



JFS School
The Mall Kenton Harrow HA3 9TE

Parent Information
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) OFFER
17 September 2016

All Brent maintained schools have a similar approach to meeting the needs of students with special educational needs and are supported by the Local Authority (LA) to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

JFS is a fully inclusive school which ensures that all students achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

This document is intended to give you information regarding the ways in which we ensure we support all of our students including those with Special Educational Needs and Disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

Students are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

Other useful documents, such as our SEND/ inclusion policy and Disability Accessibility Plan, are available on the School website. If you would like further information about what we offer here at JFS then please do not hesitate to contact us directly.

Please see below details of the JFS School SEND Offer, in Q&A form:

1. How can I let the School know I am concerned about my child's progress in school?

- We will work in partnership with the parents of all students on our Inclusion Register and communicate either in person or by telephone on a termly basis regarding progress and support.
- If you have concerns about your son's/daughter's progress you should speak to your son/daughter's Director of Studies/Head of Year.
- If the Director of Studies/Head of Year feels it is appropriate, they will liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Gail Roston, who can be contacted via email: roston@jfs.brent.sch.uk.
- Further concerns can be raised with the School's SEND Governor, Mrs Anne Shisler via email: governors@jfs.brent.sch.uk.

2. How will the School let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the School will communicate their concerns and

- listen to any concerns you may have and meet with you if necessary,
- liaise with subject teachers to ensure appropriate interventions are put into place in lessons,
- plan any additional support your child may need,
- discuss any referrals to outside professionals to support your child's learning.

3. How will learning and development provision be matched to my child's needs?

- The School budget, received from Brent LA, includes money for supporting all students with SEND.
- The Headteacher decides on the budget allocation for special educational needs and disabilities in consultation with the School governors, on the basis of needs in the School.
- School Leadership and the SENDCo discuss all the information they have about SEND in the School, including:
 - the students who are presently receiving extra support
 - the students needing extra support,
 - the students who have been identified as not making as much progress as expected
- They then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.
- The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEND Support. This graduated approach has four stages: assess, plan, do and review. At every level, the aim is to match interventions closely to the needs of the individual student so that he or she overcomes barriers to achievement.

4. Who are the other people providing services to students with SEND in this school?

Directly funded by the School:

- Learning Mentors
- School Counsellor
- Highly trained Teaching Assistants
- Specialist SEN Teachers
- A dedicated Behaviour Team

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Speech and Language Therapy for those students with a statement of SEN or an Education Health Care Plan (EHC) (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy (for statemented/EHC Plan students)
- Occupational therapy (for statemented/EHC Plan students)

5. How are the teachers in school helped to work with students with SEND and what training do they have?

- The SENDCo's job is to co-ordinate support within the School and give advice and recommend strategies for subject staff.
- The School has a training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from BOAT. There are also online training materials such as the Inclusion Development Programme.

6. How will the teaching be adapted for my child with SEND?

- The majority of students have their needs met and are able to make good progress with Quality First Teaching in the classroom. Training is provided to help teachers develop Wave 1 interventions.
- Subject teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met.
- Specially trained support staff can advise the teachers in their planning to support the needs of

your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted if needed to meet your child's learning needs.
- Students working just below the expected level may need a short booster or catch up intervention.

7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her subject teachers.
- His/her progress is reviewed formally every term and an attainment level given in all subjects.
- The progress of SEN support students will be reviewed on a termly basis
- The progress of students with a statement or EHCP is formally reviewed at termly Individual Learning Plan meetings and the annual review with your child and all adults involved with the child's education.
- The Director of Studies/Head of Year for each year will also check that your child is making good progress through termly assessments carried out by all subject departments and liaise with the SENDCO where necessary.

8. What support do we have for you as a parent of child with SEND?

- The Director of Studies/Head of Year is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted for students with a statement or EHCP as needed.
- A home/school link book or email may be used to support communication with parents of students with a statement or EHCP.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

9. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. Staff believe that students having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our students.
- The responsibility for the pastoral, medical and social welfare of every student in their year is overseen by the Year Manager/Pastoral Support Officer and Director of Studies/Head of Year. Therefore, this would be the parents' first point of contact.
- We have a school counsellor, a mentoring team and an Inclusion Room to provide bespoke support where necessary.
- If further support is required the Year Manager liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services such as CAHMS.

10. How does the School manage the administration of medicines?

- The School has a policy regarding the administration and managing of medicines on the School site. It is published on our website.
- Parents need to contact the Year Manager/Pastoral Support Officer if medication is recommended by Health professionals to be taken during the School day.
- On a day to day basis the School Nurse oversees the administration of any medicines.
- Staff are made aware of any students with medical needs.

11. How is JFS School accessible to students with SEND?

- For students with a Statement/EHC Plan a taster day is provided in the Autumn Term prior to

application for Secondary School.

