



SEND Information Report – November 2020

This report should be read in conjunction with the Brent Local SEND Offer (www.brent.gov.uk/local offer). At JFS we have a large Inclusion Department with dedicated and professional staff. Our Inclusion Department is led by the SENDCo Miss Miriam Saffer who can be contacted by email on sendco@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 an inclusive 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 for students with a wide range of needs. The Inclusion department team works 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 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>Areas of need These are the different kinds of SEN for which JFS provides support</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Weak literacy skills • Weak numeracy skills • Dyslexia • Dyscalculia • Weak phonological processing • Short memory skills • Moderate learning difficulties 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Receptive and expressive language disorders • Selective mutism • Speech and Language difficulties • Low vocabulary scores • Autism Spectrum Disorder 	<p>Social, Emotional and Mental Health difficulties</p> <ul style="list-style-type: none"> • ADHD – Attention Deficit Hyperactivity Disorder • ODD – Opposition Defiant Disorder • Anxiety • Depression 	<p>Sensory and/or Physical needs</p> <ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Developmental Coordination Disorder • Epilepsy • Diabetes • Down’s Syndrome • Cerebral Palsy • Cystic fibrosis • Other physical conditions
<p>How does JFS assess students with SEND?</p>	<p>Key Stage 3</p> <ul style="list-style-type: none"> ➤ Testing all students on entry in Year 7 for reading and spelling using standardised tests – Access Reading Test ➤ MIDYIS testing in July before entry to Year 7 ➤ Retesting after interventions ➤ Year 9 - Hodder screening for access arrangements or further interventions <p>Key Stage 4</p> <ul style="list-style-type: none"> ➤ Further testing for access arrangements if appropriate ➤ Testing for late entry to the school 			

Additional tests which may be used	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
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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.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health difficulties	Sensory and/or Physical Needs
Key Stage 3	<u>Support Available:</u> <ul style="list-style-type: none"> Adapted teaching strategies and learning materials in lessons In-class support Specialist teaching Additional literacy and numeracy interventions Use of concrete aids Access to Educational Psychology support (1 day a week) IDL programme for literacy Accelerated Reader programme for reading Lexia PowerUp programme for literacy KAZ touch typing course Homework club Key worker support Sixth form peer support Access arrangements for exams Adapted homework 	<u>Support Available:</u> <ul style="list-style-type: none"> Adapted teaching strategies and learning materials in lessons In-class support Access to school Speech and Language Therapy (1 day a week) Access to Educational Psychology support (1 day a week) Support from specialist autism advisory teachers Zones of Regulation programme Homework club Inclusion department open at break and lunchtimes Socials skills groups Social stories Visual timetables Autism peer mentor Key worker support Structured school and class routines Access arrangements for exams Positive behaviour management group 	<u>Support Available:</u> <ul style="list-style-type: none"> Additional sports interventions Use of the Hub (safe withdrawal space in school) Key worker support School counsellor Emotional wellbeing practitioner Mental health practitioner Sibling support group Anxiety and emotional wellbeing support groups CAMHS referral and liaison with external agencies Access arrangements in exams Individualised behaviour support plan Pastoral Support Plan assisted by Brent Inclusion Team Form tutor/HOY/SENDCo support and report Time-out card Education Welfare Officer (EWO) intervention 	<u>Support Available:</u> <ul style="list-style-type: none"> Reasonable adjustments in lessons and around the school building School nurse ICT provision and/or specialist software Enlarged prints Adapted seating arrangements Laptop provision Specialist hearing equipment Access to the Hub Support from Visual Impairment teacher Support from Hearing Impairment teacher Access to lifts Accessible toilets Medical support Access arrangements for exams

Key Stage 4	<p>All of the above plus:</p> <ul style="list-style-type: none"> • Guided support for GCSE option choices • AIT intervention for students not making their minimum expected score in all subjects • Small intervention groups for subject specific support • Individual and group careers advice sessions in conjunction with Prospects • Unifrog online platform for careers advice • Employability Me accredited programme for employability skills • Study skills and revision classes in Year 11 • Additional support in the Inclusion Department for students who have dropped a GCSE option • Structured support during study leave and in preparation for exams • Access arrangements for public exams
Key Stage 5	<p>As appropriate:</p> <ul style="list-style-type: none"> • In-class support • 1:1 mentoring • Support classes for GCSE English and Maths resits • University open or taster days • Support with UCAS applications, CV writing and job applications • Individual careers advice • 1:1 teaching/LSA support • Access to school counsellor and wellbeing services • Revision classes for exam preparation • Work experience • Access arrangements for public exams
Breaking down barriers to learning	<p>The Inclusion department works in accordance with the SEN 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.” All staff at JFS have access to information regarding students’ needs and recommended support strategies to use review documents and any other relevant information as well as strategies to use to support the student’s needs. There is good communication between staff and the SENDCo to ensure that students are able to succeed. A child with an EHCP will have an annual review of their plan. All students on the Inclusion (SEN) register will have a review of their provision and targets on a termly basis. Where needed, meetings are arranged with the SENDCo or a Deputy SENDCo.</p>

