

SEND information report

Jane Austen College



Welcome to our SEN Information Report, which is part of the Norfolk Local Offer for learners with special educational needs and disabilities (SEND). All Governing bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND. You can find out more about Norfolk's Local Offer [here](#).

Jane Austen College has produced this information report to inform parents and students how we support learners with special educational needs and disabilities (SEND). This report will be reviewed and updated annually and takes into account feedback from parents and students.

If you wish to discuss your child's special educational needs and or disability, please contact Catherine Berwick, Assistant Principal and SENCO, who co-ordinates SEND provision within the college.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Catherine Berwick.

She will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Work with the Principal and Governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Our SEN Administrator is Alison Treacy.

She will

- Support the administration of provision made for individual pupils with SEND, including those who have EHC plans, as directed by the SENCO
- Be an additional point of contact for specific and general enquiries pertaining to students on the SEND list
- Liaise with Teaching and Support staff as guided by the SENCO to ensure students on SEND list have information regarding provision shared to appropriate persons
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND Governor is Garath Stevens.

He will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal is David Thomas.

He will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow our SEND policy

Our approach to learning for students with SEND

- All members of the College support students with SEND
- Students with SEND have equal access to the curriculum, with modifications as appropriate
- We work together with parents or carers and the young person regarding special educational provision to bring about the best possible outcomes for all of our students

5. SEN information report

5.1 The kinds of SEND that are provided for

Jane Austen College currently provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language/communication difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety;
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying students with SEND and assessing their needs

How we identify SEN

We listen to classroom teachers, parents, carers and the students themselves when identifying SEND and take into account a number of different factors, including observation of behaviours in and out of class, evidence from classwork and test results and discussion with the different people involved.

We will assess each student's current skills and levels of attainment on entry. We will seek information from parents, previous settings and information from other professionals.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This means that the SEN provision offered to a young person is based on clear evidence of need. Evidence can come from:

- professionals outside of school,
- data from within school (including progress and attainment data, standardised scores, attendance data, exclusions, evidence from learning walks)
- stakeholder views.

The provision and its impact are reviewed at specified intervals (usually termly), triggering the next cycle. If a young person requires a high level of individual support beyond the resources available to the College, a request for a statutory assessment of their needs can be made. If the Local Authority agree to assess the young person and decide that the SEN are severe enough, they will write an Educational Health Care Plan. This is a legal document which outlines the support the young person will receive and strategies to be put in place. It also has short and long term goals.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

Transition

The College will ensure that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy. The general procedures for receiving and transferring students are in line with the Admissions Policy. In addition, the SENCO will review information such as Individual Education Plans and conduct additional meetings with primary schools during the year to build up a clear picture of need. Additional transition visits may be organised in order to familiarise students with the College.

We recognise that leaving school can be difficult for a young person with SEND. We will provide guidance for students as they move into the next stage of their education or employment. We will ensure that all records are passed on in a timely manner, including evidence of additional classroom or exam support.

5.6 Our approach to teaching pupils with SEND

All students receive quality first teaching: this means that the class teacher uses a range of different strategies to support each learner's needs.

We produce a **Pupil Profile** with each student identified as having SEN. The Pupil Profiles have lots of useful information about the learners' needs and help the classroom teachers make reasonable adjustments to support those with SEN. Classroom teachers receive regular training in SEND.

We will also provide the following interventions: maths, reading, working memory, social skills and emotional literacy..

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Provision of specialist equipment
- Seating plans
- Use of laptops, coloured overlays, visual timetables, larger font, etc.
- Access to e-learning
- Exam access arrangements where necessary (extra time, readers, scribes, use of assistive technology, rest breaks)

5.8 Additional support for learning

Our team of Teaching Assistants are each linked to a particular Year Group and communicate with parents and carers regarding aspects of progress related to the young person's SEN. Teaching Assistants often work

alongside the teacher in lessons across a range of subjects and year groups to help implement specialist support strategies and to support students to access the curriculum independently.

We offer a range of short-term interventions outside of lessons, depending on the needs of the students. These may target

- maths
- reading
- working memory
- social skills
- emotional literacy

The interventions are run by Teaching Assistants. Where possible, we assess students using standardised tests so that we can assess their starting points and their progress as a result of doing the intervention.

We work with external agencies to provide professional advice and support for pupils with SEND (e.g. VSSS, CEPP).

5.9 Expertise and training of staff

Our SENCO

Her qualifications are:

Bachelor of Arts - University of Cambridge

Post Graduate Certificate in Education - University of Cambridge

National SENCO Award - Eastern Leadership Centre

NPQSL – National Professional Qualification – Senior Leadership

Our SEN Administrator is part-time and supports the daily SEND provision.

5.10 Securing equipment and facilities

Once a recommendation is received from a professional regarding the needs of our students for specialist equipment, the order is placed and funding is made available from the SEND budget.

5.11 Evaluating the effectiveness of SEND provision

The provision and its impact are reviewed at specified intervals. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students' individual progress towards their goals each term as recorded on their Pupil Profile
- Reviewing the impact of interventions every half term
- Conducting standardized assessments of pupils in key areas
- Weekly monitoring by the SENCO and SEN Administrator via behaviour and attendance reports
- Using Provision Maps to measure progress
- Holding annual reviews for students with Education, Health and Care Plans (EHCPs.)
- Student and parent/carer feedback
- We listen to our students and actively seek their feedback about what they find effective.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our Electives.

All students are encouraged to go on residential trips.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND.

We encourage visits by parents to understand our college site and to see our facilities.

Our accessibility plan can be found on our website.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students can seek support at break and lunch times from the Pastoral team.
- We offer emotional literacy support and social skills interventions for identified students.
- Students with SEND are encouraged to participate fully and take roles of responsibility in the College.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We regularly work closely with the following external agencies to secure support for our students:

Educational Psychologists

Virtual School for Sensory Support

Just One Number (school nursing service)

NHS professionals

CAMHS

Travelling Childrens services

Point 1 Counselling service

East Coast Speech and Language therapy service

ADHD nursing support services

EAL support service

Norfolk Constabulary

Alternative providers eg St Edmunds Training Centre

Careers Information, Care and Guidance representative

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy, if they wish to pursue a formal resolution.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can access support through the Norfolk Local Offer or via The SEND Partnership:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

sendpartnership.iass@norfolk.gov.uk

5.17 Contact details for raising concerns

Please contact Catherine Berwick in the first instance to raise any concerns. The school number is 01603 463 800 x210.

Email: catherineberwick@inspirationtrust.org

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/local-offer/what-is-the-local-offer-easy-read-guide-for-parents.pdf>

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/local-offer-for-children-and-young-people>

6. Monitoring arrangements

This information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This report links to our policies on:

- Special educational needs
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Updated September 2019