



JOHN FLAMSTEED COMMUNITY SCHOOL



member of the East Midlands Education Trust

SEND PROVISION MAP

SPECIAL EDUCATIONAL NEEDS AND DISABILITY REPORT

SEPTEMBER 2025

Relevant School Policies:

- SEND Policy

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014



- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Owner	Sue Furniss
Department	SEND
United Learning	Academy
Reviewed	Annually
Date Authorised	June 2025
Review Date	June 2026
Executive Head Teacher	Helen Frost Briggs
Head of School	Louise Hilton
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Remarkable vision:

John Flamsteed is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and instil in them our ethos of 'Ambition, commitment and Pride'. We ensure that students with SEND are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond.



This report gives an overview of SEND provision at John Flamsteed and provides links to key sites and further reports that link to SEND. This report is in line with our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. It aligns with the school's SEND policy, which outlines details of the following: SEND and young children; Scope and Purpose; Objectives; Roles and Responsibility for the coordination of SEND provision; Arrangements for coordinating SEND provision; Admission arrangements; Specialist SEND provision; Facilities for students with SEND; Allocation of resources for students with SEND; Identification of student's needs; Access to the curriculum, information and associated services; Inclusion of students with SEND; Evaluating the success of provision; Complaints procedure; In-Service training (CPD); Links to support services; Working in partnership with parents; Review of the policy; COVID-19 Pandemic Response.

Key Links

Local Offer: <https://www.localoffer.derbyshire.gov.uk>

SEND Policy: [SEND - John Flamsteed Community School \(jfcs.org.uk\)](https://www.jfcs.org.uk)

Green Paper: [SEND Review - right support, right place, right time - government consultation on the SEND and alternative provision system in England \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Definition of SEND

'Special Educational Needs and Disabilities' as defined in the SEND code of practice: 0 to 25 years.

- Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND

The Code of Practice says, in identifying and teaching pupils with SEND:



- Every teacher is responsible for every pupil
- Every teacher is responsible for the progress and development of every pupil in their class. This includes pupils who access extra support from teaching assistants or specialist staff
- The first step in supporting all pupils, including those with SEND, is high-quality teaching, differentiated for individual pupils
- Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEND
- Not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning
- You should regularly assess the progress of all pupils and work with the SENDCO to identify whether a pupil has SEND.

You should ask whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

SEND Structure at John Flamsteed School

SEND, aligning with the Code of Practice, 2015, is divided into 4 key areas:

- **Communication and Interaction;**
- **Cognition and Learning;**
- **Social, Emotional and Mental Health Difficulties;**
- **Sensory and/or Physical Needs.**

Teaching Assistants (TAs) specialise in one of the four areas of SEND; the roles reflect the school's aim to *ensure that SEND students are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond*. This will allow TAs to concentrate their skills and attend specific training in each area of SEND, meaning that they can monitor and support students effectively, sharing their expertise in partnership with teaching staff to ensure Wave 1 of the Code of Practice (Quality First Teaching) is embedded. Ofsted's Workforce Review found that "high-quality intervention from members of the wider workforce who had qualifications and training that were directly relevant to the specific areas in which they were working had the greatest impact on learning." (Ofsted, 2010.)

An Inclusive Culture at JFCS is Created By:



- Inclusion bulletin updated and distributed half termly
- SEND students, parents/ carers and staff involved in creating and reviewing own SEND profile
- External Professionals work with students (e.g. Hearing Impairment, Speech and Language, Occupational Therapy, Autism Outreach, Educational Psychologist)
- Access Arrangements are the normal way of working in all year groups
- Timetabled 1:1 and small group sessions as part of the school day
- SEND students are leaders within the school, in role as prefects and learning ambassadors
- Inclusive Achievement and Celebration evening
- Inclusion is celebrated around the school with displays, assemblies and tutor team focus topics
- Extra-curricular activities set up for inclusive approach – e.g. Derbyshire Schools Sports Event, Reading Clubs, Daily Homework Club, Lunchtime Games Club
- Exclusions of SEND students are not disproportionate
- TA support in tutor time and lessons with small group and 1:1 intervention
- Fortnightly Library Lessons for all KS3 students, with reading support
- Next step meetings with Inclusion Lead, SENDCo, Heads of Year
- Alternative provision offered for complex and disengaged identified students
- Supported referrals for Early Help for potentially undiagnosed conditions
- Reasonable Adjustments made for behavioural issues
- Closing the gap meetings for each year group



Figure 1: The Graduated Approach that underpins all of our SEND support processes at JFCS:



Embedding a Graduated Approach to SEND Support

It is important to identify the distribution of students in the school across the four areas of SEND, and also to evaluate their support and progress. This will be done using the Graduated Response and regular Assess-Plan-Do-Review cycles. Interventions will run on a termly basis and their impact will be assessed using teacher, school, parent, and child views, as well as data and specific assessment methods, such as:

- Communication and Interaction – The Communication Trust Progression Tools
- Cognition and Learning – GL assessments Reading tests, Lucid Exact and Testwise Dyslexia Screener Programme
- Social, Emotional and Mental Health Difficulties – Social thinking skills SEMH Questionnaire
- Sensory and Physical – Derbyshire Sensory Toolkit

Intervention and Step-Up Literacy Programme:

TAs support with additional 1:1 and group intervention according to need. As the Education Endowment Foundation recommends: “Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.” (EEF, 2015) The Intervention will develop students’ skills in the key areas outlined in the ‘Graduated Approach’ section above. The sessions will enable students to access their learning in all lessons, as well as activities outside the classroom, more successfully.

Achievement Plans:

In class support: teaching and learning is at the heart of everything we do, as is our philosophy of an inclusive education, ensuring that all learning opportunities are available to all students, regardless of their need. Regular training, CPD, learning walks, observations, and reviews all feed into quality first teaching. TA support in lessons follows EEF’s advice of not sticking to one student as this can take away teacher time for that student,



and make them feel isolated from their peers. Instead, the emphasis will be on working with the teacher to develop learning support strategies for that subject area, and build students' independence. Meeting times allow effective planning to ensure teachers plan for and respond to the SEND needs in each lesson, with TA support. In exceptional circumstances, students' individual timetables and curriculum are adapted to suit their needs. Year 7-9 students who are significantly below their reading age will have literacy intervention to ensure their literacy levels allow them to access all subjects. Further support is outlined in the provision map at the end of the report. Learning walks with focus on support for students with SEND allows us to ensure students are being challenged in a supportive and exciting learning environment. Feedback is given to teaching staff and Teaching Assistants and any actions are followed up as needed.

Small-group Intervention: to address students' needs and allow them to access their learning across the curriculum. EEF research has shown that TAs "delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress." Regular intervention will take place to support key areas of need. The Switch-On programme, 1:1 reading, and Lexia for reading will be used to develop reading skills. Option support lessons at KS4 will support students across all subjects. Personalised intervention, such as Social Skills, Literacy and Numeracy, and specific Subject Support, will take place according to need.

SEND Provision at John Flamsted:

Before School:

- Daily check in/ meet and greet support for identified students
- Breakfast Club

Tutor Time:

- **Tutor Group and 1:1 support** – a wide range of 1:1 and small group interventions supported by Teaching Assistants (TA)
- **Tutor Reading Programme/or 1:1 Reading** – a whole-school initiative to develop students' reading skills and enjoyment of reading. This runs during tutor periods each week.

