


JFS Policies – SEND Information Report – January 2024

Headteacher	Chair of Governing Board
	
Dr David Moody	Mr Andrew Moss

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Aim

It is the aim of JFS to provide an exceptional education within a vibrant community where every individual strives for excellence. For everyone, we promote achievement, inclusion, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become resilient, creative and successful adults.

Our school is part of our community, and our hope is that it can take pride in the work that we do. We have consistently high performance in our public examinations as well as providing many opportunities outside of the classroom to develop and nurture our young people as we prepare them for their lives.

We are an inclusive school where every individual is valued, and diversity is celebrated. We are committed to the equality of opportunity, and we wish to be known for a kind and nurturing ethos.

At JFS we seek to provide an education that enables our students to gain university places of their choice, the desire to continue lifelong learning, the skills needed to be successful in the workplace, and the ability to be emotionally aware. It is our ambition for students to leave us well prepared to be an active citizen of both today and the future.

What is important to JFS?

- We welcome difference and diversity. Our culture is based on respect, strong relationships and tolerance. We are unequivocal in challenging discrimination.
- We help all of our pupils to realise their potential and to recognise the basic equality of all people so that they can become independent, self-motivated learners and responsible citizens.
- We value and celebrate the achievements of all our students.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and their children in planning and reviewing progress; we keep parents informed of their child's progress and share positive information with them, as well as raise issues where necessary.
- We will always provide expert support and resources for students with SEND to fulfil their potential. We do this by monitoring their performance and of staff carefully and systematically.
- We make sure that all our staff has the knowledge and skills to support all students with SEND in our school

The SEND Information Report is designed to give you information about the ways in which we support all children at JFS, including those with special educational needs and disabilities (SEND) and learning difficulties, so that everyone can reach their full potential. Provision may change over time to reflect the changing needs of our students as they develop.

If you would like further information on our approach, please do not hesitate to contact us directly.

Aim of SEND Information Report

The aim of our school's SEN Information Report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities
- How we support them in all aspects of school life and remove barriers to achievement
- How we ensure that all staff are well trained, positive and purposeful about the inclusion of students with SEND
- How we work in partnership with parents/carers and children
- How we make effective provision for all of our children with special educational needs and disabilities (SEND)

JFS's SEND Information Report links to the information which Brent Council provides for parents and carers of children with SEND. You can see this on Brent Council's website:

<https://www.brent.gov.uk/localoffer>

We will keep our SEN Information Report under review, taking into account feedback from parents. The next review date for our SEN Information Report is **January 2024**.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

SEND Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Who to Contact for More Information

The **SENCO** at JFS is Ms Gillian Edwards. Ms Edwards is the first person to contact if you have any questions about SEND at JFS and she leads on the day-to-day operation of our SEND procedures.

Email: gillian.edwards@jfs.brent.sch.uk

The **SEND Administration Assistant** is Ms June Noel-Parke. Ms Noel-Parke facilitates the smooth running of the SEND Department. She can help you with general information about the SEN department, including directing you to appropriate staff and coordinating visits.

Email: noelparke@jfs.brent.sch.uk

The **Deputy SENDCos** is Carly Kahn. Her role is to support Ms Edwards in the day-to-day running of the department and work with high-needs children to ensure the appropriate care is in place

Email: kahn@jfs.brent.sch.uk

The **Assistant SENDCo** is Denisa Mensah. The role of the Assistant SENDCo is to coordinate the daily work of the LSAs to ensure smooth running of the school's support function.

Email: mensah@jfs.brent.sch.uk

The **Head of Access Arrangements** is Ms Tanya Leasenco. Ms Leasenco is the main point of contact for all access arrangements and will organise assessment and the collation of evidence for JCQ submission.

Email: leasenco@jfs.brent.sch.uk

SEN Information Report

The SEN Information Report is presented under 12 headings:

1. What school leaders and governors, including the school's SENCO, do to make sure that all students feel welcome, included and achieve their potential.
2. How we develop the skills, knowledge and expertise of staff.
3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.
4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.
5. How we review your child's progress.
6. How we make sure that teaching and support helps your child to learn and make good progress.
7. How we make sure that students with Special Educational Needs and Disabilities enjoy a broad and balanced curriculum.
8. How we make sure that our school and classrooms are safe, accessible and stimulating.
9. How we work in partnership with parents and carers.
10. How we listen and respond to students and young people with Special Educational Needs and Disabilities.
11. How we support students with Special Educational Needs and Disabilities joining our school, leaving our academy and making transitions.
12. How we support students' health and general well-being including their safety, attendance and positive behaviour.

