

John Cabot Academy
SEND INFORMATION REPORT

September 2018

If you would prefer to call & ask questions, instead of reading the report, please call

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1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) FOR WHICH PROVISION IS MADE AT JOHN CABOT ACADEMY (JCA)

There are 4 areas of need set out in the SEND Code of Practice (2015) and we have suitable provision experience of each of them:

- Communication and interaction (e.g. Speech, Language and Communication Needs and Autistic Spectrum Disorder)
- Cognition and learning (e.g. Specific Learning Difficulties such as Dyslexia and Dyspraxia and Moderate Learning Difficulties such as Auditory Processing Difficulties)
- Social, mental and emotional health (e.g. Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (e.g. Visual Impairment, Hearing Impairment and wheelchair users)

2. INFORMATION ABOUT JCA's SEND POLICY (available on the JCA website)

The specific objectives of the Special Educational Needs and Disability (SEND) Policy are to identify students with special educational needs and disabilities and ensure that their needs are met.

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- Have a disability which prevents or hinders him/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

Students are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014 (updated January 2015) when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

3. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF STUDENTS WITH SEND

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

Progress reports provide parents/carers with target and predicted levels/grades and effort grades at regular intervals throughout the year. The reports for students on the SEND register are also monitored by the Learning Support Department as part of the Access/Plan/Do/Review cycle.

Parent Evenings and Annual/Interim Review Meetings provide structured opportunities for consultation. The Learning Support Department also has an 'open door' policy and encourages regular dialogue with parents: in person, by email, by telephone and by home/school book for some pupils.

At John Cabot we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

The Academy values the generally good relations it enjoys with parents and the community. These are based on mutual respect and a willingness to listen to other points of view. Concerns may be raised with: the pastoral team (Tutor, Head of Community), subject leaders (Head of English, Head of Maths etc), the Learning Support Department (SENCo and Deputy SENCO) and the Leadership Team. There is a complaints procedure to provide an opportunity to resolve concerns when other attempts have failed.

4. HOW WE CONSULT WITH THE STUDENTS AND INVOLVE THEM IN TARGET SETTING

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of the annual review process.

All students on the SEND register have a pupil profile; 'student voice' is an important element of this document and is used by teachers to inform their teaching.

5. ARRANGEMENTS FOR ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The Special Educational Needs Coordinator (SENCo) maintains the Special Educational Needs Register. Each student has a Pupil Profile. The Pupil Profile is usually written by the SENCo in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies.

Students with additional needs are supported across the school to reach their full potential. These students fall into three categories.

The three categories are:

1. Students showing concern – the needs of these students are met from our universal provision; however, there is some requirement for differentiated approaches and personalised teaching. The category of need is revised as necessary. Student progress is monitored by the subject leaders and pastoral team through progress reports, observation and discussion. Students may access additional sessions through the 'Hub' on either literacy, numeracy or SEMH.
2. Single School Category of SEND/SEND Support – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions. The category of need is revised as necessary. Student progress is monitored by the subject

leaders, pastoral team and Learning Support Department through progress reports, observation and discussion.

3. Educational Health and Care Plan – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions. Targets are agreed and reviewed during the Annual Review. The category of need is revised as necessary. Student progress is monitored by the subject leaders, pastoral team and Learning Support Department through progress reports, observation and discussion.

In addition to formal reports, teachers are asked to provide feedback and commentary to facilitate the review of targets prior to Annual Review for those students with Educational Health and Care Plans.

Psychometric test data, intervention data and reports from relevant professionals (e.g. Speech and Language Therapist, Educational Psychologist, Communication and Interaction Team etc.) may be considered. Data is collated by the Learning Support Department and informs the review process and subsequent target setting.

Attendance is monitored closely in conjunction with the pastoral team and the Education Welfare Office since low attendance impacts on progress.

Exam Access Arrangements (i.e. extra time, word processing, etc.) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the student's Academy career so we can establish a student's 'normal way of working'. 'In-house' psychometric testing late in Year 9 and reference to reports from professionals (including teachers) and the EHCP (when available) completes the picture that allows an application for exam access arrangements to be made according to the JCQ regulations.

6. ARRANGEMENTS FOR TRANSITION YEARS

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.

Year 6 to Year 7

- Early liaison with feeder primary schools to identify students who are on the SEND Register or who may be anxious or have been identified as vulnerable.
- CLF transition Carousel held early in Spring term
- School staff carry out transition visits to all feeder schools to identify high needs in conjunction with Mrs Julie Jarrett (Transition Lead)
- Meeting with parents of Year 6 students with SEND held to explain the role of the Learning Support Department and how we support students.
- Enhanced transition visits arranged to meet the needs of individual students as part of a familiarisation programme.
- Transition visits to attend subject workshops and meet the tutor as appropriate.
- Parents open evening in summer term for all rising Year 7 parents with opportunities to meet members of teaching and support staff.

