

JRCS SEND Information Report

<p>The kinds of SEN that are provided for</p>	<p>At JRCS we support children with any SEND (Special Educational Needs and Disabilities) and adapt our provision accordingly. At JRCS, students have a special educational need if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of children of the same age • have a disability which, despite reasonable adjustments, prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Educational Authority <p>The four broad areas of need, as outlined in the SEND Code of Practice are:</p> <p>Cognition and learning needs, including:</p> <ul style="list-style-type: none"> • Moderate Learning Difficulty (MLD) • Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia <p>Social, Emotional and Mental Health difficulties (SEMH), including:</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Anxiety disorder • Depression • Obsessive Compulsive Disorder (OCD) <p>Sensory and/or physical needs, including:</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Physical Disability <p>Communication and interaction needs, including:</p> <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD)
<p>Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) (<i>mainstream schools only</i>)</p>	<ul style="list-style-type: none"> • Use of assessments and attainment data by subject departments. Class teachers and Heads of Department (HODs) can identify students who are not making expected progress. • Pastoral systems. Form tutors, Heads of Year (HOYs) and pastoral assistants identify students who may need additional support.

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	<ul style="list-style-type: none"> • Year 6 to 7 transition. The school liaises with primary schools to receive information about new students. <p>Special Educational Needs Coordinator (SENCO), Ruth Hall Contact via: office@jorichardson.org.uk</p>
Arrangements for consulting parents of children with SEN and involving them in their child's education	<ul style="list-style-type: none"> • SENCO attends all parent/carers Progress Evenings • Parent/carers invited to attend Annual Reviews • Key Workers for students with SEND make regular contact home • Parental feedback survey
Arrangements for consulting young people with SEN and involving them in their education	<ul style="list-style-type: none"> • Key Workers make regular contact with students during school time • Students invited to attend Annual Reviews • Student feedback survey
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p> <p>This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<ul style="list-style-type: none"> • Annual reviews, with parents/carers and young people in attendance • Regular meetings to assess and review progress with Educational Psychologists (EPs) and Speech and Language Therapists (SALTs) • Progress Evenings • Termly report data shared with young person and parent/carers (including data on attainment, behaviour, homework and mindset)
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	<p>Support available for key transition times:</p> <p>Year 6 into 7:</p> <ul style="list-style-type: none"> • Summer School, Island Day, Unity Day, All About Me project, ARP transition booklet, Welcome Pack (including a Parental Booklet) <p>Year 9 into 10:</p> <ul style="list-style-type: none"> • Future Proofing ACHIEVE days, options choice support (in Tutor Time programme/intervention groups/from Key Workers, options open evening), careers advice from borough specialist <p>Looking beyond Year 11:</p> <ul style="list-style-type: none"> • Preparing for adulthood and independent living (including life skills sessions e.g. cooking, personal safety, SRE in social skills session) • Partnerships with local colleges and sixth forms: we host virtual open days in SDD or advise students on attending these outside of school hours • Advice and guidance with post-16 choices, encouraging aspirations and confidence in life after Year 11

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	<ul style="list-style-type: none"> • ARP transition booklet
The approach to teaching pupils with SEN	<ul style="list-style-type: none"> • Code of Practice: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' Teaching pupils with SEND is the responsibility of all teachers at JRCS. • The National Curriculum states that all students should be given access to a broad and balanced curriculum, including students with SEND. • Teachers plan lessons to remove potential barriers to learning, to create an inclusive learning environment that is appropriate for all learners. • Co-Educators (Teaching Assistants) may scaffold tasks for students so that they can access the curriculum. • Inclusive OSHL (extra-curricular) clubs including those targeted for students with SEND including Panathlon, Duke of Edinburgh and more. • At JRCS this may include students having small group intervention lessons in SDD and the ARP. At KS4 some students may be offered an alternative to the GCSE curriculum (including Entry Level qualifications if relevant). • Teachers set high expectations for students and will challenge them at the appropriate level. Work will be differentiated by the class teacher and/or tasks will be scaffolded so that students can access them. • Learning Profiles: students have personalised profiles with their SEND needs and strategies that teachers can use to support them in the classroom. <p>Adaptations to the learning environment:</p> <ul style="list-style-type: none"> • Students may have small group or 1-1 sessions in separate classrooms in the ARP or SDD • Learning Profiles for students may suggest individual adjustments needed for the learning environment (e.g. reasonable adjustments for meeting sensory needs or visual impairments) • Students can access the Calming Room in the ARP if needed. This is a quiet, safe and comfortable space filled with sensory toys and activities. • Once a week the school therapy dog, Scooter, spends the day with students in SDD.

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Additional support for learning that is available for pupils with SEN	<ul style="list-style-type: none"> • Co-Educators in the classrooms • Small group and 1-1 lessons (including numeracy and literacy interventions) • Homework club • Curriculum Support • Entry Level Qualifications • Alternative KS4 Curriculum • Optional Curriculum Support for Year 10 students after school on Wednesdays • OSHL timetable • Duke of Edinburgh Award • Annual Trewern residential trip • Therapy dog
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	<p>Whole school expertise and training</p> <ul style="list-style-type: none"> • Trainee and NQTs: Autism Education Trust training programme, opportunities to observe ARP social skills sessions. • Whole school CPD: Autism Education Trust training programme, targeted department training <p>SDD staff expertise and training</p> <ul style="list-style-type: none"> • Qualifications held within department: Emotional Literacy Support Assistant (ELSA), National Award for Special Educational Needs Coordination (NASENCO), Autism Education Trust Trainer, Higher Level Teaching Assistant (HLTA), Lego Therapist, Mountain Leader (Summer), Duke of Edinburgh Supervisor and Assessor, Zones of Regulation Training, Boxhall Training, EVAC Training, Disability Minibus Training, Epipen Training, First Aid at Work Training
How the effectiveness of the provision made for pupils with SEN is evaluated	<ul style="list-style-type: none"> • Social skills tracker • Feedback from parents • Whole-school progress data (termly) • Lesson observations • Learning walks • Book checks • Student voice • Weekly staff briefings • Core Leadership Team meetings
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	<ul style="list-style-type: none"> • For the majority of students, their timetable is in the main school with their cohort • Tutor time programme: all students are part of a tutor group who meet every morning for registration and various activities • ACHIEVE programme: all students are invited to engage with the school trips programme alongside their peers

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	<ul style="list-style-type: none"> • OSHL provision: all students are invited to engage with extra-curricular clubs • Co-Educators
<p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<ul style="list-style-type: none"> • See whole school Wellbeing Policy • Social skills sessions • Zones of regulation • ELSA trained staff • Co-Educators being the voice and the champion of their key working students • Autism Awareness sessions for ARP forms • Wellbeing club • Therapy Dog • Peace Garden • Key Workers • Allocated Key Working time on timetables
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>JRCS works closely with all external partners to ensure students social care and health needs are met.</p> <p>The school works with the following professionals:</p> <ul style="list-style-type: none"> • EPs • CAMHs • SALT • Social workers • Heathway Centre, Sycamore Trust • Virtual School
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>Parents/carers to follow the school complaints system on the school website.</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<p>See link to Borough Local Offer.</p>
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>Ruth Hall, SENCO</p> <p>office@jorichardson.org.uk</p>
<p>Information as to:</p> <ul style="list-style-type: none"> • The arrangements for the admission of disabled pupils • The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils <p>The facilities you provide to help disabled pupils to access the school</p>	<p>Refer to the SEND policy and admissions policy.</p>