



## **SEND Information Report – April 2019**

This report should be read in conjunction with the Brent Local SEND Offer (<https://www.brent.gov.uk/media/9706321/Brent-Schools-Local-Offer-Minimum-Standards.pdf>) At JFS we have a large Inclusion Department with dedicated and professional staff. Our Inclusion Department is led by the SENDCo Mrs Gail Roston who can be contacted by email on [roston@jfs.brent.sch.uk](mailto:roston@jfs.brent.sch.uk)

### **OUR AIM**

The aim of Special Educational Needs and Disabilities (SEND) provision at JFS is to promote equal opportunities for students with SEND, provide access to a differentiated curriculum to enable individual students to achieve their full potential, encourage and develop self-confidence and prepare students for the responsibilities and experiences of adult life.

### **GENERAL INFORMATION**

At JFS we provide access to a broad, balanced and differentiated curriculum that meets every student's needs. We are committed to the principle of inclusion and provide support throughout the School for students with a wide range of needs. Inclusion Department staff work enthusiastically and productively across the school, working collaboratively with subject departments to support students with SEND.

The Inclusion department has a suite of three dedicated teaching rooms which are located in a safe and secure setting in the central part of the School. All our teaching rooms are well equipped with appropriate technology and resources to support students' needs. There is also a large SENDCo's office used for meetings with external agencies, professionals and parents.

### **1.ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND**

The school adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which clearly states:

"The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- Must consider application from parents of children who have SEND but do not have an EHC plan (Education, Health and Care plan) on the basis of the school's published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHC plan.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability."

If a parent of a young person makes a request for JFS with an EHC plan, then the local authority and school must agree to that request unless:

- The school would be unsuitable for the age, ability, aptitude or SEND of the young person, or
- The attendance of the young person would be incompatible with the efficient education of others or the efficient use of resources

<p><b>Areas of need</b> <b>These are the different kinds of SEN for which JFS provides</b></p>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Weak literacy skills</li> <li>• Weak numeracy skills</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Weak phonological processing</li> <li>• Short memory skills</li> <li>• Moderate learning difficulties</li> </ul>	<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Receptive and Expressive language disorder</li> <li>• Selective mutism</li> <li>• Speech and Language difficulties</li> <li>• Low vocabulary scores</li> <li>• Autism</li> </ul>	<p><b>Social, Emotional and Mental health difficulties</b></p> <ul style="list-style-type: none"> <li>• ADHD – Attention Deficit Hyperactivity Disorder</li> <li>• ODD – Opposition Defiant Disorder</li> <li>• Anxiety</li> <li>• Depression</li> </ul>	<p><b>Sensory/and or Physical needs</b></p> <ul style="list-style-type: none"> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Dyspraxia</li> <li>• Epilepsy</li> <li>• Diabetes</li> <li>• Down’s Syndrome</li> <li>• Cerebral Palsy</li> <li>• Cystic fibrosis</li> <li>• Physical conditions</li> </ul>
<p><b>How does JFS assess students with SEND?</b></p>	<p><b>Key Stage 3</b></p> <ul style="list-style-type: none"> <li>➤ Testing all students on entry in year 7 for reading and spelling using standardised tests – Access Reading Test</li> <li>➤ MIDYs Tests in July before entry to year 7</li> <li>➤ Retesting after interventions</li> <li>➤ Year 9 - Access Reading Test to screen for Access Arrangements or further interventions</li> </ul> <p><b>Key Stage 4</b></p> <ul style="list-style-type: none"> <li>➤ Further testing for Access Arrangements if appropriate</li> <li>➤ Testing if late entry to school</li> </ul>			

<p><b>Additional tests which may be used</b></p>	<p>Lucid Exact  Lucid Lass  Lucid Recall  Lucid Rapid  BPVS - British Picture Vocabulary Scale  DASH – Detailed Assessment of Speed Handwriting  WRAT – Wide Range Achievement Test  CTOPP – Comprehensive Test of Phonological Processing  GORT V – Gray Oral Reading Test  TOWRE 2 – Test of Word Reading Efficiency  Yarc – York assessment of reading for comprehension  Sandwell Numeracy Test</p>
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**2. Range of Special Educational Needs provided at JFS**

Please see the table below which illustrates the different needs and/or disabilities present at JFS as well as the provision provided and the assessments available, in order for every student to reach their full potential.

