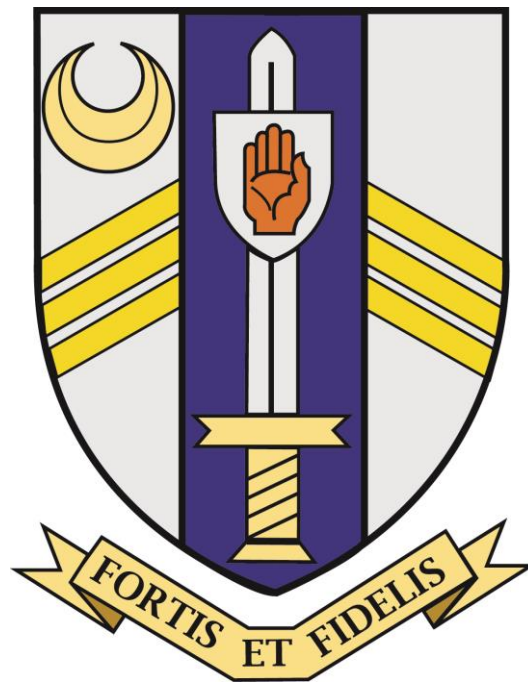


Sir John Nelthorpe School

Special Educational Needs and Disability (SEND) Report



At Sir John Nelthorpe School we believe in inclusive education to ensure all pupils achieve their full potential. Every teacher is a teacher of every pupil. All pupils have access to quality teaching and learning opportunities irrespective of their abilities.

What does SEND mean?

The phrase 'Special Educational Needs and Disability' (SEND) covers a wide range of issues. At Sir John Nelthorpe School (SJNS) we support all pupils across the school including those with identified needs such as:

- Dyslexia
- Dyscalculia
- Autism Spectrum Disorders
- Scotopic Sensitivity or Irlen Syndrome
- Visual Impairment
- Hearing Impairment
- Physical disabilities including Cerebral Palsy, Juvenile Arthritis, Developmental Coordination Delay (Dyspraxia)

The term SEND is further explained in the SEND Code of Practice 2014:

...a young person has a learning difficulty or disability if he or she;

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

As far as is reasonably practicable, it is the responsibility of the School in collaboration with the pupil, parents, external professionals and Local Authority as required, to remove the barriers to learning and enable the pupil to access education appropriate to his or her needs.

SEND is divided into 4 categories. Pupils may have identified needs in one or more categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Identification of SEND

For pupils with a history of SEND see 'Transition' below.

For pupils who do not make expected progress, or give any cause for concern in lessons in spite of the teacher differentiating the work, a request to the Special Educational Needs Coordinator (SENCO) for support and/or assessment can be made.

School based	External
Reading and Comprehension	The Educational Psychologist (EP) can be contacted to carry out further assessments on a pupil's learning needs if the school based assessments are non-conclusive or the pupil still does not make expected progress
Handwriting and speed of writing	
Spelling	
Dyslexia	
Behaviour - toolkit	EP support or Behaviour Team
Autism Spectrum Disorders – toolkit	Autism Support in Education Team

All pupils are assessed on entry into Year 7 for Reading, Comprehension and Spelling in addition to baseline and/or standardised assessments for English and Maths. New entrants to the School across all year groups are also assessed.

Transition - Moving up to Year 7 at Sir John Nelthorpe School

The majority of pupils with SEND are identified at Primary School. The SENCO at the Primary School will talk to parents about transition to Year 7 and involve the Secondary SENCO as early as possible.

Pupils with a Statement or Education Health Care Plan (EHCP) – transition should start in Year 5 to give pupils and parents plenty of time to make an informed decision. Open Evenings and visits usually take place early in the Autumn term of Year 6.

Pupils on SEN Support – talk to the SENCO on Open Evenings and make additional visits, usually early in the Autumn term of Year 6.

Transition – Moving on from Sir John Nelthorpe School

Pupils at SJNS have a choice of destinations for their Post-16 studies. Brigg Sixth Form is a fundamental part of the School and many pupils choose to continue their studies in the familiar surroundings with staff they know. Pupils can also choose to move on to any one of a range of local Colleges.

Pupils with a Statement or Education Health Care Plan (EHCP) – the Transition plan starts in Year 9 when the pupil has his/her first interview with the assigned Careers Information Advice and Guidance (IAG) adviser in school. This forms part of the EHCP process and ensures that the long term aims of the pupil are kept central to the plan eg Tom wants to be a vet – long term outcome, Tom helps out at a local animal rescue centre – short term outcome, the IAG adviser suggests Tom looks at animal care courses for Post -16.

Once the Post-16 placement is chosen, a member of the support staff from the College is invited to the next Review of the EHCP and usually offers an additional transition support package depending on the pupil's needs.

Pupils on SEN Support – the SENCO will meet with the IAG adviser and contact the Support Team at the Colleges to share information that will help them to support the pupil in the best way possible. This also applies to vulnerable pupils who may require extra support as they settle into a very different routine.

Support

Pupils with Statement/EHCP – a team of Learning Support Assistants are timetabled into lessons across the curriculum to give as much support as possible. Statutory hours are covered and it can sometimes be possible to give more coverage than required by the Statement/EHCP.