Section One: What school leaders and governors, including the school's SENCO, do to make sure that all students feel welcome, included and achieve their potential.

The Special Educational Needs Coordinator (SENCO)

Our SENDCo, Ms Gillian Edwards, is a permanent member of JFS's Senior Leadership Team. This ensures that SEND issues are regularly discussed and kept under review at a senior level.

Ms Edwards has responsibility for SEND and Inclusion. She works closely with subject teachers, Subject Leaders and other pastoral staff members. She plans and monitors the programmes of support for individuals who have been identified with SEND.

The main duties for the SENCO include working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school as well as having the day-to-day responsibility for the operation of the SEN policy and coordinating specific provision made to support individual students with SEND, including those who have EHC plans.

The SENCO has the support of a deputy SENCO in the day-to-day operations of the Learning Support Team as well as an Assistant SENDCo and Head of Access Arrangements as set out in the contacts section.

The SEN Governor

JFS's SEND Governor is Ms Louise Lanzkron.

The Headteacher

JFS's Headteacher is Dr David Moody.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Learning Support staff (teachers and/ or assistants) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Deliver Quality First Teaching which means high quality inclusive teaching together with a whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress.

FAQs

Q. Who are the key people involved in making decisions about students with SEND?

The person with overall responsibility is the Headteacher. The SENCO manages the day-to-day provision and planning and works closely with the Lead Practitioners, Higher Level Teaching Assistants (HLTAs), Learning Support Assistants (LSAs), Safeguarding Managers and other key Inclusion staff. The majority of SEND time is allocated into mainstream classrooms to ensure that students with SEND have the support necessary to make progress in their studies. If your child has an Educational Health Care Plan, they will have an allocated SEND keyworker for you to communicate with. They will introduce themselves to you at the start of every academic year and communicate regularly about your child's progress and provision.

Q. Who is keeping an eye on my child's progress at JFS?

All members of staff who teach and support your child will be checking on your child's progress. This includes both subject and support teachers, who will be checking on his/her progress and will report regularly on this. If your child is in receipt of support that is different or additional to the norm, then the SENCO and/or members of her team will also be involved.

Q. What funding and resources does the school have for my child with SEND?

We receive funding at the start of the financial year for supporting students with SEND. The amount of funding is designated by the local authority to reflect the different level of needs in each school/ academy in the borough.

Q. If a child has an exceptional level of need, can the school apply for additional funding?

Yes, we can. If a student is presenting with an exceptional level of need, after careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to the school making an application to the Local Authority for an Education Health Care Plan. The school then has to show that it is using existing resources effectively and the student is still not making adequate progress. If the borough agrees with the school's and/ or parents'/ carers' assessment that additional funding is needed, the student's home authority will carry out an Education Health Care Needs Assessment. At the end of this assessment period they will decide whether or not, an Education Health Care Plan should be agreed. The Education Health and Care Plan, if agreed, will outline areas of need, desired outcomes and accord additional funding to the school. You can find more details on the Brent Local Offer website:

<https://www.brent.gov.uk/localoffer>

Section Two: How we develop the skills, knowledge and expertise of school staff.

All staff, including all support staff, have regular training and guidance to meet the needs of our students.

At least one of our training days has a SEND focus where we make sure that teachers and supporting staff:

- Have an awareness of the different special educational needs and disabilities in our school.
- Know where to find all the data, including positive teaching strategies and SEN pupil profiles (accessed through JFSInfo) needed to meet the needs of all the pupils that they teach.
- Are able to plan and teach/support lessons which meet the needs of all students.
- Understand the social, emotional and behavioural needs of students with SEND.

We provide ongoing training for all our SEN staff, including our HLTAs/ LSAs, who are working with students with a particular SEND for example, numeracy, and literacy and/ or communication difficulties. For example, where a child may have a significant hearing impairment, we will ensure that the hearing specialist delivers bespoke, personalised training to all staff who teach that specific student.

The SEND Team meet weekly to share relevant information on pupil support and provision. This time is also used for training purposes and gives the team opportunities to share resources.

The Inclusion Department consistently raises the profile of our pupils identified with SEND by promoting inclusion and inclusive teaching through, for example, ensuring all relevant pupils' learning needs and strategies are included in JFSInfo or making sure that SEN information and training is part of whole school focus.

