

## SEN INFORMATION REPORT

### Questions

### St John the Baptist School

**1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Before transition into Year 7 staff from St John the Baptist School (SJB) visit the Primary schools to gather information and data on all the students. Information on the students already on the Special Educational Needs Register (SEN) is passed on to the staff at SJB. They are automatically placed on the SEN register at SJB so all staff are aware and have the information and strategies to support these students. All staff are provided with a booklet highlighting the SEN features and strategies for individual students. There is a subtle code against the names of the students on the SEN register so teachers are aware when taking registers and making seating plans. All the detailed information for students on the SEN register is available to all staff. When a student enters the school mid-year with SEN we liaise with the previous school and relay the information to the SENCo, relevant teachers, and Heads of Year (HoY). All year 7's are screened on entry, the AH2 test is completed on the Year 6 day, and reading and spelling tests are completed in the September of entry. The Middle Years Information system (MIDYS) is completed at the end of the first term. Any students meeting criteria from the testing are added to the SEN Register. We have rigorous monitoring systems in place that track the progress of students and all staff are vigilant about raising concerns. If members of staff are concerned about a student they contact the SENCo. Information is gathered from all staff involved with the student and a decision made as to whether further assessment is required. We have a specialist Speech and Language Therapist on site who is an expert in Dyslexia. If a parent has concerns that their child may have SEN they should contact the Form Tutor, HoY or SENCo.

		<b>Ofsted stated in May 2014:</b> Students who are eligible for additional funding achieve as well as other students and sometimes do even better.
2	<b>How will school staff support my child?</b>	<p>There are many ways that staff at SJB support our students. All students are monitored rigorously by teaching staff, HoY's, the SENCo and School Leadership Team (SLT). Strategies are first and foremost implemented in the classroom to support the students' needs. All the staff are trained to support students with SEN using differentiation and strategies for the particular SEN needs. Many interventions are put in place, such as Learning Support Assistant (LSA) support in lessons, small group and individual interventions. These interventions are monitored and adjusted as needed. Where we feel something is not working we are quick to respond and find alternatives through talking with the students and their families. All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and SEN. We pride ourselves in providing quality first teaching in the classroom which includes differentiation, high quality teaching, active learning and effective feedback, ensuring that the majority of the students' needs are met within the classroom environment. We have specialist staff that can be used to support students with SEN and can access outside professional support, if needed.</p> <p>The Pastoral system at SJB is extremely effective and supportive of both students and their families.</p>
3	<b>How will the curriculum be matched to my child's needs?</b>	<p>Differentiation is embedded in our curriculum and practice and we ensure that we tailor our teaching to the needs of our students. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning. In KS3 all students participate in a wide and varied curriculum to ensure that they are able to use their skills of literacy and numeracy in a wide variety of subjects. Some of these subjects are taught in 'sets' with others being taught in mixed ability groups. Quality first teaching ensures that students are able to access this curriculum. We identify students who would benefit from time-bonded sessions to support them in areas such as literacy skills and phonological awareness. We also run a paired reading programme for years 7 through to 9, along with a spelling programme. These programmes are proven to increase the students' reading and spelling ages which in turn gives them more confidence in the classroom. Students are identified for these</p>

