

## SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER 2020 - 2021

<b>Type of school:-</b>	<b>Mainstream Secondary School</b>
<b>Specialist provision on site:-</b>	<b>Designated Specialist Provision (DSP) for students with autistic spectrum disorder (ASD). 16 Places in total Admissions made via the Local Authority admissions panel</b>

**All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.**

**This should be looked at together with:**

- 1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:**

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0>

- 2) The School's Policies Page which be can accessed via this link: <https://www.thejohnroanschool.org.uk/about-us/additional-information/policies>**

### **A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

<b>School based information</b>	<b>People</b>	<b>Summary of responsibilities</b>
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational	<b>Form Tutor; Head of Year; Subject teacher; Head of Department.</b>	He/ She is responsible for: <ul style="list-style-type: none"> <li>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> </ul>

<p>Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p><b>Director of Inclusion Ms Sandrine Jacquet</b></p>	<ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, deploying additional support, adapting resources etc..) and keeping the Head of Department (HoD), SENCo or member of the SEN team informed as necessary.</li> <li>• Where a student has an Individual Learning Profile (ILP) the teacher will contribute to the writing of the ILP and share information when these are reviewed.</li> <li>• Communicating specific targets and sharing and reviewing these with parents at Parents Evenings or other times as required.</li> <li>• Providing specific feedback to your child on what they have achieved and how they can progress through dialogue and through regular marking of your child's work.</li> </ul> <p><b>Contact by email:</b> <a href="mailto:info@thejohnroanschool.org.uk">info@thejohnroanschool.org.uk</a></p> <p>The Director of Inclusion has qualified for the award of Postgraduate Certificate in Special Educational Needs (SENCo Award), in July 2019, holds the National Professional Qualification for Senior Leadership and is a Child Designated safeguarding officer.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• the learning and progress of: <ul style="list-style-type: none"> <li>○ Students with SEND</li> <li>○ Students with SEMH</li> <li>○ Students within the Designated Specialist Provision</li> <li>○ Students with English as an Additional Language</li> <li>○ The Most Able Students across the school</li> <li>○ Students for whom the year 7 catch up funding is targeted</li> <li>○ Pupil Premium students with SEND</li> </ul> </li> <li>• Liaising with HODs to design teaching groups which will maximise the progress of the students within the Inclusion Department and which are informed by a sophisticated understanding of progress data and the priorities of the SIP</li> <li>• Using assessment to identify student need throughout the school year and across all year groups – ensuring that early interventions throughout KS3, 4 and 5</li> <li>• Identifying individuals and groups who are making insufficient progress, to challenge this robustly and to organise interventions which will help put their learning back on track</li> <li>• Liaising with Heads of Department who have the responsibility for public examination entry, coursework or equivalent practical assessments and preparation,</li> </ul>
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**The Special  
Educational Needs Co-  
Ordinator (SENCO)  
Ms Siobhan McCauley**

- ensuring that students within the Inclusion brief are fully and appropriately catered for
- Using data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3
  - Managing and overseeing the intervention programme for students in KS3
  - Fostering an ethos of aspiration and challenge within Inclusion
  - Leading on marking of class and home work that supports good progress for SEND students
  - Taking a lead role in Quality Assurance within the Inclusion Department, including lesson observation, work scrutiny and learning walks
  - Working with the SENCO and DSP Lead Teacher to write an analysis of Inclusion performance in public examinations at KS4 and 5 and in student progress at KS3 at all key data collection points
  - Reporting annually to Governors about the work of the Department in driving school improvement

Contact by phone: 020 85167541; email: Sandrine.jacquet@thejohnroanschool.org.uk

The SENCo has qualified for the award of Postgraduate Certificate in Special Educational Needs (SENCo Award) with Merit, in April 2015.

She is responsible for:

- Coordinating the support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
  - a part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist etc.
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Seeking specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their

**Lead Teacher for the  
DSP (Designated  
Specialist Provision) –  
Autism Ms Kate Ling**

potential.

- Ensuring all students with EHCPs are supported effectively; information is shared with school staff as appropriate; holding of Annual reviews and maintaining effective communication with parents/carers.
- Co-ordinating the writing of Individual Learning Plans (where appropriate) using information from the subject teacher and in consultation with the parent and the child.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaising with parents to ensure that school and home work together in the interests of the child.

