

SEND Information Report- Reviewed and updated: MAY 2018

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

[St John's School Admissions](#)
[Durham School Admissions](#)

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on the website (please click on the policies link at the top of the website).

Types of SEND at the School

At **St John's**, we have experience of supporting children and young people with a wide range of need, details of which can be found in this document.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census. In May 2018, we have 86 students on our SEN register, including 9 students with Education Health and Care Plans. However, our AR (Additional Register) register identifies students who do not receive additional learning intervention but who are closely monitored through teaching and learning strategies and may be moved on to the SEN Register if the need arises (the AR register currently numbers well over 100 students).

Through the use of data , progress and tracking software (Edukey Provision Mapping tool, 4Matrix ,SIMS Assessment and Reporting, The Boxall Profile, Cpoms), the SENDCO and the Learning Support Team monitor and support the progress of all students on various stages of the 'Graduated Response'. All the students in school are coded as follows:

N- No Special Educational Needs

B- Additional Register (AR)- these students receive Quality First Teaching. They may have had SEN input in primary and no longer require it or may have a Specific Learning difficulty (SpLD), such as dyslexia and are making progress by utilising appropriate self -directed strategies such as overlays and multisensory revision methods.

K- these students have Support Plans and will receive additional support. Some students also have a modified curriculum or designated staff to support their learning. These students' learning plans contain strategies and information to help staff plan differentiated work and approaches to help students progress as much as they can. The SENDCO and SEN team are responsible for monitoring and evaluating these plans, in consultation with parents and carers. Students coded K are on the school's official 'SEN register' and may be receiving additional professional support from the NHS, the Local Authority or other external agencies

E- these students have EHCP Education Health and Care Plans. This is the highest level on the graduated response. The EHCP replaced the 'Statement of Special Educational Needs' and recognises the additional requirements of the child in law. It places statutory duties upon schools to use their best endeavours to meet them. EHCPs are reviewed every year, although it is good practice for schools to meet regularly with parents throughout the school year. Parents and carers must be placed at the centre of the process and their

views and the child's are of paramount importance when progress and aspirations are discussed.

SEN is broadly divided into the following areas:

Area of SEN
Communication and Interaction
Cognition and Learning
Social Emotional and Mental Health (SEMH)
Sensory and Physical Needs

Area of SEN	How do we support our students?
Communication and Interaction	Intervention, outside agency support, LA planning tools and thematic panels. Educational Psychologist input where necessary. On going CPD and training for both support staff and teaching staff.
Cognition and Learning	Screening, differentiation, adaptation of resources, curriculum planning and intervention groups. EP and outside agency involvement where necessary.
Social Emotional and Mental Health (SEMH)	Rigorous identification of needs via various internal and external assessment. CAMHS and School Welfare Team involvement where necessary. CAMHS is the Children and Adolescent Mental Health Service based in County Durham.
Sensory and Physical Need	This area of need is well supported in school via adaptations and support from LA and advice and support from outside agencies. Screening and involvement of school nurse where necessary. Wheelchair ramps and 2 lifts available

MAY 2018:

Year Group	% of individual year groups with SEND who have an EHCP (E) or Support Plan (K)	Types of need
Year 7	9%	Cognition and Learning needs, Autism, Specific Learning difficulties, Visual Impairment, ADHD, Social Emotional and Mental Health Needs
Year 8	8%	ADHD, Autism, Specific Learning Difficulties, Moderate Learning Difficulties, Social Emotional and Mental Health Needs
Year 9	8%	Physical Difficulties, Moderate Learning difficulties, Autism, ADHD, DCD, Specific Learning Difficulties, Complex SEN needs, Social Emotional and Mental Health Needs
Year 10	5%	Hearing Impairment, Learning Difficulties, Physical Disabilities, Learning and Cognition, ADHD, Social Emotional and Mental Health Needs
Year 11	5%	Autism, Physical Disability, Hearing Impairment, Specific Learning Disability, Learning and Cognition Needs, DCD,
(Sixth Form	2%	Autism, ADHD, Specific Learning Disabilities)

% of school population on the School 'SEN Register' Years 7-11 (E and K coded)– 7%

% of school population on additional register (B coded -monitoring) and the above K and E coded students Years 7-11- 11%

Additional or 'Top Up' funding:

If a child has complex special educational needs Years 7-11, we could also receive additional 'top up' funding from the Local Authority to meet the agreed outcomes. Usually this is if a child's needs exceed the first £6000 allocated within the school's budget for each child.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. A Costed Provision Map is a cost breakdown of all the resources associated with the child's needs.