		<p>programmes through early testing at the end of year 6 and the beginning of year 7. On top of this we use the Midysis assessment which tests the students' underlying ability.</p> <p><b>Ofsted stated in May 2014:</b> The school make good use of catch up funding, using it for a range of measures to support reading and writing; for example the purchase of a specific programme to improve students' phonics (the link between letters and the sound they make) has had a very positive impact in raising their reading ages.</p>
4	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>We regularly share progress feedback with all our students and their families. In Year 7, parents/carers have the opportunity to meet with their child's tutor in November and there is a parents evening in the summer term. All the other year groups have one parents evening a year in addition to information evenings in KS4 and KS5. At the parent evenings you will have the opportunity to discuss your child's progress with their subject teachers and to discuss how you and the teachers can further support your child's learning.</p> <p>You will also receive a termly report on your child which will show, in KS3 progress and attitude to and behaviour for learning, in KS4 &amp; 5 grades and attitude to and behaviour for learning. This enables parents/carers to be clear about their child's progress. Our staff monitor all students' progress against their targets and appropriate interventions are put in place if necessary. Parents are always informed if their children are falling behind. In addition, students with a EHCP (Education and Health Care Plan) will have a yearly review meeting with the SENCO. Other students on the SEN Register/Dyslexic register can have a meeting to further discuss their child's progress with a member of the SEN team at the schools or parent/carers request.</p> <p>Every student at SJB has a student planner (an app on the iPad). Students and parents also have a log in for Frog, the schools virtual learning environment (VLE). This enables you to keep up to date with your child's homework and achievements. You will also find information on how to contact the school. There is an area for every department which contains information about the curriculum your child will be studying.</p> <p>Parents are encouraged to contact the school should they have any concerns. The first point of contact would be your child's form tutor or subject teacher; you may also contact the Head of Year.</p> <p>For parents of students on the Autistic Spectrum we hold a half-termly parent group. Parents find this a 'safe' place to discuss worries and get advice from other parents, we</p>

		can also organise outside speakers to come to discuss issues that the parents want advice on.
<b>5</b>	<b>What support will there be for my child's overall well-being?</b>	<p>At SJB, our students' wellbeing is highly valued. All our staff are regularly trained to provide a high standard of pastoral support and we have a very strong pastoral system; there are 8 tutors year 7 and 7 tutors in year groups 8 -11. Each year group has a Head of Year and an assistant Head of Year and one of our Deputy Heads oversees all the pastoral care for the main school. In the 6<sup>th</sup> Form there are 8 tutors in Years 12 &amp; 13 with a Head of Year for each year group. The Head of 6<sup>th</sup> Form oversees the pastoral care here. We also have a school Chaplain who has regular contact with parents and students and our SENCo who has an overview of the students on the SEN Register. This system ensures that you or your child will always have someone to talk to if something is bothering you.</p> <p>Relevant staff are trained to support medical needs including the use of epipens. We have a Medical procedure policy in place to ensure that students with medical needs are fully supported.</p> <p>The school has high expectations of behaviour and has a behaviour policy; which includes guidance on expectations, rewards and sanctions and is fully understood by all staff and students</p> <p>We regularly monitor attendance and support is put in place to help prevent prolonged unauthorised absence.</p> <p>The student voice is part of our ethos and is actively encouraged. The STARS (students as researchers) are democratically voted by each year group and meet fortnightly. They work extremely hard on behalf of the students to improve the running of the school and the school environment.</p> <p>The Learning Support Department runs a Homework club every day after school from 3.30 to 4.30, giving the students the opportunity to complete their homework with support, if required. The students have the opportunity to share worries or concerns in a smaller environment. We also run a Social skills and self-esteem groups to support our students.</p>
<b>6</b>	<b>What specialist services and expertise are</b>	<p>All our staff receive regular training and all our teachers hold qualified teacher status. We have a number of established relationships with professionals in health and social</p>

	<b>available at or accessed by the school?</b>	<p>care and these are recorded on our provision map. All external partners that we work with are vetted in terms of safeguarding and when buying in additional support. All our SEN staff are well trained and experienced and we have a specialist Dyslexic teacher and Speech and Language Therapist.</p> <p>We refer, when needed, to the Educational Psychologist, specialist teachers, the Physical and Sensory Service and the Education Welfare Service. We also have links with the Child and Adolescent Mental Health Service, the Occupational Therapy Service and the Visually Impaired Service. We have access to support from the outreach service for young people on the Autistic Spectrum. We also refer pupils to alternative provision if required.</p> <p>We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher Miss A Hughes <a href="mailto:a.hughes@sjb.surrey.sch.uk">a.hughes@sjb.surrey.sch.uk</a> meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically</p>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>All the LSA's have regular training on many areas including Attachment Disorder, Dyslexia, Speech, Language and Communication Needs, Autistic Spectrum Disorder and Behaviour Management. They also have access to the whole school training opportunities. Several of our LSA's have also gained the Higher Level Teaching Assistant Status.</p> <p>At the start of every year all staff are trained on the SEN Register and the specific needs of the SEN students in the school. There are regular opportunities throughout the year for additional training on SEN, if required. The SEN staff are kept up to date on current issues and initiatives and the SENCo is very experienced.</p>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>Our SEN Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We will consult with parents and health professionals to make access arrangements for students, whatever their disability, so they are able to access school trips and out of hours learning. All staff running trips are trained and complete risk assessments.</p>
9	<b>How accessible is the school environment?</b>	<p>We have an Accessibility Plan in place and all our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these</p>

