



## **Special Education Needs and Disabilities Information Report 2022-23**

This information report outlines how we support children/young people with special educational needs or disabilities.

Issue Date: May 2022

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## **Vision and school information**

### **Our vision and how we hope to achieve it**

John Mason School is an inclusive mainstream school. We value all our students and encourage all learners to strive to achieve their potential. The school is committed to making the principles of the SEND Code of Practice (2015) a reality: to this end all children and young people are entitled to a fully inclusive education within the mainstream curriculum that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This means meeting their educational, personal and social needs by:

- identifying and assessing pupils needs and monitoring their progress;
- ensuring pupils have access to a broad and balanced curriculum, access to the wider curriculum and enrichment opportunities;
- supporting the development of appropriate teaching and learning skills within the classroom;
- raising the confidence and self-esteem of all pupils;
- recognising strengths and celebrating achievements;
- recognising and respecting everyone's differences;
- developing literacy, language, communication, numeracy and learning skills and independence for all pupils;
- raising expectations enabling pupils to have the highest possible achievement and accreditation;
- preparing pupils for the world of work and life after school;
- ensuring that governors, parents, all school staff and outside agencies play a full role in supporting these pupils.

### **Type of school**

We are a mixed secondary school for ages 11-18. We do not have any additionally resourced SEN provision.

### **Our Ofsted judgement**

In May 2019 the school was judged to be Good by Ofsted.

### **Our SEND register**

In September 2021 there are 24 pupils with Education, Health and Care Plans on our SEND register. There are 197 pupils who have been identified as requiring additional support (SEN Support).

## Definitions and Identification of Needs

### Definitions we use for SEND

At our school we use the definition for SEND from the SEND Code of Practice (2015).

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’

We currently provide for students with needs in one or more of the four areas:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health,
- Sensory and/ or physical.

### How we know if a child/young person has special educational needs

We aim to identify children and young people with SEND and to assess their individual needs. To fulfil this aim the school will have regard to the procedures laid down in the SEND Code of Practice (2015). There are two main methods of identification of pupils with special needs:

- identification and referral at the primary/secondary transfer stage
- referral by teaching staff, parents and outside agencies throughout the age range

The SEND transition team and Year 7 team screen all new entrants by interviewing them, visiting their primary schools and collating information from their primary records. From these meetings, the transition team will prepare a pupil passport and share with all staff. All teachers are responsible for monitoring the special educational needs of the pupils in their class and using the passports to inform their planning. We make use of KS2 scaled scores and other prior data to help early identification in Year 7. We also complete a reading test, a Mathematics baseline test and CATs baseline tests when students arrive with us in Year 7. From this information those children who have been highlighted as having Special Education Needs are assessed in order to identify their specific needs and ascertain the level of support required.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The SENCo and Learning Support department will carry out a clear analysis of the pupil's needs. This will draw on:

- Class teachers assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Termly data and reports
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required; these support plans are available in our schools secure system. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupils who have previously had additional SEND support and no longer need that support will be monitored carefully and their progress checked regularly to see if any support needs reinstating.

### **How we give pupils/ young people a voice**

Student voice is a fundamental part of the school's ethos and permeates all that we aim to achieve. In their own annual review meetings, students are at the centre of the process and attend all of the meetings. They are encouraged to reflect on and talk about their learning experiences and ambitions using visual and digital aids as a support, and as they progress through the school increasingly set their own targets. Students are encouraged to talk about their needs with their teachers. We complete learning surveys via our joint practice development programme (JPD) with pupils at least bi-annually to ensure a range of voices from children on the SEND register contribute to information sharing with teachers.

