching to ensure pupils are able to fully access the curriculum.

4. The school's facilities

- 4.1 The school's main buildings are DDA compliant.
- 4.2 The main entrance and all fire exits have been adapted to allow disabled access.
- 4.3 The school has a toilet adapted for disabled users.
- 4.4 Disabled parking bays are provided by the pupil entrance to provide easier access for pupils and parents/carers.
- 4.5 There are three lifts around the school site to facilitate access to the first floor facilities.
- 4.6 Where a student uses a wheelchair a personal evacuation plan will be put into place.

5. Training for staff to help them support children with SEND

- 5.1 The SENCo is working towards the National Award for SEN Co-ordination.
- 5.2 Specialist training has been accessed through the Specialist Teaching Service, the Educational Psychology Service and the Cognition and Learning Service.
- 5.3 Staff have attended specialist training on how to support pupils with individual needs.

6. The school's arrangements for consultation

- 6.1 If parents have a specific concern they should contact the class teacher in the first instance, who will liaise with the SENCo as appropriate.

- 6.2 Each pupil who has been identified as having special educational needs will have a Support Profile that is written in conjunction with them and their parent/carer.
- 6.3 Assessment data is shared in accordance with the reporting schedule and will inform parents/carers of their child's progress.
- 6.4 Parent evenings are held twice a year when parents/carers can meet with class teachers.
- 6.5 Pupils with EHC plans and parents/carers review progress with the SENCo yearly..

7. The school's partnerships

- 7.1 The school's governing body involves other bodies (including health, social care and BCC support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:
 - Specialist Teaching Service to support pupils with autism, visual impairment hearing impairment, physical disabilities and speech and language needs
 - Child Protection Service
 - Educational Psychology Services, including 'Everlief' and 'Psychology4Learning'
 - CAMHS (Child and Adolescent Mental Health Service)
 - School Nurse
 - Community Paediatric Team
 - Social Care
 - Family Resilience Service
 - Physiotherapy Service
 - Speech and Language Therapy Service
 - Education and Welfare Officers
 - Counsellors
 - Pupil Referral Unit
 - BCC SEND Team

Please refer to the new John Colet SEND policy, appendix three for more information.

8. The school's arrangements for pupils with SEND transferring between other education providers:

- 8.1 We use our best endeavours to ensure that all relevant information is passed between schools as quickly as possible.
- 8.2 We endeavour to transfer key information to assist with the process.
- 8.3 Additional transition days may be set dependent on individual circumstances.
- 8.4 Additional emotional support may be provided.

9. The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- 9.1 The school website
- 9.2 1:1 discussions either in person, virtually, by email or telephone

10. The school's key contact:

- 10.1 Ms Steph Mast-Hughes - SENCo - smasthughes@johncolet.co.uk - Tel: 01296 623348.

11. The contact for compliments, concerns or complaints from parents of pupils with SEND is:

The SENCo in the first instance, to seek resolution.

Our complaints policy can be found on the school policies list on the website

12. The school's link to the Bucks Local Offer

12.1 Information for the Local Offer for Buckinghamshire County Council is available at:

www.bucksfamilyinfo.org/localoffer

13. The Ofsted Report

13.1 The John Colet School Ofsted reports and information can be found at:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137261>