

Special Educational Needs Information Report

John Spendluffe Technology College



My child has an Education, Health & Care Plan (EHCP) how do I apply to the school?

Children with an EHCP are allocated a school place at John Spendluffe Technology College following consultation with the Lincolnshire County Council (LCC) Special Educational Needs & Disabilities (SEND) team. The Special Educational Needs & Disabilities Coordinator (SENDCo), and Head Teacher, will assess whether the school can meet the needs of the child. We will respond to the consultation in writing stating how we can/cannot make provision against clear procedures set out in the 2015 SEND Code of Practice. This will involve reviews, the resources needed for all children with SEND and whether or not admission to JSTC may detract resources from other children with SEND and may not be an efficient use of funding. It is always advisable to visit (call where this isn't possible) the school and meet with SENDCo / Head Teacher / SEND team before applying to see if the school can meet the needs / preferences of the child / family. For children in Year 5 and Year 6 it would be advantageous to request your primary school SENDCo to invite the secondary school SENDCo to a review meeting so that transition plans can be put in place.

What should I do if I think my child has special needs / raise a concern re SEND?

Please contact the school SEND department on 01507 462443, or email SEND@jstc.org.uk

The school SENDCo is Mrs Forman assisted by Miss Deeley as Assistant SENDCo.

How will the school respond to my concern?

We will listen to your concerns and open up a dialogue with you as a parent or carer. We may invite you into school/ a virtual meeting on Microsoft Teams to discuss your concerns in more detail. We will work closely together between home and school to look at any interim arrangements put in place and share information. This may be with the form tutor, class teacher, the Progress Team or a member of the SEND team. We will investigate your concerns and monitor your child within a given time period and then arrange a follow up meeting/conversation with you.

What are the different categories of SEND?

JSTC provides support for students across four main areas of need as laid out in the SEND Code of Practice:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory / Physical Needs

How will the school identify students with SEND?

Students are identified through a variety of ways through the Graduated Approach of Assess, Plan, Do, Review.

We also use:

- Cognitive Ability Tests (CATS) which give an overview of your child's strengths and weaknesses.
- Transitional information from primary / previous school
- New entrant screening via LUCID standardised tests in Reading Comprehension, Speed of Reading, Spelling, Word Recognition, Spelling and Handwriting Speed.
- Strengths and Difficulties questionnaires
- GL assessments
- Self-referrals from the student
- Concerns raised by Parent/Carer
- Feedback and referrals made by Staff
- Identification by external agencies e.g. Health, Speech and Language
- Monitoring in lessons by SEND team / Progress team.
- Learning Walks

What provision will the school make to support my child?

- Your child may be placed on the SEND (Special Educational Needs and Disabilities) register or a monitoring list, following a Graduated Approach in terms of Assess, Plan, Do, Review.
- Our SENDCO oversees all support and the progress of any student requiring additional support across the school. She is supported by the Assistant SENDCO, the Designated Member of staff for Looked After Children (LAC) as well as other members of the SEND and pastoral teams who work closely with specific year groups.
- All teachers must plan for all students with SEND in their class to ensure that learning needs are met and good progress is made.
- In addition to the class teacher, there may be a Learning Support Assistant (LSA) working with/supporting your child either individually or as part of a group to support learning and promote achievement in or out of a lesson to support their needs.
- There are 3 members in each Progress Team in addition to support your child: (Assistant Progress Leader is non-teaching, Deputy Progress Leader is a tutor in the year group and the Progress Leader, Head of the year group.)

Who will support my child in school?

We have a wealth of support both academic and pastoral. In addition to Subject Teachers we employ and train LSAs with specialisms/expertise in subject areas as well as SEND expertise in areas such as Dyslexia, Attention Deficit and Hyperactivity Disorder (ADHD) and Autism. Form Tutors, Progress Leaders for all year groups supported by Assistant and Deputy Progress Leaders, an Inclusion Worker, the Healthy Minds team and a councillor employed by school support students. Our older students in school support students with interventions and are Social Buddies at break and lunch times in a quiet room. LSAs either support lessons, allowing teachers to spend more time with groups of students, including those with SEND, or work helping students access the Curriculum academically and socially or they run interventions out of lesson time. LSAs also support some students at lunch times and break times.

What training and experience do staff have for the additional support my child needs?