## **The support we offer to children and young people with SEND**

### **What we do to help children/ young people with special educational needs**

At John Mason we believe that all pupils' learning needs will first be met through the high quality teaching delivered by their subject teachers within the mainstream classroom. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We provide training for teachers in how to meet the needs of particular learners and train teachers in inclusive classroom strategies. We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

We have a team of highly skilled teaching assistants who support in lessons across the curriculum. The number of supported lessons in the classroom is allocated according to the needs of the pupil. Our Teaching Assistants will know all of the named pupils who may require extra support in a lesson, but are not constrained by this list. Teaching Assistants offer dynamic support that allows the teacher capacity to provide effective quality first teaching. Teaching Assistants are asked not to sit by the side of one pupil, unless this is needed to meet the child's specific needs, and instead to check in with them and support them within the class but also work with others in a helicopter-style approach, as recommended by the Education Endowment Fund (EEF) strategies for effective use of TAs in the classroom.

Each individual pupil has a SEND Profile (called a Pupil Passport) which is drawn up by the Key SEND worker, usually their tutor or Key TA; and identifies their needs and support strategies. The SEND key worker will discuss the child's progress with their parents/carers at the Parents' Key Worker meetings.

In addition to in-class support, some pupils may need to work in small groups, outside the mainstream class for short term interventions.

Provision at this stage may also include support and advice from other agencies e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nurse, School Counsellor, Autism Specialist, Sensory Impairment Adviser or other specialists. There will be a meeting bringing together the student, their parents and all professionals involved, where particular concern is raised and subsequent reviews put into place. These meetings will determine how student's needs are being met and what further support is needed.

If a child is being offered an alternative curriculum parents will be informed through meetings, phone calls or letters.

Teaching and learning strategies, progress and academic targets are reviewed termly. External agencies and specialists may also review the progress of students on their caseload and adapt their planning accordingly.

### **How we adapt our teaching for children/ young people with special educational needs**

We believe that the learning needs of all students will first and best be met through the high-quality teaching delivered by mainstream subject teachers in mixed ability or classes grouped by ability setting. We have a strong focus on inclusive strategies and using prior attainment to inform planning. We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson via their pupil passport. Teachers make sure that all students can access their lessons by ensuring that the activities are appropriate to their academic level and any particular additional needs. Subject teachers plan lessons to include all students in their class and they provide differentiated/scaffolded materials for class work and homework when necessary. Differentiated material is evident and visible on subject schemes of work and lesson plans.

In a small number of cases, it might be appropriate to provide additional, small group interventions in addition to the mainstream curriculum. These alternative packages are bespoke and agreed with all parties and reviewed regularly.

## **Resources and Provision**

### **How we decide what resources we can give to a child/ young person with special educational needs**

The school receives top up funding for students with Education, Health and Care Plans from the local authority and resources for individual students will be allocated according to their need. In addition the school ring fences funding to spend on children with additional needs. This money is spent on a range of interventions to support inclusion. This includes, but is not limited to: therapeutic interventions, school counselling and emotional wellbeing therapy and other extended services. This funding for additional support provides for teaching assistants.

The budget allocated to students is used as cost-effectively as possible to support the students with SEND.

Staffing is as follows: there are 9 full time Teaching Assistants: 1 of whom is a Higher Level Teaching Assistant, who work with pupils with SEND in the school. In addition we have an SEND Manger and an Inclusion Support Worker. There is also a part time SEN administrator working within the team.

Teachers, students and parents are all made aware of the Key Worker responsible for the pupil concerned and feedback on their day to day and longer term needs is welcomed and called upon regularly. Parents and carers of students with EHCPs/ statements are present at person-centred annual review meetings, and along with the student, will contribute their views on the effectiveness of support for the student.

Feedback on our general performance for students with SEND is sought through the whole school self-evaluation process and the findings feed into the annual School and Faculty Improvement Planning.

### **The training our staff have had or are getting**

Our team has had training in the areas of Autism, Visual Impairment, Hearing Impairment, Speech and Language, Trauma Training, Assessment for Learning, Manual Handling, Literacy, Numeracy and Phonics. The team have a regular in-house training session with our Teaching and Learning Assistant Head teacher. We hold whole school training sessions and small workshops for mainstream teachers to look at specific areas for development depending on the needs of our students each year. The Learning Support Faculty contributes to the learning groups for teachers and TAs. Each TA is aligned to a faculty to aid planning in subject specialisms.