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

- The Form Tutor 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 and Deputy SENDCos are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from external 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, and video or face to face meetings.
- 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 the opportunity to engage in the conversation about the information shared with teachers about them, allowing them to tell their teachers in their own words about themselves and how best they can help them to learn.
- Children with an EHC plan have the opportunity to express their views before any review meetings and are invited to attend these meetings.
- Termly reviews for students on the Inclusion register always involve a discussion with the student to ensure their views are heard.
- The SENDCo and/or Deputy SENDCos attends all parents' evenings and are 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 students on the Inclusion register receive termly updates regarding progress and target review.
- Where progress is not being made, additional support 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 students, 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 quickly as possible.

Transition from KS2 to KS3

- The SENDCo and Deputy SENDCo for KS3 will discuss the specific needs of all students 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/Deputy SENDCo visits your child's primary school and meets with their teachers.
- Students with an EHC Plan or who are on the SEND register at primary school are invited to an additional transition session at JFS.
- Where relevant, transition booklets are provided to support a smooth transition.
- If the child has an EHC plan, the SENDCo/Deputy SENDCo attends the annual review in Year 6.
- The SENDCo and Deputy SENDCo are available for individual consultation calls of parents in Year 6 who are transferring to JFS.

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 and Deputy SENDCo for KS4 are 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 spring term.
- Career guidance is given to enable students 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.

Transition from KS5 to further study and/or employment

- Information is given throughout the student's time in sixth form on how to progress onto their chosen pathway after leaving JFS.
- Students with an EHC plan discuss option choices and career pathways at their Year 13 annual review in order to prepare the student for adulthood. This includes further discussion around higher education, employment, independent living and participation in society. Additional careers meetings can be set up if necessary.
- All students on the Inclusion register may have a meeting with the SENDCo to discuss options for the future.
- Students are given the opportunity to attend university taster days.
- Support and advice with writing application forms and/or personal statements is provided by the sixth form team and a learning mentor.
- Meetings with external professionals can be arranged to further support and manage the transition to further study/employment.

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

- The school employs a SENDCo, two Deputy SENDCos (for KS3 and KS4), a Hub Manager and a team of Learning Support Assistants (LSAs) of which there are currently 20.
- 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, access to specialist aids and equipment.
- All teachers have access to relevant information which gives them clear guidance on the needs of 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 students with SEND to ensure they make progress in line with their potential.
- The school provides ongoing training and development for staff to improve the teaching and learning of all students, including those with SEND. This includes whole school training on SEND.
- 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 meetings take place with the SENDCo and teachers of targeted students with SEND to discuss suitable support strategies, behaviour plans and consistent teaching methods to use.
- Regular learning walks are carried out by the SENDCo and Deputy SENDCos, looking specifically at the use of teaching strategies and the way teachers adapt their lessons to meet the needs of individual students. LSAs are regularly observed and feedback is given advising on good practice and areas for development.
- Academic progress data is analysed at the end of each term. Data is compared between the progress of students with SEND and those who do not have SEND. This enables the Inclusion department to ensure the appropriate support is in place to prevent any potential barriers to learning from affecting the progress of students with SEND. The analysis is used to plan and implement any intervention needed.

- The building is accessible to students with physical disabilities. The school has three 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. 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's SEND provision and policy culminates in an SEND report sent to the governing body. The evaluation is carried out by the SENDCo in consultation with the Senior Leadership Team. 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 students, 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 any 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 Care Services, and/or specialist educational services.
- If a student has persistent difficulties with their behaviour, a Pastoral Support Plan (PSP) is implemented with the Brent Inclusion Team, alongside the student and parents to identify any underlying issues, put relevant support in place and set clear, achievable 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 Pastoral Support Officers. Lateness and absences 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.
- In addition to the Inclusion department team, the school employs a school counsellor, emotional wellbeing practitioner and mental health practitioner.

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, parents will be invited to a meeting with the school so that an agreement. 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 the 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 can 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
- Prospects Careers Advisor
- Educational Welfare Officer (EWO)
- Brent Inclusion Officer
- Social Care including locality teams and social workers.
- Health services (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 Miss Miriam Saffer. 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's complaints procedure which is available to read on the school website or available on request from the school office.