**JCoSS SEND (Special Educational Needs and Disabilities) Information Report**

**(January 2017) in accordance with section 65 (3) of the Children and Families Act (2014)**

Welcome to our SEND report, providing information on the support in place at JCoSS for students who have Special Educational Needs or Disabilities. We hope you will enjoy reading about the variety of ways in which JCoSS is able to support students with additional needs to reach their full potential.

The role of Special Educational Needs Coordinator (SENCo) is held by Hester Cannon, Director of Learning Support. You can reach her by email at hcannon@jcoss.barnet.sch.uk or by telephone on 020 8344 2220.

Our Governor with responsibility for SEND is Emma Cravitz. She can be contacted via the school.

At JCoSS our aim is to build the independence and resilience of students in all aspects of their lives. We provide individualised support as specified on a student’s Statement or EHCP, or where necessary according to their needs. Learning Support Assistants either work with a range of students, usually within the classroom but sometimes on a withdrawal basis, or are based in faculties. We use our best endeavours to ensure that support is tailored to meet individual needs. We believe that every child matters and during their journey with us we will ensure that they are happy, safe and enjoy their learning. If at any time problems arise, they will be dealt with promptly and in partnership with students and their parents.

We offer a warm, nurturing learning environment to all our students and have a staff team dedicated to supporting vulnerable students. We actively encourage parents to get involved in their children’s learning and in school life generally. We are proactive in ensuring that all students attend school and that any barriers to attendance are effectively overcome.

**What support does JCoSS offer parents of students with SEND?**

At JCoSS we recognise and value the importance of working in partnership with parents. We listen to them and work together to ensure their children get the best out of their time here. All parents are able to contact key staff at JCoSS by email or phone and are welcomed to a number of events, including Parents’ Evenings, during the school year.

Parents of students with a Statement of Special Educational Need (statement)/Education Health and Care Plan (EHCP), or those with more complex learning needs, are invited to termly meetings with key staff from the Learning Support Department, to discuss their child’s progress and needs and to plan support.

**Who are the Learning Support Team at JCoSS?**

At JCoSS, we appreciate that not all students learn in exactly the same way. The majority of students have their needs met by high quality teaching in the classroom, differentiated for individuals. Some of our students have a statement or an EHCP. Other students with additional needs may also need extra help. At JCoSS, we understand the importance of providing a supportive learning environment. We have a dedicated support team at JCoSS based in the Learning Support Department, led by the Deputy Head for Inclusion, Hannah Lethbridge. Hester Cannon has the role of SENCo and oversees a team including a Deputy SENCo, two part-time SEND teachers, and Learning Support Assistants (LSAs), some of whom have additional responsibilities in the role of Senior LSAs.

We always encourage our staff to attend training courses that not only develop their knowledge and understanding of SEND but that will also add value to the education of our students.

Some LSAs are attached to core subject areas and will provide support to students with SEND within those subject lessons, as well as leading on interventions for some students with additional needs.

**How do I access SEND support for my child at JCoSS?**

If your child has had a Statement/EHCP or SEND support at primary school, these will be picked up during the transition process which takes place during the summer term preceding their entry. Students joining us in Year 7 will be assessed prior to starting with us as well as during the first half term at JCoSS. We aim to collate the information gathered with that provided by their primary school and any available teacher assessments and observations to ensure:

* The most appropriate support for your child;
* The most appropriate groupings for your child;
* Participation in appropriate small group support when needed.

Before joining JCoSS, many students will be visited by a member of our Year 7 team at their primary school. They will also be invited to transfer days with other members of their cohort. Parents are invited to an induction evening and complete written forms where they can mention any individual needs. Where necessary, appointments can be made with the school’s transition team before the end of the summer term in Year 6 to discuss issues in person.

**How can I let the staff at JCoSS know that I have a question or am concerned about my child’s progress?**

There is a strong focus on working in partnership with parents at JCoSS. In practice, this means that we do not wait for a concern to arise but are proactive in seeking input from parents. If you have comments, questions or concerns as a parent, we will listen and respond to them.

Ways to contact us are:

* Via our website www.jcoss.barnet.sch.uk
* By email: admin@jcoss.barnet.sch.uk
* By phone: 020 8344 2220
* In person: in order to meet with the best person and for security, appointments must be set up in advance.