## **Communicating with parents**

### **How we check that a child/ young person is making progress and how we keep parents informed**

Progress of all students, including students with additional needs, is continuously monitored by all teachers through regular marking, feedback and assessment. Data on the progress for each student is inputted termly into the School's Information Management system. A progress update report is compiled to show the progress of those students who are being monitored for Special Educational Needs. The parents of those pupils receiving Additional Support and those with an EHC Plan are given targets and reviews via their passport and a school report outlining the progress made and whether they are meeting their targets. The SEN Key Worker will review with the pupils whether the progress made towards their previous targets is sufficient and if so put in place fresh targets. All pupils are encouraged to set their own targets with the teacher and these are recorded on their pupil passport. The targets will be explained to parents at Key Worker evenings; and the ways parents can support these at home will be discussed. Parents or carers of students with EHCPs will also receive feedback at the annual review.

### **How parents are involved in school life**

At John Mason there is a very good partnership between staff and parents. We communicate with parents at Parents' Meetings, Annual Reviews, and through phone calls and letters home. Parents or carers of students who are interested in applying for a place at John Mason are welcome to come in and visit during the first half term of Year 6. If they are offered a place, a member of the SEND Transition team will then meet with them to find out more about their child's needs. We hope this will be the beginning of a relationship that will ensure that the care and support needed to help each child to learn and develop is in place both at school and at home.

Parents are invited to join annual reviews, parent's evenings, academic review days and Year Learning Co-ordinators frequently hold parent meetings too.

## **The wider inclusion of children with SEND**

### **Support we offer for children's/ young people's health and general wellbeing**

Each pupil is a member of a form class (registration group) and has a form teacher who oversees their pastoral wellbeing. The school offers PHSE lessons to all pupils through the tutor programme. There is a School Nurse who draws up care plans for pupils with medical needs and a locked cabinet in the medical room for the storage of medicines. Care plans are made available centrally (with key information displayed in the Staff room), and copies kept with key people involved in the care of the pupils.

Each fortnight our Director of Inclusion holds a School Support Meeting (SSM) for each Key stage, discussing the needs of all vulnerable students, including those on the SEND register. This involves all the professionals that work within the school to help include pupils experiencing difficulties that is affecting their schooling and to ensure their safety and wellbeing. This meeting is attended by the Director of Key Stage 3 or 4, the School Support Manager for that Key Stage or Year group, and the SENCO. We diagnose support needed and this can lead to the involvement of other professional bodies, such as CAMHS representatives, the Police Community Support Officer (PCSO), Educational Psychologists or other alternative providers. Each year group is revisited every fortnight and a grid highlighting the concerns and support offered is kept to check that we have provided a targeted and comprehensive set of measures to support each child.

### **Specialist external services we use when we think extra help is needed**

Within the school, the extended team of professionals hold the qualifications that meet their professional requirements. All teachers at the school are qualified teachers or those on training programmes to obtain that qualification. The Teaching Assistants employed by the school have a range of training and qualifications in areas such as art therapy, dyslexia and exam assessment.

The school uses other external agencies to support its work and offers specialised help to those pupils who are assessed as needing it.

Specialist Teachers for pupils with visual, hearing and physical impairments work with the school to assess the needs of these pupils; the SENCo oversees this area of specialist support.

The Educational Psychologist comes into school to attend meetings with the SEND Team and parents or carers and to meet with and assess pupils who already receive support but are causing concern. The Educational Psychologist is also involved in the assessment and review of pupils who have an Education Health and Care Plan and advising staff on strategies for supporting students.

### **How we include children/young people in activities and school trips**

We aim to include pupils with SEND in all appropriate out of hours activities and organise the resources in terms of support and transport to facilitate their participation. Likewise with trips, when a student will benefit from a trip, we draw up risk assessments with help from pupils, parents and medical professionals that will enable them to take part safely. These are used by the trip leader to ensure that all staff are aware of any special arrangements or what to do and who to contact in an emergency. We also organise some trips with pupils with SEND in mind such as to museums, plays and places of interest.