We provide ongoing specialist training for Subject Teachers, Learning Support Teachers, Higher Level Teaching Assistants and Learning Support Assistants (and other relevant staff) who support students with the most complex needs, for example, those who have been identified with general Learning Difficulties, Developmental Language Delay and/or Autism along with severe ADHD.

Staff have had access to the following training in 2022/23:

- Good Autism Practice in Schools
- ADHD Workshop
- Deaf Awareness
- Meeting the Needs of Students with Visual Impairment
- Attachment and Trauma Training

The SEN Code of Practice 2015 recognises that there are four main categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

We know that children will frequently have a range of needs.

At the start of the academic year staff are briefed on key SEND issues and processes at the school. The SEND Department has dedicated time at the beginning of the school year to highlight SEN processes, to inform staff on any important changes to provision or circumstances for SEN students and who gives guidance on where to find important documents where they can access further information. Staff are given instruction on where to find the SEN Policy, our collaborative teaching practices and the online systems where individual information is stored. SEND student information is shared with them and staff are informed how to raise concerns for specific pupils using JFSInfo.

At JFS, Nexus meetings take place fortnightly to go through each referral received from the teaching body. All staff, parents and the students themselves are able to raise concerns and those concerns and the Nexus meetings allow the school to decide the most appropriate intervention. The Nexus meetings are outcome focused. This discussion is mapped onto the student's personalised provision map. Please see Appendix I if you require a more in-depth description of JFS's referral processes.

Members of our SEN team attend training sessions run by national and local organisations. We regularly run drop-in sessions for all members of staff to learn more about how to meet the different special educational needs or regarding the support and provision of specific students.

FAQs

Q. How will all of the teachers know about my child's needs?

The SENCO manages the SEND register. The students that are monitored on the register, or who are new arrivals to JFS, will be included in the JFSInfo database that will list their specific needs, how they like to be taught/ supported and areas of particular interest the students wish to share with their teachers. The profiles in this are edited on an on-going basis and published to all staff. Interventions are tracked on the school's provision mapping system. The SENCO and SEN team also gives guidance and advice on the most successful strategies for supporting students with SEND.

Q. How do you make sure that staff new to the school are able to meet my child's needs?

All staff new to the school have an induction programme which includes input from the SENCO. We provide detailed information about the range of pupils in her/his class, personal support, and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the school who has experience and training on my child's needs as soon as he/she starts?

We have a wide range of expertise in our SEND team. We have staff who are trained to offer appropriate support in many areas of learning needs. They receive support and ongoing training from specialist services to make sure that our expertise is current. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant ongoing training.

Q. Will my child have a key worker?

If your child has an Educational Health & Care Plan, your child will automatically be allocated a keyworker from the SEND Team. Where a pupil has complex needs and multi-agency intervention, a key worker from the SEND Team may be allocated to your pupil. The Key Worker of a pupil will coordinate provision and monitor the achievement and well-being of your child.

For high-needs 'K'-coded students, they will be allocated a reviewer. This reviewer will make contact with the student and review their independent learning plan on a regular basis although less frequently than those students with an EHC plan.

Section Three: The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.

Teaching and support staff work closely with members of specialist services which provide support for our school. A full range of these services works in our school are:

Specialist Service	Frequency	Examples of what they do
Speech and Language Therapist	Twice per week	Observation of children Advice to staff, parents and children Target specific pupils with complex SLCN for one to one or intervention group Support for assessments
Educational Psychologists: external service (Brent)	Termly visits plus statutory work	Observation of children Advice to staff, parents and children Support for assessments
Brent Outreach Autism Team: external service	Termly visits plus statutory work	Input for pupils with an ASC diagnosis: Observation of children Advice to staff
Children and Adolescent Mental Health Service CAMHS: external service (Brent)	By referrals for specific children	Support for the emotional and personal development of children Staff training
Brent Counselling Service (WEST)	In-school, as needed	1:1 support for emotional and mental health well-being, counselling/ coaching sessions for students and staff SEMH group intervention
Hearing and Visually Impaired Service: external service (Brent)	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Occupational Therapists: external service (Brent)	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties.
Community Policing Team	In-school position	Support and advice to parents, children, school staff Keeping our school community safe
Internal Safeguarding Officers	In-school position	Support for emotionally vulnerable students within the school.
Pastoral Managers	In-school position	Support for students struggling to control their behaviours
In-school Counselling Service	In-school position	1:1 support for emotional and mental health well-being, counselling/ coaching sessions for students and staff SEMH group intervention

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one and with small group work with students
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

You can find more information about specialist services who work with Brent schools in the Local Authority website:

<https://www.brent.gov.uk/localoffer>

FAQs

Q. Will I be able to meet the speech therapist who is working with my child?

If your child is receiving support from a specialist team, the contact is normally managed by the school. Any requests for individual meetings will be managed by the school to manage the balance between therapeutic time and family communication.