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health difficulties</b>	<b>Sensory and/or Physical Needs</b>
<b>Key Stage 3</b>	<u>Support Available:</u> <ul style="list-style-type: none"> <li>• In-class support</li> <li>• Specialist teaching</li> <li>• Use of concrete aids</li> <li>• Access to Educational Psychologist (1 day a week)</li> <li>• IDL programme for literacy</li> <li>• IDL programme for numeracy</li> <li>• KAZ touch typing course</li> <li>• Homework Club before school</li> <li>• Key worker meetings</li> <li>• Inclusion Department open at break and lunchtimes for support</li> <li>• 6<sup>th</sup> form peer support</li> <li>• ICT provision</li> <li>• Exam concessions and special arrangements</li> </ul>	<u>Support Available:</u> <ul style="list-style-type: none"> <li>• In-class support</li> <li>• Access to school Speech &amp; Language Therapy (1 day a week)</li> <li>• Access to Educational Psychologist (1 day a week)</li> <li>• Support from BOAT</li> <li>• Zones of Regulation programme</li> <li>• Homework Club before school</li> <li>• Inclusion Department open at break and lunchtimes</li> <li>• Socials skills groups</li> <li>• Social stories</li> <li>• Visual timetables</li> <li>• Autism peer mentor</li> <li>• Increased visual aids</li> <li>• Meetings with key worker</li> <li>• Structured school &amp; class routines</li> <li>• Exam concessions and special arrangements</li> <li>• Positive behaviour management group</li> <li>• Support from autism specialist teacher from local authorities</li> </ul>	<u>Support Available:</u> <ul style="list-style-type: none"> <li>• Individual behaviour plan</li> <li>• Pastoral support plan</li> <li>• Form tutor/HOY/SENDCo support and report</li> <li>• Time-out card</li> <li>• School Counsellor</li> <li>• Learning Mentor</li> <li>• Key worker meetings</li> <li>• Homework Club before school</li> <li>• Siblings support group</li> <li>• Access to Wellbeing Practitioner</li> <li>• Access to Norwood social worker based in school (2 days a week)</li> <li>• Access to Inclusion Room</li> <li>• CAMHS referral and liaison with outside agencies</li> <li>• Exam concessions and special arrangements.</li> </ul>	<u>Support Available:</u> <ul style="list-style-type: none"> <li>• Organisation group</li> <li>• All teaching staff &amp; LSAs aware of reasonable adjustments</li> <li>• School nurse</li> <li>• ICT provision and/or specialist software</li> <li>• Enlarged prints</li> <li>• Seating arrangements</li> <li>• Laptop provision</li> <li>• Specialist hearing equipment</li> <li>• Access to a quiet space</li> <li>• Support from Visual Impairment teacher</li> <li>• Support from Hearing Impairment teacher</li> <li>• Access to lifts</li> <li>• Exam concessions / special arrangements</li> <li>• Accessible toilets</li> <li>• Medical support</li> </ul>

<b>Key Stage 4</b>	<p>All of the above plus:</p> <ul style="list-style-type: none"> <li>• Guided options choices</li> <li>• In class support</li> <li>• Revision classes at lunchtime</li> <li>• AIT intervention when students not making their minimum expected score in all subjects</li> <li>• Exam concessions for public exams</li> <li>• Careers advice from Connexions</li> <li>• Study skills and revision classes for year 11</li> <li>• Additional support in the Inclusion Department for students who have dropped an option</li> <li>• Inclusion Department open for SEND students during study leave and during GCSE examinations for additional support</li> </ul>
<b>Key Stage 5</b>	<p>As appropriate:</p> <ul style="list-style-type: none"> <li>• In class support</li> <li>• Access arrangements for public exams</li> <li>• Mentoring</li> <li>• Vocational pathway</li> <li>• University open or taster days</li> <li>• Support with UCAS applications</li> <li>• Tailored career advice</li> <li>• 1:1 teaching/LSA support</li> <li>• Access to school counsellor</li> <li>• Revision classes for exam preparation</li> <li>• Work experience</li> </ul>
<b>Breaking down barriers to learning</b>	<p>A child with an EHC plan will have an annual review and termly ILP meetings. SEN support students ('k' students) who receive SEND support will have an Assess, Plan, Do and Review cycle and ILP meetings with parents and the SENDCo where necessary. All staff at JFS have access to student information who are on the Inclusion register via SIMS - they will be able to access student passports, review documents and any other relevant information as well as strategies to use to support the student's needs. The Inclusion Department stands by the Code of Practice that states, "High Quality Teaching, differentiated for different pupils, is the first step in responding to pupils who have or may have special educational needs or disabilities. Additional intervention and support can never compensate for a lack of good teaching." There is good communication between staff and the SENDCo to ensure that students are able to succeed.</p>

### **3. Consultation with parents of children and young people with SEND**

- The Form Tutor (FT) or Head of Year (HOY) is available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with parents directly; where this is not possible, the information will be provided in a report.
- Communication with parents is by e-mail, telephone or face to face meetings.
- Homework will be adjusted according to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- Parents are invited to regular networking meetings that take place at school with the SENDCo and invited professionals. This is an opportunity for parents to meet with other parents in an informal setting.
- Parents have access to SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) and to other parent support groups.

