


JFS Policies – Special Educational Needs and Disabilities – January 2024

Headteacher	Chair of Governing Board
	
Dr David Moody	Mr Andrew Moss

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Aim

Our aim for students with special educational needs and disability (SEND) is the same as our aim for all children within our care. It is that they receive an excellent education that suitably prepares them for their future and that, during their time at JFS, they experience a continuous drive to secure the highest levels of achievement appropriate each individual learner. We wish our students to leave us with a better understanding of themselves and, through that increased awareness, a greater ability to function at their very best.

Scope of this policy

This is a school-wide policy designed to comply with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (January 2015).

This policy should be read in conjunction with the SEND Information Report – January 2024 which develops the summary information contained below.

School Resources

Our Inclusion Department is led by Gillian Edwards to whom the role of SENDCo is delegated. Gillian is Level 7 qualified. She is supported by Carly Kahn as Deputy SENDCo who holds the Level 7 SENDCo qualification. She is also supported by an Assistant SENDCo, Denisa Mensah and a team of 13 LSAs with a range of SEND experience. The Inclusion department has a suite of three dedicated teaching rooms which are in a safe and secure setting within the school. All our teaching rooms are well equipped with appropriate technology and resources to support students' needs.

Key Principles

- SEND is a whole school responsibility requiring a whole school response both in term in-class and out-of-class support
- All pupils admitted to the school in accordance with the school admission policy should receive a broad, balanced, and relevant curriculum. Staff should identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision
- Partnerships between home and school are important to ensure pupils and their parents are treated with respect and have their views considered
- Staff should liaise with each other and governors and appropriate outside agencies to meet pupils' needs effectively
- All staff working with pupils with SEND should be provided with appropriate levels of support and advice

Definition of SEND

SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example, where a child has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

- **Cognition and Learning** – e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- **Communication and Interaction** – e.g. speech and language needs and autism
- **Sensory and Physical** – e.g. physical disability, visual and hearing impairment
- **Social, Emotional and Mental Health** - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders, anxiety

Roles and responsibilities

The **SEND Coordinator (SENDCO)** will:

- Promote and maintain an ethos of inclusion across the educational establishment.
- Establish a strategic overview and work collaboratively with stakeholders to coordinate the provision for Children and Young People (CYP) with SEND across the educational establishment.
- Ensure that all SEND funding streams and resources are appropriately identified, maximised, and utilised effectively to meet the needs of CYP with SEND.
- Work jointly with leaders and stakeholders to promote a culture in which teaching and learning is ambitious, inclusive and person-centred and leads to improved outcomes for CYP with SEND.
- Drive leaders and governors to ensure that SEND is an integral part of all the educational establishments' policies, strategic priorities, and initiatives.
- Identify training needs and provide guidance to colleagues on teaching, supporting and identifying CYP with SEND and advise on the graduated approach to SEND support.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching.
- Identify, plan for, and review the needs of CYP with SEND and work collaboratively with all stakeholders in order to achieve agreed outcomes.
- Communicate with all internal stakeholders about the needs of CYP with SEND and deploy staff and resources to ensure the best outcomes for CYP with SEND.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.
- Gather, collate, critically analyse, interpret, and evaluate qualitative and quantitative data. Use this to inform SEND policies, processes, and practice to ensure best outcomes for CYP with SEND.
- Monitor and evaluate attendance and exclusion rates for pupils with SEND in comparison to all other pupils in the school and use this to inform interventions and monitor outcomes for pupils.
- Chair meetings using a person-centred approach which focus on achieving best outcomes for CYP with SEND.
- Manage systems to implement and maintain the educational establishment's adherence to SEND statutory regulations e.g. production of SEN Information Report, co-production of Education Health Care Plan (EHCP) for CYPs with SEND and annual reviews.
- Work with parents, carers and CYP with SEND to ensure that their views inform co-production and decision making.
- Support the educational establishment to use its best endeavours to make reasonable adjustments to provision so that all CYPs with SEND can access appropriate education (including personalised provision), whilst still maintaining access to a diverse, coherent, and cumulative curriculum.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND.
- Be the point of contact for external agencies, especially the local authority and all support services.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND fully maintained and up to date.
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision.
- Liaise with parents/carers, external agencies and LA regularly to provide information on pupils' needs, provision, and outcomes.