Q. How long does a referral take?

This depends on the needs of the student and the different services. You can find more details about the specialist services working in Brent schools and academies using the following link:

<https://www.brent.gov.uk/localoffer>

There are some useful links on the school's SEND Policy for you to access, offering information and links to various services in Brent.

Q. If my child is referred to a specialist service, how will I know what's going on?

A. We will always involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services, we will involve you in the process at every stage.

Section Four: How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having SEND. We visit the primary schools to discuss children's transfer to JFS and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents. For those students with EHCPs, the SEND Department will run additional transition events such as Y6 Parent Coffee Morning, Y6 Student Taster Days and other personalised visits as may be required. We also ask whether parents or carers have any concerns about their children.

We also analyse a wide range of information from primary schools about students' needs including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision. The Learning Support team work closely with the year 7 team to support a smooth start to Year 7. This may include pairing a child with an older buddy and appropriate support for your child during form time where appropriate.

Upon entry to JFS, your child's previous academic achievements will be recorded and distributed to staff. When students start in September, Year 7s sit a standardised on-line Reading Test (Rapid Plus). From this information and their end of KS2 levels (SATs and/or Teacher Assessment levels) the school gets a good picture of where your child's strengths lay and is also able to set realistic and achievable short, medium and long-term targets.

Every subject teacher ensures their students complete regular assessments and maps your child's progress on to our internal management information system, Arbor. Parents are able to access their child's learning profile whenever they wish.

The SEND Department uses KS2 information and Rapid results to screen whether a student may require more specific assessment. The Learning Support Team, where necessary, can complete further, and more specific, screening assessments. This builds a better picture of literacy and/or numeracy strengths and areas for development. From these more specific, and often 1:1, assessments, the SEND Department ensures a more personalised response to a student's intervention needs such as, for example, whether a daily reading intervention is required or a numeracy intervention group could be beneficial.

As a new parent/carer to JFS, you will have the opportunity to meet with a member of school staff so you can share with us all the information you feel we need to provide the best possible education and care to them. In this meeting, it may be possible to agree a support programme or you will be given details of the relevant person with whom to discuss this with. We will make sure that the information you give us will be shared with all of your child's teachers, should you wish.

Moreover, if your child has a medical condition or need, you will be invited to meet with the Medical Officer Ms Katherine Thomas to complete and sign a Health Care Plan. This will allow you to inform the school of your child's specific medical needs, medication and other special arrangements, JFS will need to undertake to ensure continuing good health. This plan will be updated annually or as needed. Ms Thomas oversees this area.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures. This information will be shared through both end-of-term reports and parents' evenings.

FAQs

Q. If I feel that my child has a SEN, who do I contact?

Your first point of contact is the SENDCo. The SENDCo team will organise a review of your child's performance which may include teacher feedback and review of their progress data.

Q. How does the school decide that a student has a special educational need and goes on the SEN Register? Are there criteria?

The school follows a rigorous identification process in order to accurately identify pupils who have special educational needs. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances.

Q. Will my child have an individual plan?

JFS has an information sharing system whereby the needs of all pupils are highlighted with all teachers and positive teaching strategies are shared. The system is updated on an on-going basis. If your child has an Education Health and Care Plan, the SEND Team will build an annual plan to ensure that we cover all the statutory provision outlined in their EHCP. This will be mapped on the whole school provision map. The information within these documents will focus on the most important areas of need and is then monitored by SEN staff both within the classroom and during intervention sessions. Furthermore, in-lesson support is also mapped. Finally, for all students with an EHCP or complex SEN, targets focusing on their areas of need are agreed and the students' subject teachers review these targets. This information is accessible to teachers through JFSInfo.

Section Five: How we review your child's progress

It is very important for our school that **all** our students enjoy success and achievement and make good progress in learning.

