

SEND Information Report - 2023

This information report gives an overview of SEND provision at The John Roan School 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: rationale, aims, and objectives of SEND provision; identification, provision, and support strategies for students with SEND; key stakeholders and their roles within SEND provision; training, information, complaints, admissions, transition, and access arrangements.

Key Contacts

Principal: Cath Smith

SEND Governor: Keith Bradbrook

SENDCo: Ms Jemma Clark

Royal Borough of Greenwich Local Offer:

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

What are the main additional needs at The John Roan School?

At The John Roan School we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014).

Our highest area of need is Communication and Interaction, due to student identified with speech, language and communication needs as well as autism. Cognition and learning are our second highest level of need with a high number of students being diagnosed with specific learning difficulties. As per the national trend, we are noting increasing numbers of students who, at some point during their time at The John Roan School, are experiencing Social, Emotional and Mental Health (SEMH) concerns.

As SEND identification is fluid and not always static, as of September 2023, The John Roan School have 42 students with Educational, Health Care Plans (EHCP) and 221 students identified as SEN Support (K).

At The John Roan School, 23.1% of the school are classified with SEND in comparison to the National Average of 17.3%.

How are SEND students and disabled students admitted to The John Roan School?

Students with additional needs will apply to The John Roan School using the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply to The John Roan School in the Autumn term of the transfer phase during Year 6. Consultation with The John Roan School will take place based on the paperwork provided by the local authority. The John Roan School are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the school is the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential. The school offers a range of existing facilities to support disabled students including, one disabled toilet per floor and one lift to access all floors on both sites. A Hygiene suite with hoist facilities and a therapy bed. Within the CFA students have access to a sensory room. We are an inclusive setting where students feel safe and thrive to meet their potential. Furthermore, we welcome open and honest dialogue with any parent and student with medical needs who wish to potentially attend the school.



How are additional needs identified at The John Roan School?

There are a range of methods on how potential additional needs are investigated and determined. Teachers and Pastoral staff can communicate with the SENCo through Heads of Year and Curriculum Leaders with follow up actions being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns. If students have previously been identified with additional needs, this information will be shared with the SENCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND Department. As an educational setting, we cannot diagnose neurological conditions, physical medical needs, or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENCo will complete external referrals for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, the Hearing Support Service, The Vision Support Service and Speech and Language Service. As part of the investigation process into whether a student has additional needs, the SENCo, in collaboration with the Learning Coaches, Head of Year and Curriculum Leaders, will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents, and social interactions. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication with classroom teachers is crucial. The SEND Team share all key findings whether from internal or specialist external reports to students' teachers via students' electronic records, the SEND Register and email communication.

What provision can The John Roan School offer to students with SEND?

Intervention and provision at the School falls into the three differing waves – universal, group and 1:1. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response.

The School follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, SEND students attend all timetabled lessons. Our training and expectations from classroom teachers ensure that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning Policy and values of Rosenshine's Principles and Doug Lemov's Teach Like a Champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. Students who have been provided with CFA support by the borough will have support from a TA during their integration process into lessons. Mainstream SEND students do not have additional adult support in class, again based on recent findings which show the limited value and use of teaching assistants in mainstream secondary education and preparation for adulthood.

There are a range of set timed interventions which are delivered by the Learning Coaches, as well as external professionals. Interventions that are offered across the school include ELSA (Emotional Literacy), Counselling, Social Stories, Social Communication Groups, Zones of Regulation, Lego Therapy, Speech and Language groups, Homework Club, literacy and numeracy. Whether a child is identified as SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. All interventions carry out an entrance and exit assessment to measure a students' progress during the dedicated sessions for that intervention.



Progress within the classroom and school site are also measured and considered to review its success. For certain students, reasonable adjustments need to be made for their diagnosis, such as uniform or the curriculum. These adaptations will be reviewed regularly, and targets set to minimise them.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

As previously mentioned, the assess, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation, and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

What training do staff undertake at The John Roan School to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at the school led by all staff. Teaching staff are regularly updated during briefings and twilight training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support. Our SEND Team offer bespoke support for classroom teachers on the main additional needs in the school and then subsequently individual support strategies for students Individual Learning Plans. This ensures quality teaching for all students. Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. Sharing of good practice at all levels is promoted. The Educational Psychologists, Speech Therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's Framework for Excellence, we actively encourage Education with Character with students experiencing and taking part in events in and outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility, or further training. Our Anti-bullying Policy and inclusive ethos from all at the school ensures discrimination does not occur or the excluding of students by their peers.

What Social, Emotional and Mental Health provision is there at The John Roan School?

Due to the increasing need for SEMH provision due to overstretched NHS services, the school has invested in training key members of staff to support students with SEMH needs. We are fortunate to have staff trained in ELSA and others undergoing training. We also have an in-house school counsellor and two further counsellors from the Royal Borough of Greenwich who provide intervention for students where necessary. These staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to ELSA, Greenwich Mental Health in Schools Team and counselling. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS Therapists, on interventions and individual students.



How are students and families included in the decision making?

The school welcomes input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call, on-line meetings, or face to face meetings. Students and parents will always be included in decisions on assessment and provision.

How are transition periods managed at The John Roan School?

Transition is carefully planned at the school both on entry and exit. We have our own Year 7 Transition Co-ordinator who liaises and directs this important time. With regards to entry into the school, there are a wealth of transition events for both parents and students to become familiar with the school. This includes an information event and individual meetings once students have started. Building trusting relationships is key for students with additional needs and attempts are made to introduce key staff to students with SEND before the start of Year 7. We also offer further orientation days for those students whom primary schools deem to require an additional visit with their parents/carers. At the end of Year 11, students with SEND will be supported with their transition through meetings with SEND Teams at their Post 16 provider to share crucial information on their needs, current provision, and exam arrangements.

How is the provision and support of students with SEND evaluated at The John Roan School?

Success for SEND students at the school is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the school, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data, and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision.

