

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.

Our SEND policy can be found here:

<https://www.johncolet.co.uk/assets/Uploads/DRAFT-JCS-SEND-Policy.doc-4.pdf>

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. A 'Student Profile' which identifies how best to support a student with their education, reviewed regularly.
 - 1.3. Additional 1:1 support in specific subjects in exceptional cases.
 - 1.4. A lunchtime club is provided for students who struggle in social situations.
 - 1.5. Social skills sessions for students who need more targeted support.
 - 1.6. LSA mentoring for students who need additional support.
 - 1.7. In-class support, small focus group support and 1:1 sessions provided by Learning Support Assistants, according to student needs and the requirements of the subject teacher.
 - 1.8. 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).
 - 1.9. Specialised support from external agencies and other professionals as required (see School's Partnerships).
 - 1.10. A Personal Education Plan (PEP) for Looked After Children with SEND.
 - 1.11. If a student 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 student and appropriate support is put in place.

Our Supporting Students with Medical Conditions Procedures can be found here:

<https://www.johncolet.co.uk/assets/Uploads/Supporting-pupils-in-school-with-medical-conditions-Mar20.pdf>

2. Students 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 students who are not meeting targets or whose progress is slower than expected and inform the SENDCO 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 SENDCO to identify students who are not meeting their targets.
- 2.7. Reports from medical professionals.
- 2.8. Reports and observations from learning support staff.

3. How we monitor provision

- 3.1. In consultation with the student and parent/carer, a 'Student profile' is written by the SENDCO or SEND manager; these are reviewed termly. The 'Student Profile' is used to show how and where support is provided, and monitored to ensure effective intervention.
- 3.2. Termly data and information from class teachers, parents and the student is all used to assess the effectiveness of the provision and the progress of students with SEND.

4. The school's approach to teaching

- 4.1. We promote inclusion to include children with SEND both inside the classroom and during extra-curricular activities and trips.
- 4.2. Risk assessments are carried out and school will make their best endeavours to put in place procedures to enable all students to participate.
- 4.3. Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- 4.4. Emotional and social development is supported on a personalised basis. Some students require more targeted support which is offered through social skills groups and, in a small number of cases, CAMHS support.
- 4.5. Students 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 of the 'Student Profile'. These are then used to develop strategies to improve teaching to ensure students are able to fully access the curriculum.

5. The school's facilities

- 5.1. The school's main buildings are DDA compliant.
- 5.2. The main entrance and all fire exits have been adapted to allow disabled access.
- 5.3. The school has a toilet adapted for disabled users.
- 5.4. Disabled parking bays are provided by the student entrance to provide easier access for students and parents/carers.
- 5.5. There are three lifts around the school site to facilitate access to the first floor facilities.
- 5.6. Where a student uses a wheelchair a personal evacuation plan will be put into place.
- 5.7. Changes in elevation are identified with yellow marking such as on steps and stairs to assist students with visual impairment.
- 5.8. A full time on site Matron and medical room.

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

- 6.1. The SENDCO role is currently delegated to the Deputy Headteacher.
- 6.2. Specialist training has been accessed through the Specialist Teaching Service, the Educational Psychology Service and the Cognition and Learning Service.
- 6.3. Staff receive regular updates and training to support pupils with individual needs that includes but is not exclusive to, ASD, ADHD and Downs Syndrome training.
- 6.4. As part of Child Protection training staff are reminded of the need to safeguard students with SEND particularly as they can be more vulnerable.

7. The school's arrangements for consultation

- 7.1. If parents have a specific concern they should contact the class teacher in the first instance, who will liaise with the SENDCO as appropriate.
- 7.2. Each student who has been identified as having special educational needs will have a 'Student profile' that is written in conjunction with them and their parent/carer.
- 7.3. Assessment data is shared in accordance with the reporting schedule and will inform parents/carers of their child's progress.
- 7.4. Parent evenings are held twice a year when parents/carers can meet with class teachers and either the SEND manager or the SENDCO.
- 7.5. Students with EHC plans and parents/carers review progress with the SEND Manager termly.

8. The school's partnerships

- 8.1. The school's governing body involves other bodies (including health, social care and BCC support services) to meet the needs of students with SEND and their families by using the following outside agencies:

- Specialist Teaching Service to support EHCP pupils with autism, visual impairment, hearing impairment, physical disabilities and speech and language needs
- Child Protection Service
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatric Team
- Social Care
- Family Resilience Service
- Physiotherapy Service
- Occupational Therapy Services
- Speech and Language Therapy Service
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit
- BCC SEND Team
- Youth Service

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

9. The school's arrangements for students with SEND transferring between other education

providers:

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

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

- 10.1. The school website
- 10.2. 1:1 discussions
- 10.3. Termly meetings, email and phone calls.
- 10.4. Sims intouch parent email system.

11. The school's key contact:

- 11.1. Mrs Donna Richardson SEND Manager sendmanager@johncolet.co.uk Tel: 01296 623348 or Miss Sarah Palmer Deputy Headteacher spalmer@johncolet.co.uk Tel: 01296 623348.

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

On occasion despite our best intentions, we get something wrong. Parents and carers of SEND students are invited to contact the Deputy Headteacher or the SEND Manager in the first instance to seek resolution.

Our complaints policy can be found here:

<https://www.johncolet.co.uk/assets/Uploads/complimentscomplimentsandresolutionpolicyApr17.pdf>

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

- 13.1. Information for the Local Offer for Buckinghamshire County Council is available at: www.bucksfamilyinfo.org/localoffer

14. The Ofsted Report

- 14.1 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>

15. GCSE Exam Results

- 15.1 The School's performance and GCSE exam results can be found at: <https://www.compare-school-performance.service.gov.uk/school/137261/john-colet-school/secondary>

Updated October 2019.