We offer a safe place to socialise in Learning Support at break and lunch times; there is a programme of after school enrichment clubs for pupils as well, with a homework support club in Learning Support for students on the SEND register. All children on the wider SEND register are monitored for their participation in extra-curricular activities.

### **Our school environment**

John Mason School is completely accessible for children and adults with mobility issues. The school is wheelchair accessible as there are three lifts which can take pupils and staff up to the first floor. There are three accessible toilets within the school and a changing area available in school for those who need it.

Depending on the needs of individual students the school makes adjustments to the environment where necessary e.g. buying specialist chairs for the Science labs or ordering additional equipment such as walking frames through Occupational Therapy. All classrooms for non-practical subjects have carpets so that background noise is greatly reduced for the hearing impaired students. Signage and markings on the stairs have been designed with people with visual impairment in mind. We have a Premises Manager who monitors the smooth running of the school building to ensure that inclusion is facilitated.

### **How we prepare for children/young people joining our school and leaving our school**

There is a team of staff at John Mason who are responsible for making sure that all students make a smooth transition from primary school. When we know the pupils who have a place at John Mason, we visit them at their primary schools, meet with their parents or carers and attend Annual Reviews when we can. A report is drawn up and used to prepare all staff to meet the pupils' needs. We invite the students in for special sessions in advance to get them used to the new environment, meet their teachers and new peers. This is part of the transition package organised by the Y7 pastoral team and the SENCo and transition TA.

Key workers support pupils with SEND at each transitional stage, whether it is making options choices in Year 9 or course and college choices in Year 11 or post school options at Year 13. Continuity of support is a priority for us, as is ensuring that young people are fully informed and active participants in decisions about their future.

The Careers Service will prioritise students who are disadvantaged or on the SEN register to meet and advise them on the GCSE or college courses in which they are interested. This is discussed with parents at the annual review.

## Evaluating provision and communicating concerns or complaints

### Evaluating the effectiveness of SEN provision

The effectiveness of the provision is evaluated by consistent quality assurance learning walks (JPD cycle) and lesson observations for all teaching staff. The Faculties complete an annual SEF and senior leaders reports to governors on the effectiveness of provision. Provision Mapping is used to log and track the effectiveness of support and interventions for individual students with SEND. The Learning Support Faculty had an external review completed in June 2021 and the school governors are monitoring the implementation of the recommendations of this review.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires
- Monitoring of progress data by the SENCO
- Provision Mapping to measure progress
- Holding annual reviews for pupils with EHC plans

### Who to contact for more information or to discuss a concern

If you wish to discuss a child who has SEND at the school and you know the name of the Key Worker or TA who works with them, please call the school number and ask for that person by name.

If you are the parent or carer of a pupil with SEND needs in Year 6 and want to look around the school please contact Jo Godfrey

(SENCO/ Head of the Inclusion Faculty) via the school website:

[inclusion@johnmason.oxon.sch.uk](mailto:inclusion@johnmason.oxon.sch.uk) or [Samantha.Martin-Morrissey@johnmason.oxon.sch.uk](mailto:Samantha.Martin-Morrissey@johnmason.oxon.sch.uk)

The senior leader with responsibility for SEND is Lucy Foster:

[lucy.foster@johnmason.oxon.sch.uk](mailto:lucy.foster@johnmason.oxon.sch.uk)

To speak to the Head of School, Mr Adrian Rees please contact [head.4126@johnmason.oxon.sch.uk](mailto:head.4126@johnmason.oxon.sch.uk)

Oxfordshire's local offer contains information about services that are available to children, young people and families in Oxfordshire. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years and can be found at:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-young-people-16-25-years-send/moving-adulthood/education-and-employment>

The school governor with designated responsibility for Special Educational Needs and Disabilities is Helen Wigginton: [Helen.Wigginton@johnmason.oxon.sch.uk](mailto:Helen.Wigginton@johnmason.oxon.sch.uk)

Our current SEND Information Report 2021-22 was prepared in October 2021 (reviewed annually)