Subject teachers formally assess the progress of all students in their subjects at least once every term and these

levels will be shared with parents/ carers. The school uses Arbor to track the progress of pupils. You, as parents and carers, can access your child's report profile whenever you wish. Formally, you will be invited to discuss your child's progress at Parents' Consultation Evenings, and in Annual Reviews. You can always ask to speak to a relevant member from the school staff upon request.

In addition, we use the information we have about each child to plan an individual programme of support. This is coordinated in a provision map. When there are two members of staff in a classroom, and if your child requires additional support, staff working in this partnership will formalise their working collaboration and be explicit with their designated roles and responsibilities. When your child requires additional programmes of study, for example literacy or communication interventions, baseline assessments will usually be completed at the outset and another assessment at the end of the intervention to track achievements.

FAQs

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

Rather than wait for a meeting, we would ask you to contact us. If your child has an Education Health and Care Plan, you will also be invited to an Annual Review meeting which will review your child's progress against the intended outcomes listed in their plan. If you have concerns and worries during term-time about your child we can respond to particular questions over the phone or by email if you would find this helpful.

Section Six: How we make sure that teaching and support helps your child to learn and make good progress

We know that high quality teaching and skillful support will make a big difference to the progress of students with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders, including members in our SEND Team, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through our Speech and Language Therapist and Brent Outreach Autism Team for all teachers of a student who have been diagnosed with autism.

The SENCO and SEND team work with subject teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

- Carefully differentiated (taking account of different needs) planning which ensures that all students can make progress
- Helping and supporting Subject Teachers to take full responsibility for all student's learning and progress
- Quality First Teaching (QFT) which means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.
- Using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
- Providing a stimulating, rich and interactive classroom environment
- Tracking progress
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Providing additional adult support either from the SENCO, Learning, Higher Level Teaching Assistants, Learning Support Assistants or other specialist services
- Making available specialist equipment and digital technology to support access and participation in learning, for example, laptops or Chrome books
- Ensuring that the school has a responsive and personalised KS4 curriculum to allow all our students to make

progress in-line with their abilities and needs

We help our students to develop their skills as resilient learners and to persevere when they find learning difficult. You can read more about how we support good learning in our whole school learning policy found on our school's website.

Finally, we ensure that all pupils have fair access to examinations by providing access arrangements for those that are legally entitled to them. We have developed a robust provision ensuring all pupils have their needs met for exams.

Access arrangements are coordinated and managed by our Head of Access Arrangements and overseen by the Exams Officer and SENDCo. The Head of Access Arrangements is a qualified assessor who can carry out a range of assessments to meet the criteria set out by the Joint Council for Qualifications for exam access arrangements assessments. Once the assessments have been completed, they apply for the concessions directly to the exam board through the Joint Council for Qualifications, who then agrees with our applications if we have met all of the preassigned criteria set by them. The various access arrangements offered to our young people include:

- small venue or room accommodation
- 25% or 50% extra time
- Prompter
- Access to word processor
- Access to a Reader, a Scribe or, sometimes, both
- Supervised rest breaks

FAQs

Q. What kind of support will you be able to offer my child?

This depends on the needs of your child. We provide a range of specialist one-to-one and small group support as well as in-class partnerships between subject teachers and support staff. Where necessary we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

Q. Will teachers understand my child's needs?

The school uses a bespoke information service to ensure all staff have access to their class's needs at all times.

Q. Where can my child get homework help?

JFS runs an extended day. The SEND department runs after school homework help sessions, on Tuesday and / or Thursday from the end of school until 5:00 pm. The Homework Club is staffed by the SEN Team. Some Learning Support areas are open to students with EHCPs from 8:15am as well as at break and lunchtimes, where the children are more than welcome to get homework help.

The library is open before the school day, at break and lunchtimes, and after school allowing all pupils access to computers and space to complete their homework.

Q. How can I get my child support during his exams?

If you have concerns regarding your child's access to examinations, please contact the Head of Access Arrangements who will follow up and reply to your concerns.

Section Seven: How we make sure that students with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our curriculum to be a reason that students enjoy coming to school.

We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities. We also arrange educational visits and journeys and make sure that all our students can take part. When necessary we will do a risk assessment and make reasonable adjustments to plans and arrangements.