- Ensure that, where the pupil transfers to/from another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution.

The **Designated SEND governor** will:

- Meet with the SENDCo termly, complete the Designated SEND Governors report and provide both support and challenge to the school.
- Ensure that the Designated SEND Governors Report receives appropriate consideration at the board.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this termly.
- Help to raise awareness of SEND issues at governing board meetings.
- Ensure all board members are familiar with Chapter 6 of the SEND Code of Practice
- Work with the Headteacher and SENDCo to review the strategic development of the SEND policy and provision in the school.
- Assure the governing body that the school website publishes the SEND Information Report that includes the SEND Local offer.
- Monitor the culture, values, and ethos of inclusion across the school
- Attend regular training on SEND and inclusion

The **Headteacher** will:

- Have overall responsibility for the provision and progress of pupils with SEND.
- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school
- Work with the SENDCo and Designated SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Ensure that SEND is an integral part of all the educational establishments' policies, strategic priorities, and initiatives.
- Ensure that "Every Leader is a Leader of SEND" at the school.
- Ensure that the SENDCo is either part of the Senior Leadership Team (SLT) of the school or is regularly invited to SLT meetings to contribute and advise on whole school policies and practices and how these may impact on engagement and progress of SEND pupils.
- Ensure that the SENDCo has the knowledge, expertise and is given appropriate non-contact time to undertake their role efficiently and effectively.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.
- Ensure that the whole school CPD programme includes a robust SEND CPD offer that identifies and meets the needs of all staff.

Each **teacher** is responsible for:

As stated in the SEND Code of Practice "**Every Teacher is a teacher of SEND**"

- The progress and development of every pupil in their class, including those with SEND
- Adapting teaching and curriculum for pupils with SEND and incorporating guidance provided by the SENDCo and external professionals.
- Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Setting high academic and behavioural expectations for all pupils, including SEND pupils and supporting their achievement.
- Identify pupils with SEND in their class.

- Engage in on-going SEND CPD offer

Identifying needs

Each pupil's current skills and levels of attainment are assessed on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.

Specifically, all Year 7 to 9 students sit nationally standardised reading age tests. Other tests which may be used include Lucid Exact, , DASH – Detailed Assessment of Speed Handwriting, CTOPP – Comprehensive Test of Phonological Processing, , TOWRE 2 – Test of Word Reading Efficiency and YARC – York Assessment for Reading Comprehension, HAST – Helen Arkell Spelling Test

Beyond this, the school has a full-time Director of Transition whose role is to make sure that all information regarding potential requirements is effectively communicated between primary schools and JFS.

Where these assessments highlight areas of need, the school will take actions to cater for these. This may be through the provision of access arrangements and examination support or additional support as derived from our graduated approach.

When deciding whether special educational provision is required, the process starts with the desired outcomes, including the expected progress and attainment and takes into account the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

The school will formally notify parents when it is decided that a pupil will receive SEND support. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff to make this possible. The identification processes and allocation of support is set out in

Additional support

There are a wide range of additional supports that are available to our students. These are outlined in **Appendix II**. JFS also works with a range of external agencies to provide additional support for pupils with SEND. These agencies include:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing-Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist
- Prospects Careers Advisor

- Educational Welfare Officer (EWO)
- Brent Inclusion Officer
- Social Care including locality teams and social workers
- Health services (NHS Trust) including School Nurse | Community Nurses | GPs and Paediatricians

The Graduated Approach

We follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with LSAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCO, parent and pupil. This will inform the planning of next steps.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. The following adaptations are made to ensure all pupils' needs are met:

- Adapting and/or differentiating our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using our deep knowledge and understanding of our pupils and information about their additional needs that is shared with all staff, for example so that they are aware of the 'every day, every lesson' adaptations that need to be made for pupils to maximise their learning.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing small groups or 1 to 1 intervention to focus on key skills.

