

THE JAMES HORNSBY SCHOOL

**SPECIAL EDUCATIONAL NEEDS (SEN)
INFORMATION REPORT**

May 2018



THE JAMES HORNSBY SCHOOL- SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

The James Hornsby School is an 11-16 comprehensive secondary school which admits students to the school in line with the school's admission policy. The school believes that all children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education, apprenticeship or training.

The James Hornsby School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2015 Code of Practice: 0 to 25 years, the school accepts that a young person has a learning difficulty or disability if he/she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school makes provision in accordance with the Code of Practice [2015], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006], The Equality Act [2010]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

1. The kinds of special educational needs for which provision is made at the school:

Parents will know that special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- 1-2-1 or small group support groups for literacy, numeracy and personal and social development
- Input from a specialist teacher
- Specific equipment requirements

All interventions are monitored and evaluated for the effectiveness of their impact.

2. Information about the school's policies for the identification and assessment of students with special educational needs:

Teachers can raise a query with the SENCO at any time by filling a referral form. In response the SENCo will meet with the student, gather data from all subjects and observe the student in a lesson if necessary. Suggested strategies are put in place by the class teacher and reviewed. Subject and Pastoral Leaders track students after every report cycle and also have access to their own interventions.

If there is no improvement the SENCo will meet with parents to discuss concerns/possible next steps. If further action is required the student will be placed on the Special Educational Needs register. If progress is still not made then the SENCo will contact appropriate outside agencies and seek further advice and support for the student.

Some students with mental health issues may jump these stages depending on what has happened/the nature of their condition.

3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans:

In order to fulfil its commitment to fully support every child to succeed, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide will be found in the table in appendix A.

The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. The James Hornsby School aims to ensure that:

- all staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- members of staff understand that they are all teachers of students with special educational needs.
- all students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

The SENCo, together with members of the learning support team, tracks all students on the SEN register after every report cycle and initially raises concerns with class teachers or subject leaders. The progress of students is discussed at parents' evenings which the SENCo also attends.

4. The names and contact details of the SEN Team:

Miss S Pellat- SENCo - 01268 582404

Mrs L Dwyer- Senior Deputy Head

All staff can be contacted at the school.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

The SENCo is a qualified teacher and has held the position of SENCo at the James Hornsby School since September 2015 and got qualified in 2017.

All staff at the school follow a regular programme of continuous professional development, including training on special educational needs. Staff also attend external courses on meeting the needs of students with special educational needs and disseminate this information on their return to school.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured:

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, educational psychologists and CSS. Our broad approach here is captured in our equality and disability policies which are available on our website or on request. The equipment and facilities include but are not limited to the following:

- lift in the main block
- access to specialist teacher input i.e. HI, VI
- coloured overlays, books with blue pages
- access to laptop technology
- specialist PE Equipment
- specialist consideration for access arrangements for exams

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child:

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- meetings to agree transition arrangements and support;
- meetings to discuss progress with the SENCo or other appropriate member of staff;

- statutory meetings and reviews.

The school records the outcomes of these meetings so that everyone is clear about what has been said and agreed.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- use of student passports
- continuous professional development for staff
- SEN student representation on the Student Voice
- age appropriate conversations about targets and progress
- participation in statutory meetings or annual reviews
- discussions about changes to the physical environment which would support the young person

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school:

As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that their child's needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:

The James Hornsby School is strongly committed to working in partnership with colleagues from outside agencies to address the needs of students.

The school has strong working relationships with a number of external agencies including:

- The School Nurse Team,
- The Educational Welfare Service
- Transition Pathway Service
- Child Support Services
- Police Liaison,
- The Educational Psychology Service
- The Specialist Teacher Team,
- The Ethnic Minority and Traveller Achievement Service

Professionals from these and other services are regularly in school to work with students either individually or in small groups and provide advice to school staff. When their involvement is specifically to address the needs of individual students parents/carers will be contacted in advance and permission requested. Parents/carers may be invited in at the request of the outside agency professional.