Contact by phone: 020 85167541; email: [Siobhan.mccauley@thejohnroanschool.org.uk](mailto:Siobhan.mccauley@thejohnroanschool.org.uk)

She is responsible for:

- Ensuring a successful transition from primary to secondary school for year 7 students in the DSP (Designated Specialist Provision) - Autism.
- Planning and monitoring the integration of the students within the DSP into mainstream, tailored to the needs of the individual.
- Ensuring all DSP students with EHCPs are supported effectively; information is shared with school staff as appropriate; holding of Annual reviews and maintaining effective communication with parents/carers.
- Training mainstream teachers and TAs (Teaching Assistants) to use techniques that benefit students with an ASD in their classes.
- Liaising with parents to ensure that school and home work together in the interests of the child.
- Developing a curriculum to be taught in the DSP, which takes into account the needs of the individual student whilst facilitating his or her move into mainstream.
- Provide an alternative pathway for KS4 students attached to the DSP and for students in the DSP if and when required.
- Working to ensure that our school is considered an autism friendly school using the AET Standards in the first instance.

- Liaising with the SENCo and other professionals as required.

Contact by email: [kate.ling@thejohnroanschool.org.uk](mailto:kate.ling@thejohnroanschool.org.uk)

**Admissions Process to the DSP**

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. A termly Admissions Panel will consider applications. Places for year 7 Pupils will be considered by the Admissions Panel in the Autumn Term. For further information, please see the Greenwich Local Offer.

**The PRIDE Room:** The PRIDE room is a facility designed to support students with SEMH needs, identified as a category of SEND. The PRIDE room coordinator facilitates a space that provides a safe, nurturing environment with a clear educational focus. The PRIDE room is designed to support students in Year 7 & 8 at the Maze Hill site who may be having difficulties managing and regulating their own emotions and for students who may find the transition to secondary school somewhat challenging and need a more gradual, nurture focus as they start in year 7. The PRIDE Room Co-ordinator works very closely with the pastoral teams, with parents and with external agencies who are supporting students. The Co-ordinator is supported by a TA with experience in working with students with SEMH needs.

Ms Tebbutt is also the ASD lead for students with autism in the main school; she works closely with Greenwich ASD Outreach team, pastoral teams and staff to support students with ASD within the school.

The SEN teacher works with students in the DSP and teaches a range of subjects depending on the needs of each individual student. The SEN teacher adapts the mainstream curriculum to enable students in the DSP to learn in ways best suited to them, which enables them to make good progress.

**Teaching Assistants (TAs)** are allocated to classes where there are students with exceptional special educational needs and/or disabilities.

Teaching Assistants work with the subject teacher to identify areas of support for students with SEND. The subject teacher will deploy the teaching assistant to work with specific groups of students in the classroom.

Most Teaching Assistants are classroom-based practitioners; however, all our TAs are able to deliver specific SEN programmes out of the classroom once they have received the

**PRIDE Room  
Co-ordinator –  
Ms Sue Tebbutt**

**SEN teacher  
Mrs Sally Spang**

**Teaching Assistants  
(TAs) Lead TA Ms  
Violeta Alia**



- Staff who will visit the school from the Local Authority central services such as the **ASD Outreach Team or Sensory Service** (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the **Speech and Language therapy (SALT) Service, Educational Psychologist (EP) and Occupational Therapist (OT)**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
<b>What are the different types of support available for children with SEN and /or disabilities in this school?</b>	<b>Subject teacher input via good/outstanding classroom teaching.</b>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	All children in school receive this.
	<b>Specific small group work /interventions. These may be</b> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher or a Teaching Assistant who has had training to run these groups.</b></li> </ul> <p><i>Stage of SEND Code of Practice: <b>SEN Support</b>, which means they</i></p>	<ul style="list-style-type: none"> <li>• Staff including your child’s teacher, the SEN team, Heads of Year or Curriculum teams will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• Curriculum or SEN teams will plan intervention sessions for your child with targets to help your child to make more progress.</li> <li>• A subject teacher, an SEN teacher, a Teaching</li> </ul>	<p>A child who has specific gaps in their understanding of a subject/area of learning and who has been referred for an intervention group.</p> <p>Some of the children accessing</p>