Information about JCoSS will also be shared with you by:

* Newsletter
* Text messages
* JCoSS website
* Regular emails to parents or groups of parents

Who can I contact at the School?

* Your child’s form tutor or Year Learning Co-ordinator
* The Director of Learning Support/SENCo (Hester Cannon) or any member of the Learning Support Team
* Deputy Headteacher, Hannah Lethbridge, who has leadership responsibility for Inclusion

In the very unlikely event that you feel a query/concern has not been addressed, you may ask for the matter to be referred to the Headteacher. The formal complaints procedure is available from the school office or on the website.

**How is learning support allocated to students?**

The majority of students have their needs met and are able to make good progress with Quality First Teaching in the classroom. Some students, working just below the expected level, may need a short booster or faculty catch-up intervention. These are not SEND interventions, and students participating in them do not need to be designated as having SEND. When booster interventions do not result in progress, or when children are known to be substantially below the expected level, we may feel that they have SEND and require “additional and different” support.

The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEND Support, which it defines as “a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

This graduated approach has four stages: assess, plan, do and review. At every level, the aim is to match interventions closely to the needs of the individual student so that he or she overcomes barriers to achievement.

Teachers are responsible and accountable for the progress and development of the students they teach, including those who access support from learning support assistants or specialist staff. At JCoSS the quality of teaching for all students is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and where necessary improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. All teaching and support staff at JCoSS have an SEND handbook which provides information on the SEND most frequently seen, how it typically presents in the classroom and strategies to be used to support students with those difficulties. They are also invited to attend ‘inclusion surgeries’ which are held on a regular basis.

However, where through careful identification and assessment the school and/or parents determine that a student is not making adequate progress despite being offered intervention at a faculty/department level, then the learning support department will view the strategies and approaches currently being used and advise on next steps. It is likely at this stage that additional assessment would be conducted which might lead to additional intervention and targeted support. Students will only be identified as having SEND and placed on the register if they do not make adequate progress once they have had access to interventions and high quality differentiated teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already being provided. We will seek additional

information from parents and in some cases outside agencies who may be involved with the child. When we have all available information, we will consider the findings with the parents and the student, and plan the next strategy for action. Where, despite all our best efforts, the student still continues to make little or no progress in relation to the targets set, or is working at levels significantly below those of their peers, we may draw on more specialist advice from external agencies and professionals provided by the local authority. This may in the future lead to a request for a statutory assessment. If agreed, this may or may not result in the local authority issuing an Education Health and Care Plan (EHCP).

Where a child has an EHCP, we will carry out an annual review which parents, student, outside agencies, SENCo and any other staff as appropriate, will be invited to attend. This meeting will focus on the student’s progress and discuss any issues arising in relation to their provision or placement.

**How will we support your child when they are joining us or leaving us?**

We recognise that transitions can be difficult for students with SEND and take steps to ensure than any transition happens as smoothly as possible.

If you child is joining us in Year 7, the school transition team will discuss them with their primary school during transition visits which take place in the summer term preceding entry. Also in the summer term, new students will meet other members of their cohort in transfer days and parents will be incited to an induction evening. If your child has a statement or EHCP and need special arrangements to prepare them for transition to secondary school, we are happy to discuss this and make arrangements for this as necessary.

If your child is moving from us to another school or to college, we wil contact the school/college SENCo and ensure that the receiving school is aware of any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on ass soon as possible.

As students move through the school, and particularly as they move into GCSE and 6th form years, we ensure that they have access to independent Careers Advice, Information and Guidance, as well as opportunities to discuss options with members of the school staff. We recognise the learning and emotional needs and uncertainties involved in such transitions and are committed to supporting all students, including those with SEND, and their families to make wise choices that reflect their ambitions and potential.

**How will my child be able to contribute their views?**

We value and celebrate every student being able to express their views about all aspects of school life. This is usually carried out through the Student Parliament which provides a mechanism for any issues or viewpoints to be raised. Students with statements or EHCPs are regularly consulted about their education and surveyed about their experiences at JCoSS. Students with SEND regularly meet with staff in the main school to discuss their targets and progress and are fully involved in their termly and annual reviews of progress. At break and lunchtimes students are welcome to visit the learning support department and they are free to speak to a member of the department at any time. Where possible, students with SEND will be involved in consultation groups to provide feedback to staff on their learning and school experience. Students are involved in the interview process for new staff with whom they would be working.

