The Joseph Whitaker School
SEND Information Report

Provision for pupils with special educational needs and disabilities is very good and we continue to develop our systems to ensure constant improvement. For further information, please contact our SEND team through email at: send@josephwhitaker.org.

The following gives an overview of our provision. More detail is available through our SEND policy, by clicking here: https://www.josephwhitaker.org/policy or through Nottinghamshire County Council on:

http://nottinghamshire.SENDlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page

1. **What kinds of special educational needs and disabilities does the school make provision for?**

The Joseph Whitaker School makes provision for all types of SEND including cognition and learning needs (e.g. dyslexia), communication and interaction needs (e.g. Autistic Spectrum Disorder), sensory and physical needs (e.g. hearing impairment) and social, emotional and mental health needs (e.g. Attention Deficit Hyperactivity Disorder). However, as the school site is on several different levels it may be difficult to make provision for pupils with significant physical disabilities.

2. **How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs and/or disabilities?**

Information is passed on from our feeder primary schools and we have termly meetings with all the SENDCOs in the family. Parents are always welcome to pass on any additional information either via phone, email or at the Year 6 transition evening or admission meeting, if entering at any other time. Parents of students with SEND on roll are invited to attend drop in sessions at the Student Support Centre on a fortnightly basis for additional support or advice when needed. please contact our SEND team through email at: send@josephwhitaker.org. Staff will also highlight if they think a pupil may have SEND and appropriate assessments will be done and results fed back to parents. Adjustments to provisions for students may be amended as part of our graduated response.

3. **How does the school evaluate the effectiveness of its provision for pupils with special educational needs and disabilities?**

If the young person is on the SEND register the school will contact the pupil and parent once a term for a SEND review to discuss provision and measure progress against agreed outcomes. We endeavour to make these meetings person centred with the views of the young person and parents at the heart of the process.

The majority of pupils with SEND have needs which can be met within the classroom setting with reasonable adjustments and adaptive teaching. In this case progress is

monitored by the class teacher and Head of Faculty / Progress Leader; however, the SENDCO reviews the progress of all pupils with SEND termly using school data (attendance, attitude to learning, academic progress and behaviour) and will contact parents and teachers should concerns arise. Parents are also welcome to contact the SEN team if they have any concerns which they feel relate directly to their child's SEND.

4. How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?

The school tracks pupils' progress termly and sends out a termly report for all pupils. Feedback and advice are given at Parents' Evenings which are held twice a year. In addition, as stated above, pupils with significant needs will have a termly point of contact with the school, usually a member of the SEND team, to advise and support your child/young person with their learning. If agreed, the school may request support from other agencies out of school e.g. health, social care or specialist teachers.

5. What is the school's approach to teaching pupils with special educational needs and disabilities?

All teachers are teachers of SEND. There is a graduated response to meeting need which starts in the classroom with Quality First teaching. An Assess – Plan – Do – Review cycle is used to assess need, modify provision and monitor progress.

Staff receive regular training on meeting the needs of different learners. Students with the highest level of needs on the SEND register have a Pupil Profile informing staff of their needs and strategies to support them in class. A summary of needs and strategies for all students with SEND is also on the school system, easily accessible to all staff.

In addition, there are specialists within the SEND team to work with pupils 1-1 or in small groups on literacy, numeracy, social skills and behaviour management interventions including those specifically designed for pupils with ASD. Pupils may have to miss other lessons to access these sessions. These are agreed with the pupil and parents and we avoid core subjects (English, Maths and Science) and practical subjects.

Pupils entering at well below age-related expectations or with significant needs may access the 'Bridge' programme: students are taught English and Maths in a small group with highly differentiated work and substantial TA support. They may also have 1:1 intervention in the Student Support Centre to boost literacy and numeracy skills or to support ASD/ADHD needs. Pupils may be in this programme from between one term up to three years. If they are on this programme it is agreed with parents beforehand.

6. **How will the curriculum and learning be matched to my child/young person's needs?**

All staff are expected to teach adaptively to meet the needs of different learners, use a variety of strategies and take note of the specific information about that pupil on SIMs/Edulink and on Pupil Profiles. Additional equipment will be provided if required e.g. use of a laptop, text to voice software. Additional adult support may also be required for a student with SEND in their lessons. Where appropriate, access arrangements will be in place for class work and exams e.g. reader, computer reader, extra time and rest breaks.

You can also support you child by:

- Checking Edulink on a regular basis (at least weekly) to monitor homework and house points
- Provide your child with an appropriate place to do homework and encourage them to complete it at a regular time
- Support your child with the organisation of their equipment and encourage them to pack their bag with supervision
- Attend parents' evenings, drop in sessions, review meetings and engage with the team around your child
- Reinforce and support the points outlined in the Home-School Agreement
- Encourage your child to read on a regular basis. If your child finds reading difficult, we can provide ideas about how to work with them
- Introduce a bedtime routine and limit access to screens late at night

7. **How are decisions made about the type and amount of support my child/young person will receive?**

Support is based on need not labels. The majority of pupils will be able to have their needs met through reasonable adjustments, adaptive teaching of the curriculum and access to appropriate equipment. Pupils with significant reading difficulties will have additional literacy provision in the Student Support Centre until their reading is within the average range for their peers. Pupils with more complex needs may need additional funding which will be moderated through the family of schools. This is then used for additional adult support or specific interventions.

8. **How will my child/young person be included in activities outside the classroom, including school trips?**

We endeavour to take all pupils on school trips regardless of any SEND. The only exception to this is if the pupil's behaviour may put themselves or others in danger. Pupils with SEND have taken part in school productions, Duke of Edinburgh, sporting competitions and clubs and gone on a range of trips including some abroad.