11. The contact details of support services for the parents of students with special educational needs:

If you are a parent or carer to a child or young person with special educational needs / disabilities, the Essex Parent Partnership Service can help. They offer information and support over the telephone or in person.

To make a referral call 01245 436036 or email parentpartnership@essex.gov.uk.

Further information can be found on the local authority's website www.essex.gov.uk

SEND: guide for parents and carers on

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:

- close liaison with primary feeders to ensure successful transition into secondary school
- school's PHSE programme & careers guidance/education
- organising travel or mobility training
- facilitating transfer onto appropriate Post 16 college courses
- alternate KS4 curriculum provision with focus on confidence, team and life skills
- personalised KS4 programmes
- additional transition meetings
- professionals' meetings

13. Information on the local authority's local offer:

The local authority's Local Offer can be found on their website. www.essex.gov.uk and outlines their responsibilities in relation to students with special educational needs and disabilities and the support

Appendix A:

The table below identifies examples of the provision to support students with special educational needs and disabilities. The table provides a detailed but not exhaustive list of the support provided by The James Hornsby School **Information on the kinds of special education provision made in the school.**

1. Communication and interaction Examples from School Provision	2. Cognition and learning Examples from School Provision	3. Social, mental and emotional health Examples from School Provision	4. Sensory and/or physical Examples from School Provision
• Carrying out 1:1/small group	• In class support to support pupils and	• 1:1 Counselling • Small group	• Input from specialist teacher

<p>speech and language programmes as designed by speech and language service.</p> <ul style="list-style-type: none"> • Small group teambuilding/social skills. • Consultation with Educational Psychologist • Social Skills Group • Specialist Teacher • External Support from Speech and Language Therapist • Team building activities 	<p>teachers with differentiation</p> <ul style="list-style-type: none"> • Tutor time reading/comprehension/spelling groups • Consultation with Educational Psychologist • Mentoring • Homework Club • Literacy Interventions which may include <ul style="list-style-type: none"> - Dyslexia specialism i.e. LEXIA - Reading intervention - Spelling intervention - Individual and small group - Specialist teacher - Exam Access arrangements - Handwriting interventions 	<p>teambuilding/social skills</p> <ul style="list-style-type: none"> • 1:1 mentoring • Young Carers • CAMHS • Educational Psychologist • Pastoral Team • Mentoring Programme • Peer mentors • Peer listeners • Anger management Course • Keyworker LSA • Specialist Teacher • In class support . social table at the canteen • Breakfast Club 	<ul style="list-style-type: none"> • Specific Equipment (Visiobook, etc.) • Laptops and iPads • Specialist Equipment • In class support • Practical assistant for lessons and exams • Access arrangements for exams
Examples of External Provision	Examples of External Provision	Examples of External Provision	Examples of External Provision
Speech and Language Therapist Specialist Teachers Educational Psychologist CASPA	Educational Psychologist 1:1 tutors Specialist teachers	1:1 Counselling Young Carers CAMHS Educational Psychologist Behaviour specialist- CSS Social Care School nurse team CASPA	Input from specialist teacher Specific Equipment (Visiobook etc.)
Impact of the provision listed above	Impact of the provision listed above	Impact of the provision listed above	Impact of the provision listed above
Track levels of progress with each report cycle	Track levels of progress with each report cycle	Discussions with pupils Round robins	Discussions with pupils Round robins

Reading and spelling ages assessed Round robins Review meetings External reports Pupil feedback Parent feedback Learning Facilitators feedback Track behaviour and report log Track attendance Attitude to learning scores on report	Reading and spelling ages assessed Round robins Review meetings External reports Pupil feedback Parent feedback Learning Facilitators feedback Track behaviour and report log Track attendance Attitude to learning scores on report	Review meetings External reports Parent feedback Learning Facilitators feedback Reporting cycle Track behaviour and report log Track attendance Attitude to learning scores on report	Review meetings External reports Parent feedback Learning Facilitators feedback Reporting cycle Track attendance
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