Year 9 to Year 10

As part of the parent consultation evenings, GCSE course/subject choices will be discussed to enable student/parents to make appropriate course selections to achieve learning potential. Additional meetings will be held to discuss specific options and subject choices.

Year 11 to post 16 education

As part of the review process, post 16 course choices will be discussed with reference to predicted GCSE/other qualification grades. The schools Careers advisor will normally attend these reviews for students with EHCPs and are able to provide impartial guidance. Recently students have transitioned to the CLF post 16 provision, Bristol City College, SGS College and other post 16 provisions across both Bristol and South Gloucester.

7. TEACHING STUDENTS WITH SEND

Our aim is to facilitate inclusion and to foster independence in the following ways:

- Quality first teaching – teachers are informed about the nature of a student’s difficulties through the pupil profiles and through training sessions and staff meetings/briefings. Understanding the difficulties students face enables teachers to remove barriers to learning.
- Each year we map our provision to show how we allocate resources to students with SEND; this is reviewed regularly and can change during the academic year, responding to changing student need. This year funding was spent on: support staff, external services, teaching and learning resources and staff training.
- Support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or working one-to-one or in the class room.
- Our literacy intervention from our specialist teacher has again made significant improvements.
- Literacy and numeracy intervention take place through the newly formed Hub.
- All teaching staff have regular opportunities for Continuous Professional Development (CPD) when Quality First Teaching is addressed. The Wednesday sessions provide a regular opportunity for CPD. Teachers and Teaching Assistants attend. All JCA completed a CPD audit at Christmas and this enabled appropriate sessions to be planned for 2018/2019. Subsequent CPD sessions have been held on a range of SEND topics. Teaching Assistants are engaged in ongoing skills training delivered this year through the academy’s subscription to South Gloucester’s ‘INTEGRA’ service.

8. HOW WE SUPPORT STUDENTS TO DEVELOP AND IMPROVE EMOTIONAL AND SOCIAL HEALTH ISSUES

The Learning Support Department provides a ‘safe place’ for vulnerable students at break/lunchtime (on average about 20 students with SEND attend the lunch and break club each day). Use is also made of ‘SF2’ (a supervised quiet study facility for students who are temporarily unable to cope with the demands of the mainstream classroom).

Higher need students are supported through work by the Academy’s engagement lead who is based in SF7.

The Learning Support Department monitors students on the SEND register closely; any ‘out of character’ behaviours are noted and discussed in department briefings (held each morning). The Teaching Assistants build relationships based on trust with the students they support and watch carefully for signs that suggest there is reason for concern. Such concerns are investigated. The Learning Support Department works closely with Senior Leaders, HoCs and the Safeguarding Lead to ensure that students have support through the hub or the following routes;

- School Counsellor available for 1:1 and drop in sessions.
- School Nurse available weekly through a drop in service.
- IHCPs written for students (including those with anxiety or mental health issues)
- Programme for at risk students with Creative Youth Network to improve resilience, identity, emotional wellbeing and mental health.
- Off The Record - in school for two terms providing 1:1 support for young people.

- Mental Health, Emotional Awareness and Attachment training for staff to increase awareness of needs of students in the classroom.

Student views are explored by trusted adults; safeguarding concerns dealt with through the appropriate channels.

9. HOW AND WHEN WE INVOLVE OTHER AGENCIES TO MEET THE NEEDS OF STUDENTS AND THEIR FAMILIES

External professional advice is sought to meet specific needs of students and the following agencies are some of those we have worked with during the last 12 months.

- Breakthrough Mentoring
- Bristol Autism Team
- Bristol Hospital Education Service
- Bristol SEN 0-25 Team
- Careers Service
- Child and Adolescent Mental Health Service
- Children and Young People Services
- Counsellors
- Creative Youth Network
- Educational Psychology Service – Mark Adams EPS & South Glos.
- Education Welfare Officer
- Hearing Impairment Advisory Teacher
- Impact Mentoring
- School Nurse
- South Gloucestershire SEN 0-25 Team
- South Gloucestershire Hospital Education Service
- Visual Impairment Advisory Teacher

10. BRISTOL AND SOUTH GLOUCESTERSHIRE LOCAL OFFER

There is a link to both the Bristol and South Gloucester County Council Local Offer on the SEN page of the John Cabot website.

11. ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT JCA

Most concerns are easily resolved through informal discussions with the class teacher.

When the situation is more complex parents/carers should raise concerns with the SENCo in the first instance. A meeting may be arranged to reach a resolution.

Should the situation remain unsatisfactory the Assistant Principal, Charlie Hodge (or another member of the SLT), will be made aware of the problem and a further Support Meeting arranged.

Where concerns remain parents are referred to the Complaints Policy on the JCA website. They may also seek support the 0-25 teams from Bristol and South Gloucestershire; there is a hyperlink to their website on the SEN page of the JCA website.

12. OTHER RELEVANT DOCUMENTS

On the Academy website: General information on SEND at John Cabot, SEND Policy, Local Offer, Safeguarding Policy Available on request.