9. **What support will there be for my child/young person's overall well-being?**

The pastoral team of tutors and Heads of House are responsible for the overall well-being of all pupils. If there are issues of well-being directly linked to a pupil's SEND then the pastoral team will seek the advice of the SENDCo and outside agencies where appropriate.

10. Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details.

The school SENDCo is Dan Mogg. He can be contacted on the school number – 01623 792337 or by email Moggd@josephwhitaker.org.

The SEND team is:

- Dan Mogg, SENDCO
- Lindi Beastall, Lead Practitioner for SEND and Designated Teacher for LAC beastalll@josephwhitaker.org
- Vicky Oldham, Literacy and Access Arrangements Manager oldhamv@josephwhitaker.org
- Julie Mackay, SSC Manager mackayj@josephwhitaker.org

11. What training have staff supporting special educational needs and disabilities had and what is planned?

In recent years training for our LSAs and SSC centre staff including the SENDCO around acquired brain injury and the impact on learning. There was also training by the SEND team to develop the skills and expertise of teachers and LSAs in ASD and attachment, PDA, ADD/ADHD, SEMH, Hearing and Visual Impairment, Learning Needs, Fragile X syndrome and emotion coaching. Training led by external providers and available to all staff included Autism and Girls, Interoception (Communication & Interaction Team, Schools & Families Specialist Services), Acquired Brain Injury (Brain Injury Trust), ASD and Anxiety (Educational Psychology Service) and Emotion Coaching (Virtual School). The SENDCO and DT for LAC have led whole school sessions on Emotion Coaching at INSET.

On every September INSET day there is an introduction for all staff to new students with SEND including a recap of the needs of present students.

New staff are given training in Quality First teaching and SEND needs. Trainee teachers are given a presentation on SEND including Quality First teaching.

Further training by the SEND team has included Reader/Scribe training for exams, use of the AET Framework and "What Makes a Good TA: how to support students effectively in the classroom".

There have also been whole school behaviour and literacy training sessions which have addressed SEND needs.

There are regular training sessions around the needs of individual students to support teaching staff and ensure consistency of provision.

Planned training for this year is centred around cognitive processing and the long and short-term memories. We are also reviewing the role of a GREAT teaching assistant. In recent years we have continued the program of Relational Schools training with the Educational Psychology Service as well as emotion coaching and adaptive teaching to meet needs.

12. What specialist services and expertise are available or accessed by the school?

Education – Educational Psychology (EPS), specialist teachers from the Schools Inclusion Service including the Cognition and Learning team and the Communication and Interaction team.

Health – Healthy Families, GP, Occupational Therapy, Paediatrician, CAMHS, School Counsellor.

Care – Family Service, Social Care, Targeted Support, Flexible Short Breaks

13. How will equipment and facilities be used to support pupils with special educational needs and disabilities be secured? How accessible is the school?

Most equipment is bought through the SEND department budget e.g. ergonomic pens, non-slip mats, IT programs, coloured exercise books and overlays. If more expensive equipment is required it may come through health, or through additional funding.

Whilst the school is not suitable for a pupil with significant mobility difficulties, we do have disabled access at the front of the school and by the sports college. There are meeting rooms close to both entrances. The school will make any other reasonable adjustments for people with disabilities where practicable.

14. What are the arrangements for consulting parents of pupils with special educational needs and disabilities? How will I be involved in the education of my child/young person?

Please see question 2 and 3.

The school also has parents' evenings throughout the year and a member of the SEND team is always present should you want to discuss any issues relating to SEND.

15. What are the arrangements for consulting young people with SEND and involving them in their education?

Each pupil on the School's SEND register is consulted in creating and updating their Pupil Information, which details their likes, dislikes, aspirations and how to help them move forward. They are also encouraged to be present at their review meetings and given the means to share their views in alternative ways if needed.

16. What do I do if I have a concern or complaint about the SEND provision made by the school?

In the first instance please contact the school SENDCo Dan Mogg (see question 10 for contact details).

Should a parent feel that his/her complaint has not been dealt with satisfactorily by the SENDCo he/she has the right to refer the matter to the Head teacher. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the Head teacher he/she has the right to refer the matter to the Governing Body by contacting the Chair of Governors through the school.

17. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and disabilities and supporting the families of such pupils?

Please see question 12.

18. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

A range of staff in school including Dan Mogg (SENDCo), Andrew Athey (Deputy Head for SEN & Pastoral) and Jo Roberts (Assistant Head Inclusion and Safeguarding) will signpost parents and young people to different services / organisations and complete the necessary paperwork if required. The Head of House will also access services for pupils.

The Local Authority also has a range of services identified on the Local Offer website.

https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire/education/sen-support

19. How will the school/setting prepare my child/young person to: Join the school/setting?

All Year 6 pupils from our feeder primary school come up to school for PE sessions throughout the year so become familiar with the school. Year 6 pupils with more significant needs may be invited to extra transition sessions in the Student Support Centre.

a) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)? See above from primary to secondary?

The SENDCo liaises with the careers staff in school to provide support with careers sessions, interview practice and completion of applications. There are opportunities to attend additional visits to college and careers fairs for students with SEND. The SENDCO also liaises with local schools and colleges to pass on relevant information to post 16 providers e.g. areas of need and access arrangements.

b) Prepare for adulthood and independent living?

Throughout KS3 and 4 PSHCE lessons provide students with information, help, guidance and support around preparing for adulthood. For example, there will be sessions on the options process, careers and writing CVs and letters. In KS3 students work on building relationships and organisation skills, moving on to voting, citizenship and responsibility. In year 10 there is the opportunity for work experience to take place over a week. SEND students who require further support will attend 1:1 or small group sessions in SSC where they will have support to develop social and life skills.

20. Where can I access further information?

- The school's SEND policy
- Frequently asked questions
- SSC information report