	<p>have been identified by the class teacher or other within school as needing some extra support / intervention at school, after putting strategies in place at class level</p>	<p>Assistant or an outside professional (like a Speech and Language Therapist)) will run these interventions using the teacher's plans, or a recommended programme.</p> <ul style="list-style-type: none"> <li>• Support may be given in the following areas as per the SEN Code of Practice: Special Educational Needs and provision can be considered as falling into four areas: <ul style="list-style-type: none"> <li>○ Communication and Interaction (such as Autistic Spectrum Disorder, Asperger's Syndrome, Selective Mutism and Speech and Language Difficulties)</li> <li>○ Cognition and Learning (such as Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, Dyspraxia)</li> <li>○ Social, Mental and Emotional Health</li> <li>○ Sensory, Medical and Physical (such as Hearing or Visual Impairment, Sensory Processing Difficulties, Epilepsy)</li> </ul> </li> </ul> <p>The main interventions and support offered at our school: literacy and numeracy groups (KS3); social skills and language groups; Lego Therapy; Language groups with the SALT; study skills support (KS4 &amp; 5); EAL group; counselling; learning mentor; Resilience Group; Social Stories and other support with ASD Outreach.</p>	<p>intervention groups may be at the stage of the SEND Code of Practice called <b>SEN Support</b>, which means they have been identified as needing some extra support /intervention in school, after putting strategies in place at class level.</p>
	<p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups And / or targeted support or intervention</b> for your child, of less than 20 hours and below in school</p> <p><i>Stage of SEN Code of Practice: <b>SEN Support</b>, which means they</i></p>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• The need for access to specialist professionals has to evidenced. First the SENCo will gather information from teachers. Before referrals are made you will be contacted to discuss your child's progress and help</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and school intervention groups.</p>



	<p>have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<p>plan possible ways forward.</p> <ul style="list-style-type: none"> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or language skills group</li> <li>○ A group or individual work with an outside professional</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified Individual support</b> for your child of, as a guide, 21 hours or more, in school.</p> <p><b><i>This is provided via an Education, Health and Care Plan (EHCP)</i></b> This means your child will have been identified by the class teacher/SENCO as needing a</p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></li> <li>• The school will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) and / or Multi-Agency</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and a lifelong need, and usually requiring 21 hours or more, support or intervention in school.</li> </ul>

	<p>particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"><li>• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</li><li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li></ul>	<p>meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professionals and from the school.</p> <ul style="list-style-type: none"><li>• After the school have sent in the request to the Local Authority (LA), with a lot of information about your child, including some from you, the LA will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs a statutory assessment, they will ask the school to continue with the support at SEN Support.</li><li>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need at least 21 hours of support or equivalent, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li><li>• The EHC Plan will outline how the support should be used and what strategies should be put into place (eg. individual support, small group sessions, Speech &amp; Language Therapy input etc. ). It will also have long term outcomes and the steps towards meeting these goals for your child.</li><li>• The additional adult support may be used to</li></ul>	
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		<p>work with the class teacher to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
<p><b>How will we support your child with identified special needs starting at school?</b></p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff. Our events are advertised on our website</li> <li>• To support Yr 6 – 7 transition The Local Authority hosts meetings for all SENCOs from the Greenwich primary and secondary schools, where information on children with SEND can be shared</li> <li>• John Roan school holds a transition day for all the Year 6 students in early July and the SEN team run additional transition mornings for more vulnerable students who may benefit from extra opportunities to become familiar with our school</li> <li>• If your child has an EHC Plan the SENCO, Lead Teacher for the DSP or a member of the SEN team will liaise with your child’s primary school to organise a meeting to discuss your child’s needs, share strategies used, and ensure provision can be planned for your child</li> <li>• If your child joins the school within year you will meet with the Director of Inclusion and / or Head of Year who will share information on your child’s needs with their teachers and the SEN team; a member of the SEN team will liaise with you to discuss your child’s needs, share strategies used, and ensure provision can be planned for your child</li> </ul>		
<p><b>How can I let the school know I am concerned about my child’s progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child’s progress in a specific subject you should speak to your child’s subject teacher initially. If you have wider concerns about your child’s progress you should speak to your child’s Head of Year.</li> <li>• If you remain concerned about how things are being managed and that your child is still not making progress you can speak to the Head of Department or the SENCO or the Director for Inclusion or the Headteacher</li> <li>• If you are still concerned you can speak to the school SEN Governor.</li> </ul>		
<p><b>How will the school let me know if they have any concerns about my child’s learning in school?</b></p>	<ul style="list-style-type: none"> <li>• When a teacher has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENCO. This will also happen if you have raised concerns about your child’s progress.</li> <li>• The school has meetings between departments and senior members of staff to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> <li>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention and will inform you.</li> </ul>		

