

SEND information report

How do we identify and assess children with SEND?

A special educational need can be defined under 4 categories:

- Cognition & Learning
- Communication & Interaction
- Emotional, Behavioural, Social
- Sensory & Physical

For example, a child may be having problems with literacy and numeracy, behaviour or communication needs or have exceptional emotional needs. All of these needs can be helped by putting in extra support at school and by working in partnership with parents. Needs may also arise due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

The Schools graduated approach to support SEND children

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored.
- Once a pupil has been identified as having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- Staff will provide differentiated learning and make reasonable adjustments that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be fully informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- If a child is placed on the SEND register parents will be fully consulted.
- All children on the SEND register have an individual Education Plan (IEP) and targets are set and regularly reviewed and a personalised pupil profile.

Pastoral, Medical and Social Support

At the John Warner Academy staff support the emotional needs of SEND pupils through our pastoral system. We also consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. Care plans are put in place as needed.

Provision Maps

As part of the process for supporting SEND pupils, the school uses provision mapping for the specific area of need, cognition and learning, communication and interaction, emotional, behavioural and social needs and sensory and physical needs. Provision mapping enables the school to call on outside agencies to support the pupil's specific area of need.

Outside Agencies

The John Warner Academy works closely with a wide range of professionals in order to provide the highest level of support for pupils with SEND. We regularly seek support from other agencies to seek advice, support and update staff with relevant training.

Some of the professionals we work alongside include:

- Rivers Educational support Centre (Rivers ESC)
- Educational Psychologist
- Herts mentoring service
- School Nurse Service
- The Service for Hearing Impaired
- The Service for the Visually Impaired
- DSPL4 Special Educational Needs team
- Targeted Youth Service (TYS) team
- Looked After Children – these pupils are supported carefully through their own Personal Education Plan (PEP).
- Medical Practitioners e.g. GP, Paediatricians
- Social Workers/Family Worker Service
- Families first assessment

The Herts Local Offer details the services available to secondary schools in Hertfordshire:

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

How will I know how my child is progressing?

Parents/carers will be kept up to date on their child's progress using:

- Reports and progress data
- Parental use of Go4schools
- Direct contact with subject staff
- Meetings as and when needed
- Parent's Evenings
- By contacting the SEND team
- Annual Review meeting for all students with an Education Health Care Plan (EHCP)
- All SEND children have a case study written at the end of each academic year. This monitors progress over the year and highlights areas for support the following year.

How will the learning and development provision be matched to my child's needs and how will they be supported?

Intervention

- The school offers an extensive intervention programme to improve literacy and numeracy. This can be through reading groups, small group interventions and after school support
- The school has an established pastoral team who provide extensive pastoral support for all students in their care. Continued pastoral intervention ensures the student's social and emotional needs are met.
- Every student has a form tutor and this is the first point for contact for pupil and parent.
- All SEND pupils have a pupil profile which details the needs and strategies to support in lessons. These are shared with all staff and enables careful planning and differentiation by subject teachers based upon the individual needs of students.
- Regular evaluation of all progress data to ensure learning needs are met.
- The school has an extensive programme of Life Long Learning.
- The school is able to offer mentors.
- The school offers a wide selection of extra-curricular activities.

How are teachers trained?

All teachers are teachers of SEND and the school carries out a variety of different training sessions throughout the year. Staff also attend specific training courses externally as required.

How will my child enjoy a fully inclusive education?

Appropriate provision and reasonable adjustments will be made where necessary to ensure inclusion for all students including being able to access school trips.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. An accessibility Plan is available upon request.

How are school resources allocated and matched to children's special are educational needs and how is this decided?

All funding is distributed where appropriate. Exceptional needs funding can be applied for through an application to County in very exceptional circumstances. Decisions are made through consultation with parents/carers, teaching staff and relevant external agencies.