- In the Summer Term a further taster day is provided for students with a Statement/EHC Plan prior to transition.
- All students will have an assessment on entry to the School to help baseline their attainment and help plan for their needs. All staff present are aware of the needs of incoming students. Extra time and a small room is made available if necessary.
- Where possible the SENDCo attends the transition Annual Review meeting at your child's
- primary school in year 6
- The building is accessible to students with physical disability via ramps. The ground floor of the JFS building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all students regardless of their needs.
- After school and extra-curricular provision is accessible to all students including those with SEND.

12. How will we support your child when they are leaving this school?

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the School Special Educational Needs and Disabilities Co-ordinator (SENDCo) and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- In Year 6/11:
- The SENDCo and Pastoral and Transitional Director will visit feeder primary schools to discuss the specific needs of your child with the SENDCo of their primary school. (This isn't when they are leaving this school)
- Transitional Mentoring will be given to those students, if deemed appropriate.
- Statemented/EHC Plan students will spend a day at JFS to familiarise themselves with lessons and the building. (Not when they are leaving this school)
- 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.
- If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

- Students who have statements/EHC discuss and set their targets with their teaching assistant
- (under the supervision and guidance of the SEN teachers).
- SEN Support students will be offered a meeting with a staff member each term to review progress.
- The SENDCo and the SEND department have an open door policy for all students
- JFS have a School Council run by the Head Boy and Girl team. Each class has their own representative.
- If your child has an EHC Plan, their views will be sought before any review meetings and they will be invited to attend.

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

- We have an inclusive Behaviour Policy and are committed to ensuring that our students master the knowledge and skills and aspire to be responsible and independent young people. We believe in order to be successful one must develop self-discipline and be given autonomy to make the right choices. We enable our students to understand their role as members of the School and of the wider community.
- Teachers will take account of individual student needs when applying the School's Behaviour Policy. Vulnerable young people may include: looked after children; pupil premium students; students with special educational needs; students who need support to learn English as an additional language (EAL); minority ethnic or faith groups; children with medical conditions; young carers; children with a family under stress; any other students at risk of disaffection and exclusion.

- JFS believes that the best and most successful approach to creating a positive ethos is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements both inside and outside of school. Without exception, success is to be celebrated at all levels and teachers will use rewards as a mean of raising levels of attainment and achievement, encouraging appropriate behaviour, increasing students' self-esteem and creating a positive learning environment.
- Where it becomes clear that a student is having on-going difficulties in managing his/her behaviour, there are a wide range of strategies which are used to support students. Every student is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another. Interventions used by JFS are listed in Appendix 7 of our Behaviour Policy: Waves of Intervention - Social, Emotional and Mental Health Difficulties.
- Any significant behaviour incidents are thoroughly investigated by the School Behaviour Team and restorative justice is used as a process to restore relationships.
- Some students may be supported through our Inclusion Room. The Inclusion Room is designed to support students' learning by identifying behaviour problems or learning difficulties. The IR is primarily aimed at removing barriers to learning. It supports vulnerable students while improving the attainment of students at risk of academic failure or exclusion.
- Students at risk of exclusion also meet with the Brent Pre-Exclusions Officer, who will give them advice and strategies on how to move forward positively.
- Should the need arise, students are placed on a Pastoral Support Plan (PSP). Regular meetings take place with student, parents, Brent Pre-Exclusions Officer and the Year Manager. Where necessary the SENDCo will also attend these meetings. Targets are set and reviewed regularly.
- Attendance of every child is monitored on a daily basis by our attendance officers, tutors and
- Year Managers. Year Managers monitor both attendance and punctuality and refer students to the Education Welfare Officer for consistent poor attenders.

15. 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 school trips. We will provide the necessary support to ensure that this is possible and successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's Health & Safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities covering the same curriculum areas will be provided in school.

16. How are the School's resources allocated and matched to students SEND needs?

- We ensure that all students who have special educational needs have their needs met to the best of the School's ability with the funds available.
- We have a team of SEN teachers and Teaching Assistants (TAs) who are funded from the SEND budget and deliver support designed to meet students' needs.
- The budget is allocated on a needs basis. The students who have the most high level and complex needs are given the most support often involving a TA.
- We have regular INSET sessions for the TAs on literacy, numeracy and working with students with a variety of different needs and disorders..
- Training is on-going as part of the professional development for all teachers.

17. What specialist services and expertise are available at or accessed by the School?

- We have a designated SENDCo.
- We have a team of specialist teachers whose qualifications and expertise cover a wide range of specific learning difficulties.
- As a school, we work closely with any external agencies that we feel are relevant to individual students' needs within our school including educational psychologists, specialist services for Hearing Impairment (HI), Visual Impairment (VI) or ASD, the Behaviour Support Team. Health, including the medical officer, clinical psychologists, paediatricians,

- speech & language therapists, physiotherapists, occupational therapists; Child and Adolescent Mental Health Services (CAMHS) and Social Services.

18. What If I need to complain?

Parents have the following rights of redress, should the School, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The School's or LA's complaints procedure.
- The disagreement resolution service (for disagreements between parents/young person and the LA or parents/young person and the educational provider).
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual students and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).

19. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

You will also find information about how different services in Brent provide help and support to students with SEN/D and their parents on Brent's Local Authority website. www.brent.gov.uk/localoffer