Teaching staff undergo refresher training in SEND every academic year and all staff receive medical training to ensure understanding of any medical needs a child may have. LSAs have specific specialisms and attend further courses to gain knowledge and qualifications. Recent training has been on Psychological First Aid, Dyslexia, Foetal Alcohol syndrome, interventions to support Anxiety and Autism, Neurodiversity, Visual impairment, Using behaviour diagnostic toolkits, Dyspraxia, challenging behaviour and Drawing and Talking as a tool to support young people talk about their trauma. The SEND team also attend SEND briefings up to three times a year to ensure we are up to date with provision as well as attending keynote webinars from specialist advisors. Some LSAs also act as Keyworkers and they may give additional support to your child in lessons and /or meet them on a regular basis to discuss any concerns or share achievements. Training meets the needs of our current provision and the needs of students in Year 6 who will be transitioning to us.

Who else might be involved in supporting my child?

We work with outside specialist agencies for advice and monitoring of students with SEND:

- Educational and Clinical Psychologists
- Working Together Team (WTT) - Helen Pitfield
- Sensory Education and Support Team
- BOSS – Behaviour Outreach Support Service
- Careers – Jim Robson
- Social Services
- Occupational Therapist
- Physiotherapist
- CAMHS – Children and Mental Health Service
- Early Help Workers
- Healthy Minds
- Pilgrim Hospital School
- Springwell Teaching & Learning Centre
- Young Oasis
- Young Addaction
- Specialist Family Practitioners – Oncology, Palliative & Bereavement Services
- Specialist Nursing Team
- Dieticians
- Kooth
- Need Bright Solutions

What support will be there for my child's social, emotional and mental health?

We are an inclusive school; we welcome and celebrate diversity.

All staff believe that students having high self-esteem is crucial to their well-being. We have a caring, understanding progress team looking after our students.

- The Form Tutor, Progress Team, Inclusion and Attendance Officer, Admin Team as well as the SEND team all ensure the pastoral, medical and social care of every student. Advice meetings and ELSA interventions can be done in school by our trained staff, as well as our counsellor. If additional support is required it may involve working alongside outside agencies such as those listed above
- The school has an Inclusion Officer who works under the direction of the Assistant Head for Safeguarding. The Deputy Head oversees the Progress Leaders.

- The school considers well being of paramount importance, we have regular well-being sessions during tutor time and students are sign posted to a wealth of support mechanisms around school.

How do you evaluate the effectiveness of your provision including securing feedback and the views of the students and parents?

Baseline assessments are taken where possible for academic interventions. After the allotted time for the programme has been completed, assessments are retaken to assess progress. Proven, effective intervention takes place and student views are held by staff on file. At review meetings, the SEND team gain views and feedback from parents.

What interventions do you offer and what has the impact been on current interventions?

Toe x Toe Reading programme, Reading/Spelling programmes, Reading Buddies, Numeracy and Emotional Literacy support, Anger and Anxiety Gremlin and various social skills programmes either in small groups, pairs or 1:1. We see a significant rise in literacy levels especially confidence and independence of reading. Results are discussed with students and parents at review meetings. Students attending the FRIENDS programme (to improve resilience, reduce anxiety and improve mental health and well being), gain confidence with school, often make lasting and trusting friendships and build a close rapport with the LSA running the programme. We have 2 trained Emotional Literacy Support Assistants (ELSAs) who work with students for an allotted time and have 1:1 time weekly to support their needs. Students leave the programme with a wealth of strategies to use.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the Main Office if medication is recommended by Health Professionals to be taken during the school day. A Health Care Plan is required for administration of medicines.
- On a day to day basis, the Main Office staff oversee the administration of any regular medication that students require and all medicines are stored with the student's name on in the Main Office, requiring key fob entry only by specific staff. Unless it is on a regular Health Care Plan, a phone call home will be made in order to give students pain relief.
- We have trained first aiders at school regularly updating their training. Epipen, Diabetes and Epilepsy refreshers for all staff and individual training is given to meet both staff and students' needs on a regular basis.

What support is there for behaviour, avoiding exclusion and increasing attendance ?

- We have a very positive approach to managing all types of behaviour with a clear policy and reward system that is followed by all staff and students.
- The Lincolnshire, Emotional Based School Avoidance (EBSA) pathway has been designed to support pupils who are experiencing emotional and well being difficulties, which is impacting on school attendance.
- If a student has behavioural difficulties, time is spent with them and their parents/carers to identify triggers and causes for anxiety. SEND liaise with the Progress Team to ensure that any unmet SEND has been screened for. We use the Lincolnshire Ladder of Support & Intervention on Pastoral Support Programmes (PSP) which can lead to the Behaviour Outreach Support Service (BOSS) involvement.
- After any behaviour incident we expect the student to reflect on his/her behaviour with an adult. This helps to identify why the incident happened and what the young person needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence is recorded and reported upon to the Head teacher.

- Good attendance is actively encouraged throughout the school.