### **4. Consultation with children and young people with SEND**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for issues or viewpoints to be raised.
- All children and young people on the Inclusion register have a student passport which allows them to tell their teachers in their own words about themselves and how best they can help them to learn. This is available on SIMS and a laminated version is made for students to carry with them if they wish.
- Children with an EHC plan have the opportunity to express their views before any review meetings and are invited to attend these meetings.
- The Assess, Plan, Do and Review meetings are child-centred and are a discussion between the child and a member of the learning support team.
- The SENDCo attends all parents' evenings and is available to meet the parents of every child on the Inclusion register. This is not compulsory and is at the family's discretion.

### **5. Assessing and reviewing progress of children and young people with SEND**

- Progress is continually monitored by the student's form tutor.
- Progress is also monitored by Heads of Department, Heads of Year and the SENDCo.
- Student's attainment is tracked using the whole school tracking system and those failing to make expected progress are quickly identified.
- Progress of students who have an EHC plan will be formally reviewed at an annual review with parents and adults involved in the student's education.
- Parents of SEN support students ('k' students) receive termly updates regarding progress and target review.
- Where progress is not being made, additional support and further differentiated teaching will be provided. If a special educational need is identified as a cause for the lack of progress, parents are informed and their partnership sought. Action then relating to SEND support will follow the Assess, Plan, Do and Review cycle.

## **6. Transition Phases**

It is recognised at JFS that the transition phases can be very difficult for children and young people with SEND and we take the following steps to ensure that any transition is as smooth as possible.

At all transition phases we liaise closely with colleagues from other schools when receiving and transferring children and young people, ensuring that all the relevant paperwork is passed on and all needs are discussed and understood.

### ***Moving to another school***

- Contact is made with the school SENDCo and we ensure that they know about any special arrangements, concessions or support that need to be made for the student.
- All records about the student are passed on to the school as soon as possible.

### ***Transition from KS2 to KS3***

- The SENDCo will discuss the specific needs of the child with SEND with the SENDCo from the primary school.
- All children are invited to an induction day where they meet the Year 7 team and spend a day at JFS. Parents are invited to an information evening in the summer term prior to their child coming to the school.
- Where many students are coming from the same primary school, the transition coordinator and the SENDCo visits your child's primary school and meets with their teachers.
- Children with an EHC Plan or who are on the SEND register at primary school will be invited to an additional session at JFS in the summer term to be introduced to the Inclusion department and staff, and have an extra tour of the school.
- If the child has an EHC plan the annual review in Year 6 is to be used as a transition meeting which is attended by the SENDCo from JFS.
- All teachers of students who have an EHC plan attend a meeting with the SENDCo in September to discuss the student's needs and how to overcome their barriers to learning.

### **Transition from KS3 to KS4**

- Students have assemblies throughout the spring term informing them of their subject choices for GCSEs. This gives students a chance to discuss and receive guidance for option choices.
- There is an Options Evening for all parents to inform them about options and courses available.
- Your child's subject teacher can discuss options with you at Year 9 parents' evening.
- Students with an EHC plan discuss option choices at their Year 9 annual review.
- The SENDCo is available to discuss options with students and parents.
- There is an opportunity for students to take the online Morisby Test to help inform them of suitable future careers.

### **Transition from KS4 to KS5**

- Parents and students are invited to attend a Year 11 into Year 12 evening during the autumn term?
- All students are invited to attend sixth form taster sessions at JFS in the sixth form department in the spring term.
- Career guidance is given to enable pupils to make informed choices.

- Students with an EHC plan discuss option choices and career pathways at their Year 11 annual review in order to prepare the student for adulthood. This includes discussion around higher education, employment, independent living and participation in society. Additional careers meetings can be set up if necessary.