	<ul style="list-style-type: none"> <li>• If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>• Any concerns you may have</li> <li>• Discuss with you any further interventions or referrals to outside professionals to support your child's learning</li> <li>• Discuss how we could work together, to support your child at home/school.</li> </ul> </li> </ul>
<p><b>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</b></p>	<ul style="list-style-type: none"> <li>• When students work in an intervention run by the SEN team they are given opportunities to share their views about the success of the intervention, how it has helped and if they have suggestions for improvements. Children usually do this in discussion in their group.</li> <li>• Individual Learning Profiles are a co-production with the child and the parent and may also include recommended strategies from professionals' reports; these are reviewed at least annually.</li> <li>• Children with an EHC Plan are given the opportunity to contribute to the Annual Review – this can be directly in the meeting, in writing, through a member of staff the child is comfortable talking to or through the parent.</li> <li>• Students also know they can talk to the tutors, Head of Year and subject teachers or a member of the SEN team and their views are also sought at times through more formal groups.</li> </ul>
<p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>	<ul style="list-style-type: none"> <li>• The school budget, received from Greenwich LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• The Head Teacher, the Director for Inclusion and the SENCO discuss all the information they have about SEN/D in the school, including <ul style="list-style-type: none"> <li>• the children getting extra support already</li> <li>• the children needing extra support</li> <li>• the children who have been identified as not making as much progress as would be expected.</li> </ul> And decide what resources/training and support is needed. </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

<p><b>Who are the other people providing services to children with SEN in this school?</b></p>	<p><b>A. Directly funded by the school</b></p>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Learning Mentor</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> </ul>
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		<ul style="list-style-type: none"> <li>• Teaching Assistants</li> <li>• Outside qualified assessor to provide Assessments for Examinations Access and for SpLD Dyslexia assessments</li> <li>• SEN Teacher in the DSP</li> </ul>
	<b>B. Paid for centrally by the Local Authority but delivered in school</b>	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service (as specified by Local Authority)</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (advice and resources for children with literacy or numeracy difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Waterside Behaviour advice service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> </ul>
	<b>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</b>	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>
	<b>D. Voluntary agencies</b>	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> <li>• Dyslexia Association of Bexley, Bromley, Greenwich &amp; Lewisham</li> </ul>
<b>How are the adults in school helped to work with children with an SEND and what training do they have?</b>	<ul style="list-style-type: none"> <li>• The Director for Inclusion and the SENCO work closely with Heads of Department to support the subject departments in planning for children with SEN/D. Through regular inclusion meetings they work closely with Heads of Year and the pastoral team to identify students who require additional support.</li> <li>• Members of the Inclusion team deliver CPD sessions for teaching staff throughout the year as part of the whole school CPD programme; our lead TAs deliver training to the TA team during a weekly briefing.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of all children including those with SEN/D. This may include whole school training on SEND issues</li> </ul>	

	<p>or to support identified groups of learners in school, such as those with ASD, dyslexia etc.</p> <ul style="list-style-type: none"> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</li> <li>• Staff are given information about children with SEN/D through the school information systems; ILPs are created for students at a particular level of individual need and these are shared with their teachers and teaching assistants</li> </ul>
<p><b>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</b></p>	<ul style="list-style-type: none"> <li>• Subject teachers plan lessons to ensure that teaching is good/outstanding and takes into account the specific needs of all groups of children in their class, to ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Teaching assistants work with the teachers to modify/adapt tasks to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted to meet your child's learning needs and increase your child's access to what is on offer.</li> <li>• Advice is given to staff regarding ways to support students during formal assessments and wherever possible these access arrangements are put in place using TAs from within the school</li> <li>• <b>Exam Access Arrangements</b> are formally applied for students in years 10 – 13. Students should already be on the SEN register and teachers must provide evidence to show need and usual ways of working. The school buys in a qualified assessor who will make an assessment for the exam boards; this process is supported by information from parents, student, teachers and the SENCo. The final decision about exam access arrangements is made by the JCQ (Joint Council for Qualifications) and a letter of the decision is sent home. The most usual of these arrangements include 25% extra time, scribe, reader, prompter, rest breaks, use of a laptop.</li> <li>• <b>Assessment for dyslexia:</b> the school buys in a qualified assessor who will make an assessment as required. The process is that concerns / query regarding dyslexia are raised by parents / teachers / HoY and shared with the SENCo. The SENCo gathers information from the teachers and parents and the student completes a dyslexia screener assessment. If there are indicators for dyslexia then the student will be referred to the qualified assessor. If there are no or very few indicators for dyslexia then the SENCo will discuss with the parent and student how the school can best support the needs of the young person – this might be strategies shared with teachers; an intervention or assessment for exam access arrangements. Parents may choose to have their child privately assessed and the school will discuss any report/recommendations with the parents.</li> </ul>
<p><b>How will we measure the</b></p>	<p>Your child's progress is continually monitored by his/her subject teachers:</p>