**How do JCoSS measure my child’s progress? How will I know about this?**

At JcoSS, your child’s progress is continually monitored through regular marking, feedback and assessment, to ensure they are making good progress towards individually set targets in each subject. In addition:

* Progress is reviewed formally four times a year;
* Parents receive reports each term, showing their child’s targets, current working levels and learning behaviour grades for each subject studied;
* There are also opportunities to gain information about progress expectations and to discuss your child’s progress at meetings for all parents, including Parents’ Consultation Evenings during the year;
* If your child has complex SEND needs, you will be invited in once every term to attend a review meeting, where we will discuss their progress and together develop a plan for the next term;
* In addition, the progress of students with a Statement of SEND or EHC Plan is formally reviewed once a year at an Annual Review with you, your child and all adults involved with their education;
* Staff from the Learning Support Department will monitor your child and ensure that they make good progress within any individual work, and in any group, that they take part in.

**How do we evaluate the effectiveness of provision made for students with SEND?**

At JCoSS we regularly and carefully monitor and evaluate the quality of the provision we offer our students through audits, observations, sampling of parents’ and students’ views and scrutiny of data about progress and attainments. The role of the governors is vital in this. Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. We consider that an intervention is effective if a student can be shown to have made good progress.

**How do we support students with social, emotional and mental health needs at JCoSS? What support is there for behaviour, avoiding exclusion and increasing attendance?**

At JCoSS we have a pastoral support programme available for all students. Form tutors, Year Learning Co-ordinators and student support managers provide support to students at appropriate levels, enabling access, for example, to the school counsellor. We seek advice from external agencies including our link Educational Psychologist, Norwood and CAMHS for those students who need further support.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by students and staff. If a student has behavioural difficulties a behaviour management plan is written alongside the student and parents to identify specific issues, put relevant support in place and set targets. After any behavioural incident we expect the student to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.

Attendance of every student is monitored daily by the student services department. Lateness and absence are recorded and reported to parents, as well as being regularly analysed by the school.

**What support is currently available to disabled students at JCoSS?**

At JCoSS, we recognise that not all disabled students have special educational needs, and that not all students with SEN are disabled. JCoSS is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical,

sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are pro-active at making ‘reasonable adjustments’ for disabled students to ensure that they have full and equal access to the building and to the wide and varied curriculum. We consider all users, including staff, governors, visitors and others who use the school, and remove barriers that might deny anyone access to the school. The layout of our school building is spacious, attractive and accessible. Students with a physical disability have the option of using a lift to help them move around the school and access all classrooms and areas with minimum disruption to their learning. Our programme of extra-curricular activities is accessible for all students. Most equipment used in classrooms is accessible to all students regardless of their needs, and we provide adaptive technology or other equipment for those who need it to access the curriculum. If a disabled student wishes to attend JCoSS we will always do our utmost to make the adjustments to the building, curriculum and resources needed.

At JCoSS we adapt and expand the curriculum as necessary to ensure that disabled students are as equally prepared for life as other students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may be necessary for some students to access the curriculum fully.

JCoSS has a Special Resource Provision for Autistic students (the PSRP) and students on roll in this part of the school access learning in the main school curriculum wherever possible. They are provided with appropriate support and equipment to enable them to fully partake in the lesson or activity and to integrate effectively.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This is included in the induction process and a training session on dealing with Autism is included for all new staff.

**If my child has medical needs, how will they be supported?**

All students with a medical condition will be properly supported to ensure that they have full access to the JCoSS curriculum, including after-school clubs, school trips and physical education. We treat each student with a medical need as an individual and in some cases we may offer a personalised timetable or slow reintegration back into school after longer periods of absence. Some students may need a Health Care Plan, which will be drawn up in partnership with parents, healthcare professionals and our SENCO. Information such as triggers, signs, symptoms and treatments and strategies for managing an emergency will be shared with staff.

Depending on the medical needs of a student, staff may be required to have additional training about a specific medical condition or specific training in administering a particular type of medicine or dealing with emergencies.

Our Director of Inclusion, Hannah Lethbridge, is responsible for students with medical needs.

**What transport is available to students at JCoSS?**

Full details of transport routes and services to JCoSS are on the website. In addition to good public transport routes (the 384 bus connects three train stations and stops outside the door of JCoSS) there is a network of private coaches collecting students from stops across North London.

Bicycle storage racks are also available for any students wishing to cycle to school.