We provide a large number of interventions sessions to help students access the curriculum including paired reading, one-on-one literacy sessions, numeracy workshops, social skills, SALT sessions and functional skills classes. These sessions are to help students who are not making expected progress in an area of their learning. They run for a limited time and this time varies depending on the extent of need and the type of programme. These sessions are well taught by a qualified Teacher, a Higher Level Teaching Assistant or another specialist such as a Speech and Language Therapist.

We take reasonable steps to include all students with SEN in our curriculum, for example:

- Providing a visual timetable and clear explanations for a student identified with autism
- Providing assistive technology, including a laptop where necessary to ensure access to the curriculum
- Providing quiet time out for a student with severe anxiety and emotional needs

We keep interventions under review, for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you, relevant subject teachers and your child.

KS4 SEN Curriculum Offer

We have developed a wide SEN KS4 curriculum offer to ensure that all our students have the opportunity to make progress in-line with their ability and needs. The KS4 curriculum includes:

- English Functional Skills (Step Up to English (entry level certificate), Level 1 and Level 2)
- Maths Functional Skills (Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2)

While the SEN KS4 curriculum is offered to students, the school will never limit a student's opportunities and therefore we personalise the KS4 offer for all our students with EHCPs, with some sitting up to ten GCSE courses.

FAQs

Q. What happens if my child is not making progress in reading? Is there any extra support?

We provide additional support through one to one and small group teaching sessions (interventions). We are confident in the systems that we use as they have proven effective in increasing pupils' reading skills and confidence.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

If your child qualifies for an intervention, they will either be removed from some mainstream lessons for a short period of time or take part in the intervention sessions during form-time. When students are removed from lessons, we will do this on a rotation basis so the same lesson is not affected each time in order to minimise disruption to their learning.

You will be notified by letter or email of what the intervention is for, its' frequency and when it is happening. The contact details for the member of staff running this intervention will be on this letter. We welcome you to contact us with your queries or concerns.

Q. How will my child get involved in extra-curricular activities?

The curriculum includes a wide variety of clubs and activities that take place before and after school, and during break and lunch times. We monitor the attendance of our most vulnerable students at these activities. We encourage and support our students to attend whole school extracurricular activities to support their enrichment opportunities.

Section Eight: How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our building and all classrooms are safe, stimulating and accessible.

We promote positive images of disability and difference across the school and promote diversity in assemblies and our curriculum. Where there is a specific need, we will invite specialist services to promote inclusive practice.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we are removing minor barriers to movement around the school for our pupils with limited mobility. We ensure those pupils who have limited mobility can access their full timetable even if this means we must move the entire form or class to ground floor classrooms although this is rarely necessary.

We undertake a regular review of the school site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Services provide guidance, advice and equipment for a student with particular access or support needs.

We have a range of equipment designed to support the development of students' coordination and motor skills. Furthermore, where there is need, we will support students with physical disabilities in PE ensuring that they are accessing exercise safely and are fully included in the lessons.

For some students with special educational needs, we provide specialist equipment including digital technology or quiet spaces in which to work.

FAQs

Q. How accessible is the building for my child who uses a wheelchair?

A. The school site is big and a wheelchair user can access all ground floor areas. The school also has lifts to allow access to all higher levels.

Q. My child has a visual impairment- will the school be able to meet her needs?

We have improved the "visual environment" - for example, the clarity of signs around the school to help our students with a visual impairment. We also work closely with the Visual Impairment Service to make sure that we provide the right kind of specialist resources needed to access the curriculum.

Q. What specialist resources and equipment are available for my child?

We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

Section Nine: How we work in partnership with parents and carers

We know that the active involvement of parents and carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively. We will always involve parents and students in planning and reviewing progress. We ensure that all specialist provision offered to their child is communicated with them, through letter, email or phone call, and that they will have opportunities to meet with members from the Learning Support Department to ask questions and receive updates on their progress.

Our intention is to communicate clearly and regularly with parents and carers of students with SEND about:

- how we support their children;
- their achievements and their well-being; and
- their participation in the full life of our school
- transitions to next steps/ stages of education

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback, formally in Annual Review meetings or during Parent Consultation Evenings, or more informally in telephone conversations and emails, on how well we are working with our parents.

We try to communicate in plain English and have several multi-lingual staff who can offer translation where required.

FAQs

Q. Who do I talk to in the school if I have questions about my child's SEN?

The first person to talk to is your child's form tutor who will always be happy to meet you, listen to your concerns and discuss your child's progress in day-to-day lessons; about friendships and personal development. S/he may then put you in touch with their Safeguarding manager or members from the SEND Team.

Q. How do I raise concerns about my child?

If you have questions or concerns about the special educational needs of your child, the SENCO, or a member from her team, will listen carefully to your concerns, explain the different ways in which the school supports your child and, when possible and appropriate, come to an agreement about changes to provision and/or support. It may also be possible to meet members of the specialist services who are working with your child; your child's keyworker or a member from the Learning Support Team can help organise this meeting.

Q. If my child has an EHC Plan, how will you make sure I am involved in planning and reviewing?

A. If your child has an Education Health and Care Plan, they will be allocated a keyworker from the SEND Team. That keyworker will contact you at the beginning of the year to share your child's provision and targets. We will formally review their targets yearly during their SEN Annual Review. At any point during the year, if you would like to discuss their progress and provision, you can contact your child's keyworker or the school's SENCO.

Q. What can I reasonably expect from the school?

We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he or she is progressing.

Q. How can you help me to help my child at home?

We offer parent/teacher consultations upon request if you are wishing to be trained in supporting your child in their literacy, numeracy, social communication or mental health wellbeing development.

Q. Is there a special service in Brent that supports and advises parents about issues such as assessment and provision?

Yes. It's called Brent's SEND Information, Advice & Support Service. It is funded by Brent Local Authority but is totally independent in terms of giving advice. You will find information on the website: <https://www.brent.gov.uk/sendias>

Q. What if I am unhappy about my child's provision or progress?

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through phone conversations, emails and/or face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website.

If you would prefer to speak to an independent advisor, you may wish to talk to an advisor on Brent's SENDIASS Team. You can find their details using the following link: <https://www.brent.gov.uk/sendias>

Section Ten: How we listen and respond to students and young people with SEND

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of students, especially those who are most vulnerable.

We make sure that we listen to students in our school and respond to what they say in many ways, including:

- Clear policies and systems to support students in expressing any worries or concerns that they have. We always give our students the right to choose their preferred adult to talk to.
- Talking to students and/or groups of students after lesson observations to understand their experience of the lesson.
- Talking to students about their work, giving them opportunities to share with members of staff the work that they are proud of and allowing them to give feedback in how we might make improvements in our expectations to support them in their academic growth.
- Having pupils with SEN involved in writing their own Pupil Profile forms which outlines what is important to them and how they like to be taught and supported.
- Inviting students to make personal contributions to their Annual Review meetings
- Doing an annual pupil questionnaire on pupil voice.
- Encouraging students to respond to feedback given through developmental marking.
- Agreeing individual targets with them
- Ensuring that our safeguarding procedures are strong and that all staff are well trained.

FAQs

Q. Who can my child talk to if she/he is worried about something?

We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. All year groups have an allocated Safeguarding Manager with whom they should speak if there is a concern. Equally, they can speak to Marcia Jones, Everton Nelson or Ife Agunbiade the Pastoral Managers in the behaviour room or

any member of staff who will relay their concern to the correct person. If your child has been allocated a key worker from the SEN department, they will have regular contact with them.

Q. What should I do if my child says that they do not want to come to school?

Contact the Safeguarding Manager for your son or daughter's year group. They will be able to talk through the issues and make suggestions of support. They will also be able to speak to the senior leadership pastoral team to seek remedies for any issues.

Q. How will you make sure that my child is safe at JFS?

Your child's safety is our primary concern. We have many procedures and systems in place to ensure that they are safe. This includes ensuring that your child is supervised by an adult at all times (including break and lunch times), medically trained staff who can respond to emergency situations, access to the School's Police Officer and a substantial investment in our additional needs resources allowing more vulnerable pupils to have one-to-one attention with an appropriate adult. We also have strong links with outside support agencies, like for example BOAT or Brent's Counselling Service WEST.

We have a zero-tolerance policy towards bullying. Safeguarding managers, Pastoral staff, support staff and senior leadership personnel meet weekly to discuss support and referrals and, within these meetings, any issues of bullying are discussed and acted upon.

If you have any specific questions regarding your child's needs at JFS, or you feel you need to speak to someone regarding a specific safety issue, your first point of contact would be the pastoral support officer or Head of Key Stage.