Evaluating the effectiveness of SEND provision

The effectiveness of SEND provision is evaluated by:

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires to gain feedback
- Monitoring by the SENDCO, SLT and Headteacher
- Holding annual reviews for pupils with EHC plans
- Termly monitoring by Designated SEND Governor at Governance Monitoring visits

Enabling pupils with SEND to engage in activities

The accessibility plan for each academy is published on the Statutory Information page of its website.

All of our extra-curricular activities and all school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. No pupil should be excluded from taking part in such activities because of their SEN or disability.

Complaints about SEND provision

We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents feel their child's needs are still not being met they should make an appointment to see the Headteacher/Headteacher or SEND governor.

If concerns are still unresolved parents may wish to engage with the procedures explained in the school's complaints policy.

Monitoring of this policy

This policy will be reviewed annually (or sooner if required by statutory guidance) by the Headteacher, SENDCO, and approved by the Board of Governors.

Appendix I – Identification

The table below sets out the separate steps that take place to review whether or not a student should be placed on the SEND register. This is a working document as the school develops practice and is included for completeness. It is frequently reviewed, and changes do not require Governor sign-off.

1	Referral from teachers Identification from reading tests or academic tests Communication to Parents
2	Students entered onto identification tracker and prioritised
3	Information collected from all teachers
4	Books collected from student to review classwork
5	Student further assessed as required
6	Decision taken regarding SEND register enrolment Communication to Parents
7	Allocation of reviewer key-worker
8	Discussion with parents and child regarding issues and strategies to inform an ILP if required
9	Entry onto MIS
10	Communication to Teachers

Appendix II – Additional Support

The table below sets out illustrative examples of the type of additional support that may be provided under the different categories of need. This is a working document as the school develops practice and is included for completeness. It is frequently reviewed, and changes do not require Governor sign-off.

Cognition and Learning Needs	Social, Emotional and Mental Health Needs
<ul style="list-style-type: none"> • Adapted teaching strategies and learning materials in lessons • In-class support • Specialist teaching • Additional literacy and numeracy interventions • Use of concrete aids • IDL programme for literacy or numeracy • Paired reading programme • KAZ touch typing course • Homework club • Key worker support • Sixth form peer support • Access arrangements for exams • Adapted homework 	<ul style="list-style-type: none"> • Additional sports interventions • Key worker support • School counsellor • Emotional wellbeing practitioner • Mental health practitioner • Sibling support group • Anxiety and emotional wellbeing support groups • CAMHS referral and liaison with external agencies • Access arrangements in exams • Individualised behaviour support plan • Pastoral Support Plan assisted by Brent Inclusion Team • Form tutor/HOY/SENDCo support and report • Time-out card • Education Welfare Officer (EWO) intervention
Communication and Interaction Needs	Sensory and Physical Needs
<ul style="list-style-type: none"> • Adapted teaching strategies and learning materials in lessons • In-class support • Access to school Speech and Language Therapy (1 day a week) • Support from specialist autism advisory teachers • Zones of Regulation programme • Homework club • Inclusion department open at break and lunchtimes • Socials skills groups • Visual timetables • Key worker support • Structured school and class routines • Access arrangements for exams • Positive behaviour management group 	<ul style="list-style-type: none"> • Reasonable adjustments in lessons and around the school building • ICT provision and/or specialist software • Enlarged prints • Adapted seating arrangements • Laptop provision • Support from Visual Impairment teacher • Support from Hearing Impairment teacher • Access to lifts • Accessible toilets • Medical support • Access arrangements for exams