

John Mason School SEND Information Report

1. Introduction

This SEND Information Report outlines how the school identifies, supports, and monitors pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015). It is updated annually.

2. School Vision and Values

We are committed to ensuring all pupils, including those with SEND and those who are disadvantaged achieve their full potential. We promote inclusion, independence, and equal access to a broad and balanced curriculum.

The aim of this report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to know more about our arrangements for SEND.

3. Definition of SEND

A child is considered to have SEND if they have a learning difficulty or disability that requires special educational provision beyond what is normally available to other pupils of the same age.

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. Identification of SEND

JMS uses a graduated approach (Assess–Plan–Do–Review) to identify pupils who may need additional support. Identification may come from: - Teacher observations -

Assessment data tracking- Parental concerns - Pupil concerns - External professional recommendations.

5. Assessing Needs

Once SEND is identified, the school carries out detailed assessments to pinpoint specific needs. This may involve: - Classroom-based assessments - Standardised tests – Observations against descriptors – Work scrutiny – Data tracking and Reports from educational psychologists or other specialists.

6. Support and Provision

Support is tailored to each pupil and may include: - Quality First Teaching - In-class support from teaching assistants – Task and strategic adaptations and scaffolding - Small-group interventions - One-to-one interventions - Specialist support (e.g., Speech and Language Therapy, CAMHS, Communication and Interaction Service, Art Therapy and Counselling).

Adjustments may include: - Scaffolded and adapted work - Assistive technology – Modified timetables. The Provision Map is a recent introduction to the school and enables students, their parents/carers and teaching professionals to create a profile for each student that indicates their strengths, the challenges they face in learning, and provides suggestions for adaptations that support and promote active engagement and progress.

Our Special Educational Needs Co-ordinator, or SENCO

Our Acting Special Educational Needs Co-ordinator, or SENCo is Mrs Kate Amos, Assistant Headteacher (Inclusion). She joined John Mason School in September 2025 and has 8 years' experience as well as achieving the NASENCo qualification and has worked as SENCo in two other secondary schools in Oxfordshire. She has a Masters in English Literature and a Diploma in Education – Literacy and Dyslexia; she is currently studying for the NPQH

She is allocated 10 hours a week to manage SEN provision alongside her other responsibilities for Alternative Provision, Pupil Premium and Reintegration.

JMS will seek to appointed a dedicated and qualified SENCo full time for September 26 so that Kate Amos can focus on her other responsibilities.

Assistant SENCO

Our assistant SENCO is Sophie Hearn. They have 1 years' experience in this role and have also worked as an English teacher and in a Special School. She is currently undertaking the NPQ in SEND.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN. This includes adaptations in lessons following school protocols for meeting the four key areas of need and the use of 'Task Boards'.

Teaching assistants (TAs)

We have a team of 6 TAs all of whom are trained to deliver interventions such as the Nurture Group, Resilience Champions, Friendship, Art Therapy, Maths and Literacy.

In the last academic year, TAs have been, or are being, trained by external professionals in ELSA, Forest School and Speech, Language and Communication Needs.

7. Curriculum and Inclusion

All pupils with SEND have access to the full curriculum wherever possible. Adaptations are made to ensure meaningful participation, including: - Scaffolding - Visual supports - Alternative formats for materials, adapted resources, Task Boards and strategies for acquiring language and key terms.

8. Monitoring and Reviewing Progress

SEND support is reviewed three times per year through the Assess-Plan-Do-Review cycle. Parents and pupils are involved in each review meeting. The dates for the reviews are published at the beginning of the academic year and shared with parents; they are then contacted nearer the date to book appointments for meetings either face to face or online. Adjustments to support and profiles are made as needed and shared with teachers and the pastoral team.

9. Education, Health and Care Plans (EHCPs)

Pupils with more complex needs may have an EHCP. The school: - Implements all required provision either internally or through the application to external quality assured and approved providers funded by OCC - Conducts annual reviews - Works with local authorities and external agencies and parents/carers to ensure students are able to be connected to the school whilst having their learning, social and emotional developmental needs met.

10. Working with Parents and Pupils

We value parental input. Communication may include: - Regular meetings - Email or phone updates - Termly Newsletter - Student voice activities. Parents are very much part of creating the profile of the learners to share with teachers, but we also invite parental input and guidance for the Protocols we provide for teaching staff for the categories of need.

The school also works with parents by offering courses run by Abingdon and Witney College to 'Navigate the Teenage Years' and workshops specifically for the parents of

students with anxiety; additionally, for parents for whom English is an additional language we support a regular course of English language teaching to develop their skills and confidence.

11. External Agencies

The school works with external professionals, including: - Educational Psychologists - Speech and Language Therapists - Occupational Therapists - CAMHS – Communication and Interaction Specialists, Art Therapists, Counsellors and teachers for Hearing and Visually Impaired students.

12. Accessibility

The school strives to be accessible in terms of: - Physical environment - Curriculum access - Information provided to families

Reasonable adjustments are made in accordance with the Equality Act 2010.

13. Transition Arrangements

The school supports transitions: - From primary to secondary - Between year groups - Into post-16 education or training

Support may include additional visits, meetings with families, and information sharing.

The Year 7 Pastoral and SEN team is active in responding to need and building relationships early to support Transition to Secondary School and work closely with our Primary feeder schools and with the other Secondary School in our Learning Trust. We use external professionals and specialists to guide this journey and look to innovate and provide extra appropriate support specifically targeted for those who have additional needs.

The school supports transition to post-16 education with careers advice and visits to new destinations and goes beyond this for students with EHCPs including supported visits.

Students with known barriers such as Anxiety or Neurodiverse conditions or who demonstrate EBSA are given the opportunity to have additional transition between year groups to ensure the new academic year begins positively; this is tailored to individual need.

The school is working on a new and enhanced process to support the many in year admissions we experience, to ensure students settle quickly and have every opportunity for personal enrichment and success.

14. Staff Training

Staff receive ongoing training related to SEND, including: - Scaffolding and Adaptive strategies - SEMH support - Autism awareness - Literacy and numeracy interventions.

The school is well supported by traded services from OCC including the SEND Service, Educational Psychologist and the SEND Helpdesk which offers programmes of customised support for schools in specific areas.

The Deputy SENCo is currently undertaking the NPQ in SEND; Teaching Assistants are being trained by external professionals in ELSA, Forest School and Speech, Language and Communication Needs.

Teachers are provided with CPD opportunities, INSET programmes, visiting Professionals' workshops, Briefings and Quality Assured resources to develop their knowledge, skills and understanding of students with SEND.

The Head of Inclusion has the NASENCo qualification and is undertaking the NPQ in Headship.

15. Complaints Procedure

Concerns should first be raised with the SENCo. If unresolved, parents may follow the formal school complaints procedure.

16. Key Contacts

- Head of Inclusion and acting SENCo
- Mrs K Amos NASENCo
- Email: kamos@johnmason.school
- Phone: 01235 524664

- Deputy SENCo with responsibility for KS3
- Mrs S Hearn
- Email; shearn@johnmason.school
- Phone: 01235 524664

17. Local Offer

The school works closely with the local offer to encourage engagement in the community with a wide range of supportive services.

Oxfordshire SEND local offer | Oxfordshire County Council

This report is reviewed annually in accordance with statutory requirements.

18. Local Support

The school works with SENDIASS to ensure parents are supported and understand their child's needs and entitlements under the SEN Code of Practice (2015). SENDIASS provide a vital service in helping parents to navigate processes and procedures, as well as offering valuable and friendly advice

[SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)

Reviewed December 25