		<p>requirements. We have no lifts in the buildings and are spread out over several buildings. The main school building is spread over three floor and we would timetable where possible on the ground floor to meet the student's needs. There are ground floor toilets accessible for wheelchairs and we have a room where physiotherapy can take place.</p> <p>Where needed translators are asked to attend meetings to alleviate any communications difficulties.</p> <p>SEN students have access to laptops, Bluetooth keyboards for the use with the ipads and Kindles are available to help with reading.</p>
10	<p><b>How will the school prepare and support my child to join the school, transfer to a new setting / college or the next stage of education and life?</b></p>	<p>We have an induction programme in place for welcoming new learners to St John the Baptist School. We run an extra programme for students that our feeder schools feel would benefit from extra support including students on the Autistic Spectrum. These extra days give the students the opportunity to discuss their concerns, meet other students and spend time in the school. They also receive a personalised booklet with all the information they need prior to starting at SJB.</p> <p>We have very good relationships with our feeder schools and have good contact links with any other school that our new students may come from. When it comes to our young people moving on to another education setting we provide information on the student, any access arrangements they may have been entitled to and a reference if necessary.</p>
11	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>At SJB we know our students very well and plan our support around our students ensuring they have a tailored package of support.</p> <p>A student's support will change according to their need and we measure the effectiveness of any intervention put into place. The school leadership team is very careful to make sure that SEN money is spent effectively.</p> <p>If a student has a EHCP, the Annual Review tracks that their needs are being met correctly.</p> <p><b>Ofsted stated in May 2014:</b> Disabled students and those with Special Educational Needs also make outstanding progress. The school has highly effective strategies in place to support those students' particular learning needs and monitors their progress closely</p>

12	<b>How is the decision made about what type and how much support my child will receive?</b>	<p>Quality first teaching is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with relevant staff, the learner and their families.</p> <p>All additional interventions are closely monitored and assessed through regular monitoring and assessment.</p> <p>The SENCo oversees additional support and provides regular updates with the School Leadership Team.</p>
13	<b>How are parents involved in the school? How can I be involved?</b>	<p>It is essential that parent's feel able to contact the school should they have any concerns or would like to share in positive news. We run an Open Door policy should any parent wish to contact the school and we will get back to them in 24 hours.</p> <p>We have regular information evenings and parents' evenings where parents can discuss their child's progress.</p> <p>We encourage parents to be involved in our paired reading programme and invite them to be part of our invigilation team.</p> <p>Our Governing body includes Parent Governors/representatives.</p>
14	<b>Who can I contact for further information?</b>	<p>In the first instance parents/carers are encouraged to talk to their child's form tutor or subject teachers. Email is a good way to contact them. Specialist support can be sought from the Head of Year or the school's SENCo, Miss A Hughes, who is contactable at <a href="mailto:a.hughes@sjb.surrey.sch.uk">a.hughes@sjb.surrey.sch.uk</a> .</p> <p>Surrey Parent Partnership offer impartial and independent advice and supports parents of children with SEN and can be found at <a href="http://www.surreyparentpartnership.org.uk">http://www.surreyparentpartnership.org.uk</a></p> <p>Please visit the Surrey County Council website to view the Surrey Local Offer.</p>