<p><b>progress of your child in school? And how will I know about this?</b></p>	<ul style="list-style-type: none"> <li>• His/her progress is reviewed formally every term.</li> <li>• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• Those children who have an Individual Learning Plan (ILP) will have this reviewed at Parents' evening.</li> <li>• The SENCO will also monitor your child's progress within any Inclusion Department interventions</li> <li>• As with all children in the school a range of ways will be used to keep you informed, these can include <ul style="list-style-type: none"> <li>Phone calls/text messages/emails home</li> <li>Letters/certificates/postcards home</li> <li>School Reports</li> <li>Parents' Evenings</li> <li>Additional meetings as required</li> </ul> </li> </ul> <p>During the period of Covid lockdown – most meetings are on Teams but this is not always the best way for parents/SENCo to discuss concerns. In this case meetings can be arranged in school subject to national guidance and following the school's Health and Safety Risk Assessment.</p>
<p><b>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</b></p>	<ul style="list-style-type: none"> <li>• The school provides support to our students in a number of ways; form tutors who see your child at the start of each day; the Heads of Year who provide support to children in their year group. Both work closely with parents to ensure the social and emotional needs as well as the academic needs of the children are being met.</li> <li>• Pastoral support is also available within the school through our school counsellor and the pastoral support team.</li> <li>• We also aim to provide a range of enrichment clubs and activities for students</li> <li>• The school is aware of the particular vulnerability of some students with SEN/D and the Student Support Team work closely with others within the Inclusion team and with Heads of Year and their year teams to support such students; TAs are deployed as Key Workers to support children with SEND and an EHCP.</li> <li>• Social Skills groups and a Lunchtime Club for year 7 and 8 in the Pride Room are also ways we provide support to and development of the emotional wellbeing of students with SEN/D</li> </ul> <p>For other relevant policies please see on our website: <a href="https://www.thejohnroanschool.org.uk/about-us/additional-information/policies">https://www.thejohnroanschool.org.uk/about-us/additional-information/policies</a></p>
<p><b>How is our school made accessible for students with SEND?</b></p>	<ul style="list-style-type: none"> <li>• We make reasonable adjustments so that equipment used is accessible to all children regardless of their needs. We undertake a standard accessibility plan.</li> <li>• Adaptions are made to our specialist classrooms to ensure that students are able to participate in all lessons. Adaptions may include height adjustable sinks and workstations or adaptive seating. The school is accessible to children with a physical disability via ramps and a lift.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school has a hygiene suite.</li> <li>• In addition, within the DSP area rooms are acoustically treated to reduce noise and we work to the AET Standards to ensure visual stimuli is appropriate. The DSP has a sensory room which doubles as a 'chill out' zone and learning environment for students within the DSP.</li> <li>• We work with other professionals and outside agencies to get the most effective support and advice for students as appropriate. For example CENMAC, OT, BackUp.</li> </ul> <p>See also: The school accessibility plan, which can be accessed via this link: <a href="https://www.thejohnroanschool.org.uk/about-us/additional-information/policies">https://www.thejohnroanschool.org.uk/about-us/additional-information/policies</a></p> <p>The Local Authority SEND Offer – <a href="http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page">http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page</a></p>
<p><b>How does our school make special arrangements for Looked after Children (LAC) with SEND?</b></p>	<ul style="list-style-type: none"> <li>• We consult with the Head Teacher and SENCo of the Virtual School as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.</li> <li>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</li> <li>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes</li> <li>• The SENCo works with the designated senior teacher with responsibility for Looked After Children (LAC) to ensure that training and policies are supportive of looked after children with SEN/D</li> <li>• The Designated Governor for LAC works to ensure provision is enabling LAC with SEN/D to make good progress.</li> </ul>
<p><b>How will we support your child when they are leaving this school? OR moving on to another class or year group?</b></p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <p><b>How will we support your child with identified special needs starting at school in year?</b></p> <ul style="list-style-type: none"> <li>• We will invite you to visit the school with your child to have a look around and speak to staff</li> <li>• You will be invited to attend the open evenings, open days and information events lead by the Head of Year.</li> <li>• If other professionals are involved, a Team Around the Child (TAC) meeting, or an Annual Review will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.</li> </ul>