Break Time:

- Our Library is open to all students, supervised by staff
- Duty Points – staff are on duty at key points around the school and in the dining room

Lunch Time:

- Games Club, lunch club set up for students with SEND
- A range of extra-curricular clubs and sports activities
- Library – Homework support / Mathematics Department – homework support

After School:



- A range of extra-curricular clubs and sports activities (see extracurricular timetable)
- Homework Club - Library

During the School Day:

- **Intervention** – this is in small groups or 1:1. Students work with a member of the inclusion team within an area that they need extra support in e.g. EAL, literacy, numeracy.
- **KS3 Lexia/ Switch on reading** - working on reading skills, to raise reading age in line with chronological age

Inclusion between all students is promoted, regardless of whether they have SEND. The Inclusion department works with EAL, Numeracy and Literacy, Pupil Premium, Safeguarding, Support for Groups to ensure inclusion for all. Pastoral support is provided by tutors, Heads of Year, TAs, Student Services and designated pastoral staff.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc.). Our approach in such situations is to speak to students and parents first to ensure they are part of the decision making and referral process. We then liaise with professionals and families to explore options and express what we hope to gain from the referral.

Working with Parents, Carers, Children and External Agencies

Action/Event	Who’s involved	Frequency
SEND Parent/Carer, student and staff termly review	Parents of SEND Students, SEND Students, TAs, SENDCO.	Termly – 3 times a year, including annual review
External Agencies	Hearing impaired teacher, Speech and language therapy, Occupational therapy, Autism Outreach, Educational psychology	Individual student programmes dictate frequency
School nurse/ CAMHS	CAMHS, individual students	When required

Availability of external services is shared with parents via email, letter, and face to face meetings. Details can be found via the Local Offer: <https://www.localoffer.derbyshire.gov.uk>

Further Development Plans (2024-2025):

- **Outdoor education e.g. Forest School** - young people learn outside of the classroom. The course also develops skills including social, communication, teamwork, organisation, time management, and leadership skills
- **Therapies** such as art, music, sports, Brick Club
- **Co-curricular Activities:** Events and Competitions, Trips and Excursions, clubs for specific needs





Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching with scaffolding, assessment for learning, and care taken with SEND profiles, support strategies, and student groupings • Teaching Support Assistants in the classroom working in <ul style="list-style-type: none"> • partnership with the class teacher • Regular SEND Learning Walks • Library lessons for reading development, 1:1 reading intervention • Assessment for identification of specific needs • Daily Homework Club (Library) with TA staff support • Extra-curricular activities (see timetable) • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture • Revision Sessions and Prep – exam preparation • Termly SEND review • Careers Advisor, events, and Year 6 transition • SEND Transition Day and transition meetings • High expectations regardless of age or achievement • Support strategies in SEND folder on staff shared • Regular training and INSET for staff 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of learning need • Targeted adult support within the classroom (Teaching Assistant and teacher) • Differentiated/ scaffolded work and homework • Team Around the Child (TAC) Meetings with Key Staff • Individual targets for SEND Profiles, share strategies that support learning • Small group intervention sessions – withdrawal from lessons to <ul style="list-style-type: none"> • develop specific cognition and learning area • Literacy intervention for identified students • Option support Groups (Years 10 & 11) • Support from an external agency where appropriate • Regular meetings with parents and students to review and set personalised targets • Access Arrangements for examinations • Laptop Use • Online programmes (Lexia) 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) • Individually targeted Teaching • Assistant support in mainstream lessons • Targeted homework support



Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching with scaffolding, assessment for learning, and care taken with SEND Profiles, support strategies, and student groupings • Teaching Assistants in the classroom working in partnership with the class teacher • Regular SEND Learning Walks • EAL intervention - 1:1 • Assessment for identification of specific needs • Daily Homework Club (Library) - with TA staff support • Extra-curricular activities (see timetable) • Awareness Weeks, assemblies, trips, cultural days, tutor • time, and activities to develop inclusive culture • Revision Sessions and Prep – exam preparation • Careers Advisor, events, and Year 6 transition • SEND Transition Day and transition meetings • High expectations regardless of age or achievement. Support strategies highlighted by every teacher on their SEND bulletin • Regular training and INSET for staff • Parent and Student feedback and questionnaires • Speaking and Listening opportunities in lessons and outside lessons (e.g. assemblies, events – oracy competition) 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of communication need and feedback to parents and staff • Targeted adult support within the classroom (Teaching Assistant and teacher) • Differentiated work and homework with Communication and Interaction activities • Team Around the Child (TAC) Meetings with Key Staff • Observation and classroom support with external Speech and Language Therapist/Autism Advisory Service/ • Staff training (e.g. from Autism Outreach Service) • Individual Achievement Plan – set targets, share strategies that support learning • Small group intervention sessions – withdrawal from lessons to develop communication and interaction skills • Option Groups (Years 10 & 11) • Regular meetings with parents and students to review and set personalised targets • Access Arrangements for examinations • Laptop Use 	<ul style="list-style-type: none"> • Support from an external agency where appropriate • Speech and Language Therapist – individual support • 1:1 sessions with specialist staff in the school • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) • Referral to Behaviour support for specialist support



Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Quality first teaching with scaffolding, assessment for learning, and care taken with SEND Profiles, support strategies, and student groupings • Teaching Assistants in the classroom working in partnership with the class teacher • Regular SEND Learning Walks • Assessment for identification of specific needs • Exit card • Clear and structured reward and sanction systems – focusing on intrinsic motivation • Safeguarding Leads • Presentation and access to KOOH • Support from HoDs / Staff Mentor • Extra-curricular activities (with SEMH focus) • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture • Termly review of SEND Profiles • Careers Advisor, events, and Year 6 transition • SEND Transition Day and transition meetings • High expectations regardless of age or achievement • Support strategies in Inclusion Bulletin • Regular training and INSET for staff 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of SEMH need • Targeted Pastoral support/tutor/Mentor support • Training for teachers (e.g. Mental Health First Aider) • Timeout Pass/library time/daily timetable tailored to suit needs • CAMHS referral where needed (Tier 2, or 3 – school visit or external visit) • Support for transition • Breakfast Club / Daily Check-in • Team Around the Child (TAC) Meetings with Key Staff • SEND Profile – set targets, share strategies that support learning • Support from external agencies (e.g. anxiety courses/ school nurse) • Regular parent meetings to review and set personalised targets • Access Arrangements for examinations • Mentoring Scheme 	<ul style="list-style-type: none"> • Counselling service – CAMHS / School Nurse • Online counselling service - Kooth • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) • Educational Psychologist referrals and input • CAMHS support



Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalised interventions
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Quality first teaching with scaffolding, assessment for learning, and care taken with SEND Profiles, support strategies, and student groupings • TA support in the classroom and with equipment • Assessment for identification of specific needs • Daily Homework Club (Library) • Extra-curricular activities (see timetable) • Awareness Weeks, assemblies, trips, cultural days, tutor • time, and activities to develop inclusive culture • • • • • Revision Sessions and Prep • Careers Advisor, events, and year 6 transition • SEND Transition Day and transition meetings • Trained First Aiders and a Student Services Centre • Accessibility Plan • Peer Mentoring Scheme • Support strategies in inclusion bulletin and in SEND folder on staff shared • Regular training and INSET for staff 	<ul style="list-style-type: none"> • Resources to support fine and gross motor difficulties e.g. modified equipment in Food Tech • Support from external professionals (e.g. Visual Impairment, Hearing Impairment, Physical Disability Specialist) • Training and feedback to staff • Laptop use • Transition Support – multiple visits to the school for acclimatisation • Targeted adult support within the classroom (Learning Support Assistant and teacher) • Differentiated/ scaffolded work and homework • Team Around the Child (TAC) Meetings with Key Staff • Individual Achievement Plan – set targets, share strategies that support learning • Support from an external agency where appropriate • Regular meetings with parents and students to review and set personalised targets • Access Arrangements for examinations. • Additional transition visits and orientation sessions 	<ul style="list-style-type: none"> • First Aiders • Intervention and Support from external professionals (e.g. Hearing Impairment Specialist, Visual Impairment Specialist, Autism Outreach Team Support)