[Example Costed Provision Map](#)

Compliments and Complaints

Compliments are always greatly appreciated and can be passed on either directly to staff and the SENCO, or formally recorded via our regular communications to parents or in the form of a letter to the Head Teacher. These positive comments may be published on this area of our school website in an anonymous format

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support. There are also termly student council meetings.

Statement of Intent for Promoting Equality

At St John's School we are committed to equality. We aim for every student to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.

- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

PLEASE SEE OUR POLICIES SECTION FOR FURTHER DETAILS

How we identify and assess children with special educational needs - Our graduated response to students with SEND

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **'Quality First Teaching'**.

If a student is not previously known to have any SEN but appears to presenting with some factors which may indicate SEN then the SENDCo will place the child on a 'SHORT NOTE'. This essentially is a note alerting relevant parties that an issue has been identified and an investigation will take place. This may involve scrutinising book work, talking to parents and carers, observing the child in class or during unstructured time and talking to the child about their views. It may be that further professionals such as the Educational Psychologist, NHS clinicians or Learning Support specialist advisory teams may become involved if specialist assessments are required. The SENDCo works closely with the professionals involved and the Headteacher is regularly updated on the progress of the case. In most cases, Quality First Teaching can alleviate issues but if a wider input is required then the Graduated Approach is used, with the parents/carers and young person at the centre of the process.

At St John's we follow this graduated approach which is called **"Assess, Plan, Do, Review"**. This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress- (this take the form of detailed academic reports, feedback from staff, evaluation of any interventions and meetings with parents/carers and the young person)

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

You can find details of how we adapt the curriculum and make it more accessible for students with SEN below (please note this list is not exhaustive, please contact the school for further details of what we can offer):

- Quality First Teaching and what this means for your child;
 - Specific small group work on Maths and English topics;
 - Specialist group support from outside agencies e.g. Speech and Language Therapy;
 - Specific individual support for children whose learning needs are severe, complex and lifelong;
 - Support in PE and practical subjects where students have physical disability
 - Discreet personal hygiene resources and support
 - ELKLAN speech therapy trained Teaching Assistant
 - Talkabout Social Skills programme intervention with trained staff
 - A range of teaching and learning styles;
 - An innovative and supportive curriculum;
 - Pastoral/social skills support in class
 - Supervised break and lunch clubs
 - Quiet areas for students with Autism or for students who need 'time-out' and thinking space
 - A modified curriculum for those students requiring a more vocational/Level 1 pathway
 - Mentoring and Counselling sessions
 - A broad range of extra-curricular activities, including homework club and learning centres, staffed by teaching Assistants and Mentors;
 - Differentiated learning materials such as coloured reading overlays and ACE spelling dictionaries
- Support for literacy: KS3 Literacy intervention small groups with bespoke reading programme materials. All Year 7 students receive Literacy time for an hour a week
 - Support with numeracy: All Year 7 students receive Numeracy time for an hour per week,. KS3 Maths homework club 2x week staffed by 1 HLTA and the SEN dept
 - We use the following Local Authority guidelines to help us plan support in the key areas below:

- Support for children with significant learning difficulties:
(refer to [SEN Planning Tool on Local Offer site](#))
- Support for children with physical needs:
(refer to [SEN Planning Tool on Local Offer site](#))
- Support for children with speech, language and communication needs:
(refer to [SEN Planning Tool on Local Offer site](#))
- Support for children with a hearing, visual or multi-sensory impairment:
(refer to [SEN Planning Tool on Local Offer site](#))
(refer to [SEN Planning Tool on Local Offer site](#))
- Support for children with social, emotional and mental health difficulties:
(refer to [SEN Planning Tool on Local Offer site](#))
- Support for children with medical needs:
([Link to DCC Policy on Local Offer site](#))
- Support for children with English as an Additional Language:
- Support for Looked after Children with SEND:

The SENDCO and the WELFARE team in school participate in multi-agency meetings to review progress and monitor wellbeing. Mentors and Family support worker input is utilised where appropriate

SEND Transition

Children and Young People with SEND can become particularly anxious about starting school or moving on to a new class or school. To ensure smooth transition we do the following:

YEAR 6 TRANSITION

- SENDCO and Transition Leader work together with feeder primaries and their cohorts, organising visits to the settings and bespoke taster days for smaller groups. Sometimes this involves visiting and establishing a rapport well before Year 6 (particularly in the case of Looked After Children and any children who may have multi- agency support in their lives)
- St John's offer transition days and a Summer School event (a week of activities in the Summer Holidays prior to starting with us) which is aimed to alleviate any anxieties, encourage fun and friendships and introduce key members of staff. Summer School is offered to ALL incoming students on a first come, first served basis.
- Parents of Year 6 students are invited to a Welcome Evening in the Summer Term, where they receive

information and meet key staff, including the SENDCo, who is always available for individual appointments with parents

- Parents are encouraged to keep in touch via email or other means if they have any queries regarding their child's transition to St John's

KEY STAGE 3 into KEY STAGE 4

- Key Staff monitor the progress of Students with SEND in Years 7 and 8 and meet with the student and their parents and carers in order to assist and advise re Option choices and pathways at Key Stage 4. For a small number of students (usually around 5% of the cohort) a bespoke vocational / Level 1 pathway is offered, which places more emphasis on gaining the core GCSEs of English, Maths, Science and RE alongside a suite of practical courses such as Horticulture, Heritage Craft, Art and Child Care. This pathway is offered on the basis of academic progress reports, Educational Psychologist assessments and consideration for the wellbeing of the student and the accessibility of the curriculum. All this is done with the student and their family at the centre as their input and opinions are paramount.

KEY STAGE 4 into KEY STAGE 5

- St John's is committed to the transition protocols recommended by the Local Authority but we recognize this is only one aspect of the process. Often the SENDCo or members of the School Welfare team may accompany a young person on a visit, liaise and support parent and carers and importantly, pass on any plans and Access Arrangements entitlements for exams.
- In the case of students with Support Plans and EHCPs , there will be input from other professionals such as the One point service, or in the case of those students with EHCPs, a dedicated LA caseworker to ensure a smooth transition
- The SENDCo also meets regularly with the school's careers' adviser and follow ups are conducted during the Autumn Term to ensure the young person has settled into their new setting or new course if they decide to stay with us into Sixth Form

OTHER TRANSFERS:

- In cases where a child or young person transfers from another school midyear due to a move or change in circumstances then the SENDCo and the relevant teams within school will contact the previous school and establish links with the family. Extra visits can be arranged prior to the move and a key person and 'peer buddy' can be allocated to help smooth the process. Relevant details from the previous support plan or EHCP

will be updated by the SENDCo and key information disseminated to staff and progress closely monitored.

- Looked After Children and Young People have extra transition meetings and arrangements to help them settle into school. The SENDCo attends all meetings relevant to the Child's educational progress and wellbeing in school, alongside and with guidance from the Designated Officer in school

Preparing for Adulthood Agenda

St John's recognises the importance of preparing young people for adulthood and works to promote independence and healthy choices for all students including those with SEND. However, we know that young people with SEND may need extra guidance and support when they are preparing for adulthood life and therefore they may take part additional life skills lessons such as Travel Training and money management skills. This is an area which we are keen to develop in the future.

<https://www.preparingforadulthood.org.uk/>

ASSESSING PROGRESS

There are both qualitative and quantitative methods of assessing the progress of students with SEN. Formal assessment tools, observations, book scrutiny and bespoke curriculum design all provide a rich source of data in order to inform the reviewing of progress.

Support Plans have SMART targets (Specific, Measureable, Achievable, Realistic and Time-bound) particular to the students' goals and these are reviewed termly by the SENDCo and Learning Support staff, alongside the advice and input of the subject teachers and head of year. The student and their families also have access and input into the targets of the plans.

The effectiveness of provisions (such as curriculum modifications) are evaluated at the end of every academic year, informed by formal progress reports, external and internal exam results and information gathering from staff and the students themselves.

Training for the Learning Support Department is also reviewed and designed to meet areas of need, which may change depending on the profile of need in each cohort.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Finally, no document can fully encapsulate all of the aspects and nuances of SEND support offered within school as we aim to provide an assessment of need which is tailored to the individual child wherever possible. If there are any further queries, parents and carers are encouraged to contact us directly and request a meeting with the SENDCo in school. Contact details can be found on the SEND Part of our school website.

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