	<ul style="list-style-type: none"> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily; students may need to access the PRIDE room for a period of time.</li> </ul> <p><b>For students moving to us from Primary School</b></p> <ul style="list-style-type: none"> <li>• The SENCO will attend the Local Authority KS2-3 Transition Day to discuss the specific needs of your child with the SENCO of their primary school.</li> <li>• Your child will be supported in their primary school, to understand the changes ahead. This may include creating a 'Personal Passport' that includes information about themselves for their new school.</li> <li>• You will be invited to visit us on Year 6 parents evening, held in June, and Year 6 Induction day, held in July. We may arrange additional visits to the school for students who may have difficulty making the transition. This will be discussed with you.</li> <li>• Our Transition Worker may visit your child in their primary school on several occasions. Where students are 'Looked After' or have an Education, Health &amp; Care Plan we will attend the year 6 PEP or Annual Review.</li> </ul> <p><b>For students moving classes or year groups in our school</b></p> <ul style="list-style-type: none"> <li>• The SENCO and department heads will pass information on to the new subject teachers and form tutors.</li> <li>• Students with an EHC Plan have an ILP that is shared with staff. This outlines the student's specific areas of difficulty and recommended strategies for support. It is co-created with the child and parent.</li> <li>• Staff are able to access the school database to gather appropriate information to aid classroom support.</li> </ul> <p><b>For students moving into our 6<sup>th</sup> Form</b></p> <ul style="list-style-type: none"> <li>• The Head of 6<sup>th</sup> form shares information with the SENCO regarding students moving into the 6<sup>th</sup> form and this is also distributed to staff.</li> <li>• For students new to both our school and 6<sup>th</sup> form, we request that they inform the SENCo of any SEND or exam access arrangements they had in their previous school. We use this information to ensure appropriate support is in place.</li> </ul>
<p><b>What should I do if I have a complaint or a concern about the SEN provision?</b></p>	<p>In the first instance where parents or carers are concerned about the provision provided for their child we hope that you will feel able to raise this with the SENCo, Ms McCauley or with the Director for Inclusion, Ms Jacquet. For children with an EHCP this may also be done as part of the annual review. Parents / carers may also choose to raise their concerns with the Head Teacher, Ms C Smith. We at the school will always work with all parties involved to resolve any areas of concern. Parents / carers are always welcome to attend meetings with a friend, family member for independent support.</p>

If concerns cannot be resolved parents/carers should use the school's complaints procedure as set out in the Complaints Policy. Parents and carers may also find the following useful: Greenwich Local Offer 'Information on disagreement resolution and mediation processes for children with special educational needs and disabilities' link: <https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/fsd/advice.page?id=2oXaUMklyVU>