Section Eleven: How we support students with SEND joining our school and leaving our school, and making transitions

KS2 to KS3 Transition

We encourage parents with KS2-aged children, who have been identified with special educational needs, to get in touch with the SENCO so we can meet you, show you our school and explore whether JFS can meet their needs. All secondary schools have a responsibility to facilitate this for children with EHCPs and so parents should be able to find the right fit for their child.

Once JFS has a list of our new intake, our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We visit the primary schools to discuss children's transfer to JFS and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents, and perhaps plan additional sessions at JFS before their start in Year 7.

Some of the pupils will be invited to attend taster sessions at JFS prior to their start with us in September. If a student has SEN they may be invited to attend with a keyworker from their primary school to help with the transition. This is particularly useful if they have difficulties managing change or are very anxious about attending. During the visit, they will be able to ask and to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they have joined the school. We have a team of "buddies" as well as peer mentors to help him/her settle in to the new classes and provide help to find their way around the academy.

In-Year Admissions

Sometimes a child comes to the school in the middle of a term. If the student has an EHCP, the SEN team will work with the Head of Admissions to place the student in the most appropriate classes and map the support directly onto their timetable. We will ensure that the student is added to JFSInfo system to give their subject and supporting teachers access to their needs and preferred support strategies. They will be allocated a keyworker from the SEND Team who will make contact with the family as soon as possible, introducing themselves and the SEND Department, and answering any concerns or questions.

KS3 to KS4

We provide advice and guidance for students on making the next choices at Key Stage 4. We have a fully developed KS4 offer that is geared to meet the needs of all of our students identified with special educational needs. The offer is flexible and personalised ensuring our students have access to the most appropriate course for their needs.

We provide specialist SEN careers advice and students with EHCPs have 1:1 meetings to explore options and garner advice and have a written careers transition plan. In addition parents will be invited to an SEN careers coffee morning to explore post 16 options.

KS5 to further education

We provide advice and guidance for students on making the next choices at Key Stage 5. This is done through working closely with the 6th form team to ensure that students are well informed and supported with university/apprenticeship applications. Students with EHCP's will be supported via their keyworker.

FAQs

Q. What happens when my child moves on to secondary school?

For students with an Education Health and Care Plan the primary school will invite parents and representatives of the SEN Team to take part in the Annual Review in year 6.

Depending on your child's needs, JFS will organise a supportive transition programme with the primary school. For example, a Speech and Language Therapist can deliver specific sessions or we have planned additional days for a Year 6 student at the school to meet the members of our SEND Team and get the feel of the school.

Q. What changes about my child's teaching and support when he moves to secondary school?

The primary SENDCO will make sure that the school is fully aware of their needs and will explain what was most effective and successful in the primary phases of education. JFS will then plan a programme of support suitable for the secondary curriculum. They will have over 11 teachers in different subjects and will be moving around the building to different classrooms.

Section Twelve: How we support students' health and general well-being – including their safety, attendance and positive behaviour

The school takes the personal development and well-being of students very seriously. We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and adopting healthy lifestyles. We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships. There are many different routes through which we offer support.

- We address many of these issues in our PHSE (Personal, Health, Social and Emotional Education) curriculum.
- We encourage students to develop confidence and resilience through day-to-day teaching.

- We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.
- We have a zero-tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons. We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached. For pupils who need additional emotional support, it may be useful for them to access one of our pastoral interventions, such as counselling.
- We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff, for example, the school's Behaviour Support and Pastoral managers
- When a student returns to school after a fixed-term exclusion, we meet the parents and pupil together and agree a way forward to help the settle into school and make good progress in learning.
- We have an up-to-date policy on how we manage medical needs.
- When a student with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.
- We support all students to attend school regularly, for example, through providing an enjoyable and stimulating curriculum and through home support where this is needed. We have a full-time attendance officer who helps support pupils in getting to school punctually.
- We provide specialist support and up to date training for staff on safeguarding, keeping students safe and meeting their emotional needs.

FAQs

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

Break and lunchtimes are supervised by a combination of senior leaders and pastoral assistants. We keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. The SEND Department also ensures that students with EHCPs or identified with complex SEN can access our break and lunchtime clubs, which are supervised by members of the SEN team.

Q. My child has medical needs and requires support for Personal Care. How does the school organise this?

We will meet with you to speak about your child's medical needs and its' management. The school will organise training for all members of staff involved. We will write a Health Care Plan with you and share it with all the relevant staff that will be part of caring for your child.