What measures are there to prevent and respond to bullying?

At JSTC we are committed to providing a warm, caring and safe environment for all our students so that they can learn and succeed in a secure and respectful environment. We are an inclusive school where everyone is valued for who they are. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody within our school has the right to feel safe, valued, protected and to be treated with respect, and students who are bullying others need to learn different ways of behaving.

At JSTC, we acknowledge that bullying may happen from time to time. If bullying does occur, students should be able to inform staff and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We have a strong Pastoral system within JSTC. Each student has their own tutor who they see every morning who supports them with any day to day concerns they may have. As well as the tutor, each student has access to their Progress Leader, Deputy Progress Leader and Assistant Progress Leader who oversee all student progress and welfare issues. The Assistant Progress Leader is a non-teaching member of staff who is available throughout the day for students to voice their concerns.

As soon as any bullying is reported to the school, it is acted upon immediately. All incidents are investigated by the Progress Team by looking at CCTV both in school and on the buses, and by taking statements of any students who were nearby. Once the evidence is gathered, the victim will be supported within school and the bully will be sanctioned along with restorative practices to prevent further incidents. Parents of both sides will be informed and if further incidents do occur, this is taken very seriously.

Students have access to a number of different support strategies and therapies within school if appropriate. We have interventions with specially trained staff for vulnerable students to help them learn additional social skills as well as how to interact positively with each other. We have designated areas for break and lunch for students to go as a “safe space” as well as homework club and other lunchtime activities to take part in. We have a school counsellor, and specially trained LSA’s to deliver ELSA support, which focusses on social skills, emotions, bereavement, anger management, and self-esteem. We have a strong inclusion department who work closely with Healthy Minds and CAMHs for students needing some extra support.

It is important to understand that bullying is not the **odd occasion** of falling out with friends, name calling, arguments or when the **occasional** trick or joke is played on someone. It is bullying if it is done several times on purpose. Students sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of students development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop the resilience and social skills to repair relationships. The Pastoral Team are here to support the students with these challenges and help them to become resilient and independent.

How will my child and myself be involved in the process and be able to contribute their views?

- We value and celebrate each student 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 any issues or viewpoints to be raised.
- As part of Pupil Centred Planning (PCP) students are invited to be involved in any meetings that take place between school and parent/carer to encourage them to make any relevant contributions or raise any concerns they would like to discuss. At times, we may have to use Teams virtual meetings to do this.
- Where possible students are involved in any decision making that relates to provision
- Students can complete a self-evaluation sheet to pinpoint any specific areas that may be of concern and be involved with creating their own learning plan, providing detailed information about their learning strengths, weaknesses and preferences. Parents/Carers and staff who know the student well contribute their views also.
- There is an annual student questionnaire led by the Senior Leadership Team (SLT) where we actively seek the viewpoints of students especially concerning being able to speak to an adult if they have a worry.
- If your child has an Education, Health & Care Plan, their views as well as parent / carer will be sought in advance of any review meetings.
- We have an active student council with representatives from each tutor group addressing needs and requests presented from our students.

If your child has a keyworker, they will meet on a regular basis and additional information and views can be captured this way.

How will the curriculum be matched to my child's needs?

All staff are provided with information concerning any additional needs, academic, physical or pastoral, a child may have in order for them to provide appropriately for them. This will ensure that all students are able to access the curriculum and work to their ability. Teachers have seating plans and use these to have areas of support for all students' abilities. LSAs assist students with physical difficulties/disabilities to engage in the activities of the school – including scribing, alternative physiotherapy/exercise programmes, assisting with co-ordination, access to school and its surroundings.

Interventions e.g. Reading/Comprehension, Literacy and/or Numeracy Programmes/social skills/Gremlin books in Key Stage 3 including Reading Buddies are in place to support additional learning.

At key stage 4, students study a range of courses including GCSE, BTEC and other KS4 qualifications. If required, a supported study programme, where students work with a member of the SEND department, can be put in place. This would be considered during an SEND review meeting with the student, parents, LSA/Keyworker and SENDCO or SLT member present.

We have a range of strategies and resources to accommodate difficulties and needs:

- Computer reading programmes are used to support students with reading difficulties/dyslexia to help access work.
- Visually impaired students have books/work adapted and are able to use specialist keyboards and work can be enlarged on the computer screen to suit their needs.
- Students with fine motor skills difficulties / poor handwriting can use laptops to record class work and print off to record in the exercise book.
- LSAs are deployed to run differentiated programmes from the curriculum when this would be more appropriate due to the learning or health and safety needs of the student.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

We offer an open door policy where you are welcome to make an appointment to meet with either the tutor or Progress Team and discuss your child's progress. This could be on Teams, telephone call or in person. We can offer advice and practical ways to help your child at home.