**SCHOOL BASED DATA/INFORMATION:**

<p><b>How many students do we have at our school with statements or EHC plans?</b></p>	<p>We have 43 students with EHC plans or within the DSP (Autism) Yr 7 – 13 (September 2019)</p>
<p><b>How many students are on the Inclusion Register?</b></p>	<p>We have 185 students on the Record of Need at SEN Support in September 2019.</p>
<p><b>What were the outcomes for children within our school with SEND for 2019/20</b></p>	<p>The Inclusion team work closely with GALs and teachers to support students with SEND to make good progress across the curriculum and key stages.          Our SEN cohort All SEN: 203 - SEN: 18% . SEN K: 163; SEN E: 40          Year 11 SEND Students (EHCPs and SEN Support); Areas Strength: Progress 8 for SEN K students is broadly in line with expectations (this is a significant improvement on last year) Progress 8 Ebacc for SEN E students is broadly in line with expectations. However, progress of SEN E is below expectations except for the Ebacc. We know 8 of the 9 EHCP students are now are taking post-16 courses. The top 2 achieving students in the school were both students with SEN (achieving 8 grade 9 and 2 grade 8 GCSEs; the other achieving 6 grade 9, 3 grade 8 and 1 grade 7 GCSEs).</p> <p>The academic year 2019 to 20 was heavily impacted by the Covid pandemic including long periods of lockdown when the school was open only to SEN students and vulnerable students and some key worker family children. Throughout this time the Inclusion department worked closely with the Heads of Year, subject teachers and the school leadership to ensure support for our students with an SEN. Heads of Year and their pastoral staff were in weekly contact with students and when queries or questions were raised by a parent of student with SEN these were shared with the SENCo and the Inclusion team who made contact with those concerned and discussed appropriate support. The Inclusion team regularly sent out printed work packs to students we identified as likely to find these more manageable. Where HoY, teachers or parents identified that students were not managing or engaging with the online work that had been set, we also sent out printed work packs.</p>

	<p>Teachers have all the information on individual students with SEN, this is through the school's data systems and ILPs which are updated annually (or more often if required). The Inclusion team regularly deliver CPD to staff and during the extended lockdown period the SENCo shared weekly professional development opportunities with all staff through our CPD lead teacher, enabling staff to broaden and develop their understanding of SEN. Our inclusion staff are key workers and supported all the students with ECHPs; many of the team worked in school with the high needs and key worker students; all kept in touch via email and phone with their key students to check wellbeing and access to learning.</p> <p>Early on in the year it was decided that to prevent overload of emails and mail outs information for parents would be centralised through the Parent Newsletter. Information and links for the newsletter covering dyslexia, ADHD, ASD, anxiety and groups that support parents have been shared by the SENCo.</p> <p>We continue to hold the regular Inclusion meetings for each year group led by the Director for Inclusion; these enable the department and the Head of Year to efficiently share information about key students and decide as a team what support and intervention they may require to support them to succeed in school. We co-created or updated over 50 Individual Learning Profiles (ILPS) with the students and their parents/carers; our EAL co-ordinator created EAL ILPs with the students. These learning profiles outline key areas of difficulties, how to support the individual student and their strengths, they are shared with staff as part of our way of supporting students.</p> <p>The PRIDE Room is now firmly established as a supportive centre for year 7 and 8 students who may have some social, emotional or mental wellbeing difficulties or who may have struggled with the transition to primary school. The PRIDE Room offers a smaller, nurture space in which these students can begin to address any difficulties and build their confidence and resilience.</p>
<p><b>What training did staff at our school have in SEND over the year 2019/20</b></p>	<p>Continuous professional development is an important part of our focus on providing good/outstanding teaching for all students within the school.</p> <p>Members of the SEN team and other professionals deliver training; staff also attend courses outside of school where appropriate.</p> <p>Training is given to groups of staff as required eg. all teaching staff; SEN staff; departments.</p> <p>This year the main opportunities for staff were via online courses and information was shared with staff on a range of SEN courses including the NASEN Gateway videos.</p> <p>The SENCo attended online SENCo Network sessions run by the Local Authority; The school counsellor attended a Mental Health and Wellbeing in Schools conference; the Lead Teacher for the DSP continued to contribute to the Secondary Schools DSP Panel. TAs and all members of the Inclusion team made excellent use of the many online courses that were available during this year with participation in over 60 different CPD courses/conferences/meetings ranging from Level 2 qualification in Understanding Autism to courses on the Recovery Curriculum, Mindfulness and of course using Teams!</p>

<p><b>Were there any other important changes in SEND over the year 2019/20</b></p>	<p>The school, as did the country, had to quickly adapt to the impact of the pandemic. The school remained open to the children of key workers and to SEN and vulnerable students. The Inclusion team staff were key to running the on-site provision throughout the year from March until July. We all adapted to working with students in a new way and using online communication systems such as Teams meetings to ensure meetings for example for transition, were still able to take place.</p>
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### GLOSSARY OF TERMS

ILP	Individual Learning Plan
PLP	Personal Learning Plan
SEN Support	School Action stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder