

JFCS Special Educational Needs & Disabilities (SEND) Information Report 2023

John Flamsteed Community School aims to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The four broad “areas of need” are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

Regardless of need, we do not discriminate against student with SEND as part of our school’s admission processes. Please refer to the school’s admission policy on our website.

What is the Derbyshire Local Offer?

The Local Authority (LA) Local Offer

The Children and Families Bill was enacted in 2014. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the “Local Offer”.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Derbyshire Local Offer can be found here: [Home - Derbyshire Local Offer](#)

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND students as determined by school policy, and the provision that the school is able to meet.

John Flamsteed Community School strives to be a positive, disciplined, caring and aspirational school community. We believe in the importance of all aspects of education and we measure success in the many and varied achievements of all our young people. We strive to provide the extended opportunities, support, care and guidance necessary to make school life a positive all round experience for each of our students. We pride ourselves on our inclusive nature, knowing our students well and on fostering strong relationships with home and the wider community.

Definition of Special Educational Needs and Disability Students have special educational needs if they have a difficulty accessing the curriculum that calls for special educational provision to be made for them. This may be on a temporary or longer term basis.

Students may have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

How do we identify and assess pupils with special educational needs?

This is guided by the four categories identified in SEND Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health and Sensory and /or Physical needs.

The triggers for intervention could be the concern of teachers, parents / carers, students themselves or others, underpinned by evidence about a child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness and where the child or young person has already received good quality personalised teaching.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional or social issues despite support from staff. - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Continues working at attainment levels substantially below that expected of pupils of a similar age - Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.

We take a proactive approach to working with Primary schools in identifying and sharing information. Information provided from the Primary school includes SEND records; results of Key Stage 2 assessment tests; meetings with Primary school staff and relevant external agencies. Information from parents is also vital and parents are encouraged to share this.

The Special Educational Needs Co-ordinator (SENCo) attends meetings for SEND/vulnerable students, including Annual Reviews for students that have an EHCP, at the Primary school during Years 5 & 6. Extended transition days and activities are offered to identified students prior to year 6 induction days to fully prepare students for their transition to John Flamsteed Community School in September.

If you feel your child has Special Educational Needs you should contact one of the following people at school: - Mrs S Furniss (SENCO) or your child's Head of Year.

Further details of the role of the Special Educational Needs Co-ordinator are provided later in this document.

How will the school support a student with Special Educational Needs or Disabilities?

The school adopts a graduated response to meeting the needs of students with SEND as outlined in the revised Special Educational Needs Code of Practice [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426272/SEND_Code_of_Practice_January_2015.pdf) . The Code describes how help for children with special educational needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. So, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have.

When a student is identified as having special educational needs, the school will consult with parents / carers. If it is decided that a student requires additional support to make progress a plan will be implemented. The plan may include extra or different help and intervention. This could take the form of a different way of teaching certain things, additional support from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for a longer period, possibly covering whole of the student's education.

This plan will be reviewed as necessary. If, after a sustained period of educational support, a pupil is not making expected progress there will be further discussion with parents and support from external agencies will be sought. The school can access support from a range of external agencies such as:

- Occupational Therapist
- SEND officer
- Educational Psychologist

- Physical Impairment Team
- Hearing Impairment Team
- Visual Impairment Team
- Behaviour Support Services
- Child and Mental Health Services Physiotherapist
- Multi-Agency Team Staff
- Social Care
- Autism Outreach.

We seek to integrate all students into the normal working patterns of our school. We embrace the requirements of the Equalities Act 2010 which makes it unlawful for schools to discriminate against disabled students for a reason relating to their disability without justification, and which requires schools to make reasonable adjustments to ensure that students that are disabled are not put at a substantial disadvantage in comparison with students that are not disabled. This includes the duty to plan for access to school premises and curriculum.

The progress of all students, including those with SEND will be monitored and tracked, and reported to parents / carers. Students and young people who have an Education and Health Care Plan will have an Annual Review meeting. On-going assessment and review procedures are operated in line with the guidelines within the Revised Code of Practice 2014.

Who has responsibility for ensuring that students with special educational needs and disabilities are supported and challenged to make progress?

A wide range of people are involved in ensuring that students with special educational needs and disabilities are appropriately supported to make progress. This involves our Special Educational Needs Co-ordinator, Teachers, Teaching Assistants, parents / carers and, where appropriate, other professionals.

Mrs S Furniss is our Special Educational Needs Co-ordinator (SENCo). Mrs Furniss is responsible for the implementation of the school's policies and procedures for supporting and challenging students with Special Educational Needs and Disabilities to make progress.

The key responsibilities of the SENCo are:

- The day to day implementation of the school's Special Education Needs and Disabilities Policy.
- Managing the Learning Support Department team of the Teaching Assistants.
- Managing the Learning Support teaching rooms and curriculum.
- Maintaining the school's SEND information list and overseeing the records of all students with SEND.
- Maintaining plans for identified students involved in specific learning programmes within the Learning Support Department.
- Liaising with parents and teaching colleagues to set individual targets and intervention strategies to support progression.
- Contributing to the in-service training of staff.
- Working with external agencies, support agencies, Health and Social services and voluntary groups.

The SENCo work in collaboration with the Senior Leadership Team and the Governing Body on the strategic development of the SEND policy and the provision made to raise achievement of students with SEND.

Mrs Furniss (SENCo) has line management responsibility for SEND.

Mr M Thompson (Governor) has the specific responsibility for SEND.

Subject teachers have responsibility for overseeing, planning and working with each student with SEND in their class to ensure that progress is made. All teachers recognise their professional

responsibilities as teachers of students with special educational needs or disabilities (SEND). They have the responsibility to plan lessons considering the individual needs and abilities of all students within their teaching groups.

There may be a Teaching Assistant working with your child, either individually or in a group if this is judged to be appropriate to support progress. They work with subject teachers and the SENCo to deliver specific support.

Families also play a crucial role, and we actively promote partnership in supporting children and young people with special educational needs and disabilities. We encourage Parents/Carers to attend all meetings, and contact school to share information with staff supporting young people.

There is an Annual Parents / Teacher Consultation evening for all year groups. In addition, there is an Annual Review meeting for all students who have a statement of Special Educational Need (SEN) or an Educational Health and Care Plan (EHP).

What facilities are provided to support those with disabilities to access the school?

The school environment already incorporates many features to ensure accessibility to students with disabilities. These include lifts, ramps, disabled toilets, features that improve acoustics, customised furniture and/or equipment, specialist resources, including digital technologies, automatic doors and guiding in emergency evacuation.

In addition, the school makes the following available as appropriate: differentiated resources with particular attention to reading age, plain English, images and layout, laptops and other digital technologies, coloured overlays for text, tactile resources and readers and/or scribes in exams, where appropriate.

For further information, please refer to the Student Accessibility Plan in the statutory information section on the school's website.

How do we support young people and their transition to a Post 16 placement?

Young people who are in Year 10 and 11 at John Flamsteed Community School are supported when considering arrangements for moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society.

How are students and young people included in activities outside the school classroom including school trips?

All students are encouraged and supported to take part in the full and varied life of our busy school. We encourage students to socialise with peers during unstructured times throughout the school day e.g. before school, at break and lunchtimes. A range of activities take place throughout the school day, and outside standard school hours. These include extra-curricular clubs, trips and visits. We aim for all children who wish to be involved, are involved, and will endeavour to make reasonable adjustments to enable this.

What support will there be for a child's overall well-being?

The first person a student is to contact for pastoral support in school is the Student services who will liaise with the Form Tutor, Head of Year and / or SENCo if appropriate. In order to gain additional support during the school day students can access the Study Centre, The Library, Student Services offices where staff are available to talk. The school nurse and EMET counsellor visit .on a weekly basis and is available to see individual students who request her advice or support. There are staff at both sides of the school who are trained to administer medication and support students and young people when administering it