



SEND INFORMATION REPORT

Safeguarding and SEND Team

Please see our website for the latest information about our SEND and Safeguarding Staff Teams

This report should be read alongside:

John Port Spencer Academy SEND Policy
Special Educational Needs Code of Practice: 0-25 (2015)
John Port Spencer Academy Admissions Policy
John Port Spencer Academy Accessibility Plan

Included in this report:

Identification and assessment
Available provision
Academy approach to teaching students with SEND
Adaptation to the curriculum and learning environment
Evaluation and effectiveness
Assessment, support and inclusion
Exam Access arrangements
Parents/carers involvement
LAC children with SEND
Admission of students with SEND
Accountability

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Introduction

John Port Spencer Academy is a mainstream 11-18 academy.

Our aim is for all students to achieve their full potential, prepare for their future and enjoy their educational experience. Through the academy SEND Policy, we actively seek to identify and remove barriers to learning and create an inclusive school community.

What types of Special Education Needs does the academy cater for?

Every single student is unique in their strengths, attributes as aspirations.

Our policy at John Port Spencer Academy is to support all students to engage in high quality education across the curriculum.

The academy uses the definitions of the four broad areas of need, as outlined in the Department of Education SEND Code of Practice 2014, to help us identify and support students.

These are:

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

What is the academy policy for identification and assessment of students with special educational needs?

To identify and assess the needs of students with SEND, the academy uses the following information:

- Liaison with primary schools/previous school.
- Whole school tracking and assessment by classroom teachers.
- Literacy testing for all upon transition to Year 7.
- Use of CAT data.
- Reports from professionals.
- Assessments carried out by our level 7 qualified assessor.
- Qualitative data through observation and teacher referral process.

As defined by the SEND code of practice (2014) a student with SEND requires support “additional to” and “different from” what may otherwise be provided.

Students may be identified as having a SEND for just a short period of time in which this additional input is required, whilst others may benefit from this ongoing support throughout their time at the academy.



What provision is available?

Types of Need	Examples of Support	How we check it is working
<p>COGNITION & LEARNING: where a student may face barriers processing or recall information at a slower pace than others in the class. This may be as a result of barriers such as dyslexia, dyspraxia, dyscalculia or other specific learning needs.</p>	<p>Pupil passport to allow teachers to support and scaffold accordingly Learning plan with specific targets Lexonik phonics interventions Math interventions Access to specialist equipment such as reader pens Provision of access arrangements for assessments</p>	<p>Monitoring and assessment on a regular cycle</p> <p>Data points reviews</p>
<p>COMMUNICATION & INTERACTION: where a student has difficulty communicating with others, possibly as a result of ADHD or Autism.</p>	<p>Pupil passport to allow teachers to support and scaffold accordingly Learning plan with specific targets Exit strategy Time out card Access to supervise safe space at break and lunch times Provision of access arrangements for assessments</p>	<p>SEND targets reviewed Three times yearly</p> <p>Pupil passports are updated three times yearly</p>
<p>SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES: the student displays challenging and disruptive behaviour.</p>	<p>Pupil passport to allow teachers to support and scaffold accordingly Learning plan with specific targets Exit strategy Time out card Access to supervise safe space at break and lunch times Provision of access arrangements for assessments</p>	<p>External agency assessments</p> <p>Parent/child voices</p>
<p>SENSORY AND/OR PHYSICAL NEEDS: the student has a disability which makes accessing the curriculum challenging.</p>	<p>Fully accessible site Relevant aids Risk assessments and personal evacuation plans Support from specialist intervention caseworker</p>	<p>SEND learning walks</p> <p>Additional testing</p>



What is the academy approach to teaching students with SEND?

Staff at John Port Spencer Academy believe that “all teachers are teachers of SEND” and recognise the importance of high quality first teaching. Teachers work to remove barriers to learning through a range of quality first teaching strategies and scaffolding.

Clear and detailed guidance is given to staff through student profiles which give a comprehensive overview of individual needs and strategies. A wide ranging and comprehensive CPD programme provides teaching staff with the most up to date information for teaching students with SEND.

How has the academy adapted the curriculum and learning environment to support students with additional needs?

All students have access to a broad and balanced curriculum (National Curriculum). Students with SEND are included in lessons and the wider aspects of academy life, including extracurricular activities and the student leadership team.