### **Transition from KS5 to further study and/or employment**

- Information is given throughout the student's time at sixth form on how to progress on to their chosen pathway after leaving JFS.
- Students with an EHC plan discuss option choices and career pathways at their year 11 annual review in order to prepare the student for adulthood. This includes discussion around higher education, employment, independent living and participation in society. Additional careers meetings can be set up if necessary.
- As above for SEN support students ('k' students).
- Students are given the opportunity to attend university taster days.
- Support and advice with writing application forms and/or personal statements.
- Meetings with external professionals to further support and manage the transition to further study/employment with students and

### **7. Teaching children and young people with SEND (including adaptations to the curriculum, staff expertise and training)**

- The school employs a SENDCo, Deputy SENDCo, an SEN teacher(from September 2019), an Inclusion Room Manager and a team of Learning Support Assistants (LSAs) of which there are currently 16.
- Students with SEND are given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.
- We ensure that teaching resources and equipment used are accessible to all students regardless of their needs, e.g. appropriate seating, acoustic conditioning and lighting, and access to specialist aids and equipment.
- All teachers have access to relevant documents found on SIMS which give them clear guidance on each student on the Inclusion Register. This includes strategies on how to best meet their needs in the classroom.
- LSAs work alongside teachers to adapt or modify lesson resources to support the needs of individual students.
- Specific resources, interventions and strategies are used to support all students with SEND to ensure they make maximum progress.
- The school has a training plan for all staff to improve the teaching and learning of all students, including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class.
- Regular round table meetings take place with the SENDCo and teachers of targeted students with SEND to discuss best strategies, behaviour plans and consistent teaching methods to use.
- Regular learning walks are carried out by the SENDCo.
- Observers will look specifically at the use of differentiation and the way teachers adapt their lessons to meet the needs of each student. LSAs are regularly observed and feedback is given advising on good practice and areas for development.



- Key Stage 3 Academic Progress data is analysed by the data lead three times a year. Data is compared between the progress of students with SEND and those who do not have SEND. This enables teachers to plan effectively and monitor these students carefully.
- The building is accessible to students with physical disabilities. The school has 3 lifts to transport students between different floors when necessary. The school also has accessible toilet facilities and six accessible parking bays.

## **8. Evaluating the success of provision made for children and young people with SEND**

- In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from parents during the academic year. Parents are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.
- Student progress is monitored on a termly basis in line with the SEND Code of Practice. The Inclusion department offers an Open-Door policy where parents can access the SENDCo regularly. Further feedback from parents can be given at any time through email contact available on the school website.
- A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report sent to the Governors. The evaluation is carried out by the SENDCo in consultation with the Headteacher. Information is gathered from different sources and submitted to the governing body on an annual basis in accordance with Section 69 of the Children and Families Act 2014.

## **9. How children and young people with SEND engage in learning inside and outside the classroom, including school trips (please also see section 7)**

- All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. JFS endeavours to provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child or young person to take part in an activity, alternative activities which will cover the same curriculum areas will be provided.
- After school and extra-curricular provision is available to all children including those with SEND.

## **10. Support for improving emotional and social development (please also see section 2).**

- Parents can contact their child's form tutor if they have concerns. If further support is required, the form tutor liaises with the HOY and the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or specialist educational services.
- If a student has persistent behavioural difficulties, a Pastoral Support Plan (PSP) is implemented with the Brent Inclusion Team, alongside the student and parents to identify the specific issues, put relevant support in place and set clear, manageable targets for the student. As a result of the support provided at JFS, the rate of exclusions is very low.
- Attendance of every student is monitored on a daily basis by the PSOs. Lateness and absence are recorded and reported. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. The Educational Welfare Officer (EWO) is informed where the school has concerns about a student's attendance.

- The school employs a SENDCo, Deputy SENDCo, an Inclusion Room Manager, an SEN teacher (from September 2019), Learning Support Assistants, a Wellbeing Practitioner, Social Worker and two school counsellors.

### **Bullying**

- Bullying is often something that parents of children with special educational needs are worried about. Bullying of any student, including those with SEND (in or outside of school) is not tolerated at JFS. Where bullying is discovered, it is always dealt with immediately. In serious or subsequent cases, the 'bully's' family will be invited to come into school so that an agreement can be reached on future behaviour. In extreme and/or repeated incidents, a student found to be bullying others may be excluded for a fixed term or permanently. Parents who believe that their child is being bullied should immediately contact the relevant Form Tutor, Head of Year and / or SENDCo. If these members of staff are not available or they have been unable to resolve the parent's concerns, the Deputy Head Teacher responsible for Safeguarding should be contacted.

### **12. Other agencies we work with to meet the needs of children and young people with SEND**

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing-Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist
- School Counsellor
- Connexions Career Advisor
- Educational Welfare Officer (EWO)
- Inclusion Officer
- Social Care including – locality teams and social workers.
- Health Service (NHS Trust):
  - School Nurse
  - Community Nurses
  - GP's and Paediatricians

### **13 Further Information and Complaints**

If you require any further information in respect of our SEND provision, please contact our SENDCo Mrs Gail Roston. Alternatively, you may contact our SEND link governor Mrs Anne Shisler via the school. Complaints from parents of children with SEND about the provision made at the school should be made in accordance with the School Complaints Procedure. This is available to read on the school website or available on request from the school.