Pupils on SEN Support – Learning Support Assistants are timetabled across a range of lessons and there is a strong possibility that pupils on SEN Support will come across one a couple of times a week. These pupils should have work differentiated to suit their level and style of learning.

Intervention groups – some pupils attend small group sessions which focus on one of three specific areas –Dyslexia, Literacy, Numeracy. These sessions are delivered in the Learning Support Centre and the work is individually targeted.

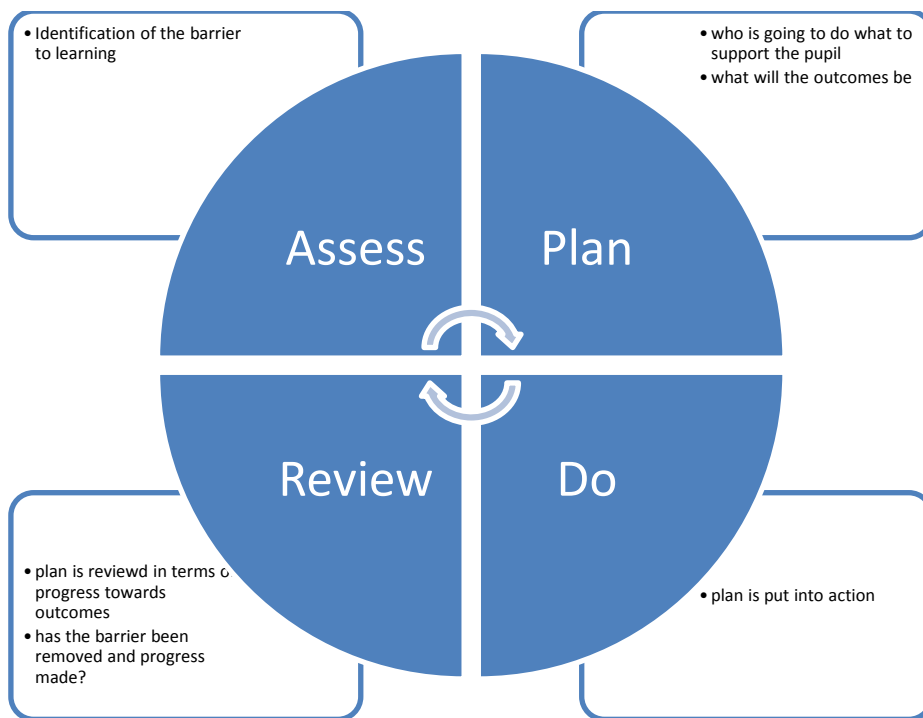
Additional Support – pupils can access the Lower School Library every morning 8.30-8.45am for support with homework and reading. The Library is open 2 lunchtimes per week for homework support.

Pastoral Support – pupils can request to see a range of staff for support and guidance with emotional and social issues, including tutors, Key Stage Learning Coordinators, Pupil Services Manager. In addition, one Learning Support Assistant has time available for mentoring. All members of staff know how to refer pupils to the SENCO for further support from external services.

Assess, Plan, Do, Review

The pupil is always at the heart of any process undertaken to support learning to ensure progress is made. Pupils are consulted in a range of ways:

- conversations with Learning Support Assistants about how they prefer support to be delivered
- completion of Person Centred Planning review booklets
- attendance at meetings
- Pupil voice surveys
- Parents/carers are able to contact the SENCO in a range of ways – telephone the school on 01652 656551, email admin.sjn@northlincs.gov.uk



Reviews of progress are held throughout the year; termly data shows progress made in terms of Current Working Levels/Grades. Progress towards additional outcomes are recorded by Learning Support Assistants in class files and shared with the SENCO at regular meetings.

Pupils who attend Intervention groups are assessed termly and the decision is taken to either continue the intervention or return the pupil to the lesson he/she has been withdrawn from.

Parents/Carers are informed of their child's SEND status by letter at the start of every year and by further letter if the status changes.

Teaching and Learning

All teachers have an obligation to teach all pupils. All pupils are entitled to have full access to the work planned by the teacher. There is an expectation that the work will be differentiated yet remain challenging enough to support the pupils to make progress. All pupils can be engaged in a multi-sensory style of teaching and learning which includes practical activities, working as an individual and as part of a group, developing a resilient approach to independent study.

Other physical methods to support learning include:

- use of portable netbooks and alphasmarts to assist with recording and extending writing
- use of coloured overlays for pupils with Irlen's/Scotopic Sensitivity
- wedge cushions to support posture

- support from external agencies eg Visual Impairment Team to ensure texts are accessible
- writing frames and key words displayed in all classrooms

Staff have access to SEND updates throughout the year as part of the CPD programme.

If a pupil is not making progress in an area of his/her learning, contact the specific subject teacher or Head of Faculty. In turn, the member of staff may contact the SENCO to help resolve the issue.

If a pupil is not making progress in a variety of areas, contact the Head of Key Stage and the SENCO so that a bigger picture of the pupil's progress can be collated.

Staff will always work with parents/carers and pupils to try to resolve any issues as quickly as possible. If this is not satisfactory, then the Headteacher should be contacted.

Further information re SEND can be obtained from the following sources:

- Sir John Nelthorpe School SEND Policy – see School Website
- *Special educational needs and disability code of practice:0 to 25 years*

June 2014 DfE

- <http://www.northlincslocaloffer.com/>