A small number of students may be withdrawn from lessons for interventions. These interventions are focused on specific skills and are time limited. In addition, a small number of SEND students may have modified timetables in KS3 and KS4 which could include alternative provision delivered by outside agencies.

Access to the curriculum is achieved through quality first teaching strategies, scaffolding, putting reasonable adjustments in place to support the individual students needs and through the provision of in class support.

How does the academy evaluate the effectiveness of its provision?

Interventions are tracked and evaluated on a half termly basis.

The progress of students with SEND and the impact of quality first teaching is evaluated during learning walks, book scrutinies, progress checks, performance analysis at a whole school and subject level.

Standardised assessments are used in KS3 to track progress, of all students - including those with SEND.

The Inclusion Lead (Assistant Head) and SENDCO monitor and track the progress of all SEND students and take part in regular review meetings with the Middle and Senior Leadership teams.

What are the academy arrangements for assessing and reviewing the progress of students with SEND?

We follow the assess, plan, do, review cycle. Where a student is not making expected progress (either academically, or in other areas), areas of need will be identified, support options will be planned and implemented and the impact of these reviewed as part of this process.



Student progress across the academy is formatively assessed three times per year and is communicated to parents.

Students with SEND will also discuss their progress three times yearly with their key worker during review meetings. This again is communicated with parents who are invited to input their views into the assess, plan, do, review process.

How are decisions made about the type and amount of support a student gets?

The academy responds to the needs of the student, whether this is described in an EHC plan or as a result of diagnostic testing. Information is also gathered from Primary schools, teachers and parents in order to provide comprehensive information on how best to support the child.

How are students with SEND included in activities outside of the classroom and on trips?

The academy is committed to inclusion for all students and this extends to curriculum trips, extracurricular activities and residential experiences. A risk assessment is carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point.

Exam Access arrangements

It is important that students with special needs receive the additional support they require to achieve their full potential in public exams.

Students with SEND may be eligible for additional support in exams such as extra time, the use of a reader pen or word processor or support from a human reader or scribe. This will be assessed by a qualified level 7 assessor (SENDCO).

How does the academy support a child's overall wellbeing?

The academy pastoral and well-being teams provide support for all students in the academy (including those with SEND) and liaise closely with the Inclusion team. Student opinion is very important and is heard through a variety of forms including the student leadership team.

How are parents/carers involved in the academy?

Students with SEND have a Key Worker who will update parents of pupil passports and learning plans termly. Parents can phone or email the SEND and Pastoral teams directly with any information or concerns.

The SENDCO offers appointments for parents of every student on the SEND register at all progress evenings and the Inclusion Leader/SENDCO runs termly drop in for parents. Annual reviews are put in place for students with an EHCP and those who receive LA funding.



How are students with SEND involved in planning for their education?

Students with SEND are involved in the planning around their education and welfare through meetings with their key worker. Their opinions are also considered through their responses to the annual student questionnaire.

How are students supported in preparing for transitions between phases of education and adulthood?

The SEND team supports students at transition from KS2 to KS3, communicating regularly with Primary schools and attending review meetings as appropriate. Student voice is sought through pen portraits and profiles of students are put together prior to them joining to allow staff to support them effectively from their first day.

Identified students are invited to additional GAP sessions at the academy to meet key staff members and familiarise themselves with the site.

The inclusion team supports students on transition to Post 16 and can accompany them on initial visits and liaise with their new key staff members (as appropriate).

What are the academy arrangements for supporting students who are looked after by the Local Authority and have special needs?

The Designated Safeguarding Lead/SENDSCO will develop a student profile outlining the student's areas of need and strategies to support their learning.

The safeguarding lead or a key worker will monitor their progress and attend all review meetings and will liaise regularly about the needs of these students.

Allocated funding will be used to put in place interventions (where appropriate).

What are the academy arrangements for the admission of students with SEND?

Please read the academy admission policy for further information.

Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact the year team and SENDSCO who will endeavour to address any concerns. If they would like to discuss the issue further, parents are advised to contact the Assistant Principal – Inclusion Lead. Further to this, the concerns should be referred to the Principal. If parents are still not satisfied, they are welcome to follow the SAT complaints policy which is available on the Trust website.