- If your child has complex SEND they may have an Education, Health, Care Plan, (EHCP) which means that on an annual basis, a formal meeting will take place to discuss your child's progress and a report will be written.
- In addition, for all students in Y7 we hold a settling in evening during the first term where parents can meet their child's tutor as well as a member of the SEND team by appointment. Thereafter we have additional subject parent evenings. Members of the SEND team are also available on these evenings to discuss your child's attainment.
- Three times a year, school will send home a record of progress in all curriculum areas with effort as well as attainment grades.
- For students on the SEND register, parents will be given the opportunity to discuss their child's progress three times a year with their tutor/teacher or SEND team through Parents' Evening and additional invitations/review meetings.

How does the school know how well my child is doing?

We will look to close the gap on entry against age related expectations. We track progress in Core Curriculum areas with our rigorous data tracking system. On entry to school, our students are tested on their reading and spelling ability, which is then standardised. Students who need intervention will have interim assessments throughout the intervention periods to ensure good progress. We also use Cognitive Ability Tests on entry. Assessment for Learning (AFL) is a key feature of every classroom and students are well used to both peer and self-assessment as well as formal and informal assessments which all help to pinpoint areas of strengths and areas for improvement.

How will my child be included in activities outside the classroom including school trips

- All students are included in all parts of the school curriculum and we aim for all students to be included on curriculum based school trips. We will provide the necessary support to ensure that this is successful. We liaise carefully with parents regarding medication and suitability of activities to ensure all means are taken to include your child.
- A risk assessment is carried out prior to any off site activity to ensure no-one's health & safety will be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Students with specific requirements for supervision during the school day are fully supported with access to clubs as long as the SEND team are made aware of their requests.

How accessible is the school environment and curriculum for children with a disability?

- Generally the school site is wheelchair accessible with 4 disabled toilets (in the Performing Arts Centre, the English block which incorporates a lift to the 1st floor and within PE) as well as a hygiene suite which is situated in the main building. There is an access plan available which is reviewed annually with the site manager.
- Outside agencies provide specialist equipment that enables students to access the curriculum. Advice is sought from these agencies in regard to specialist training and arrangements for students.

How will the school prepare and support my child to join the school?

Familiarisation reduces anxiety and we have several procedures in place to encourage this:

- Members of the Progress or SEND team make visits to the children in the primary school

- Induction days in the summer term
- Meetings through Teams and a video of the school for students if they are unable to attend the school site.

An extra tier of support for some students which involve:

- visits to the primary by one of the SEND team
- additional visits by students in small groups to JSTC
- a transition booklet is used which can be useful to help students if transition is potentially going to be difficult within school or between schools so that students can become familiar with the new routines and meet key staff.

How will the school prepare and support my child to transfer to a new setting/school/college?

- We liaise closely with staff when receiving and transferring students to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When moving into post 16 provision, if your child has an EHCP, the caseworker from the Local Authority SEND team will consult with the desired post 16 establishment that your child wishes to attend.
- For our most vulnerable students, we will support them with looking around colleges.

How can I be involved in supporting my child?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have a learning plan (created with their input) which outlines their needs and strategies to overcome difficulties to help them achieve. If so, you will be asked to add your views.
- Parents are encouraged to contact school over any issues/concerns through the main reception.
- Parents are also encouraged to use ClassCharts to support with homework, see important messages and to exchange information with staff.

How can I access support for myself and my family?

The Lincolnshire Parent Carer Forum are a charity recognised and supported by the Department for Education who are there to support parents and carers, offering workshops and advice <https://www.lincspcf.org.uk/>

For all information on support for yourself and family please access the Local Authority website www.lincolnshire.gov.uk/SENDlocaloffer

Additional support for independent information, advice and support can be offered through Liaise (SEND Information, Advice & Support) in Lincolnshire by calling 0800 195 1635 Monday to Friday 8 am. to 6 pm. or by email – Liaise@lincolnshire.gov.uk

Who can I contact for further information?

Please contact the SEND Department via email – SEND@jstc.org.uk or at school on 01507 462443.

This report was originally written, developed and approved by a consultative team of parents, governors, members of the SEN team and students.

It is updated annually by the SENDCO with input from parents, SEND team, Progress Team, SEND Governor and the Deputy Head. This report was last updated March 2022

How do I make a complaint about SEND?

In the first instance speak to the SENDCo Mrs Forman.

If the complaint is not satisfactorily resolved and you wish to take the matter further please contact either the Head Teacher or the SEND Governor.