

## **Jarrow School**

### **SEN Information Report 2021 – 2022**

#### **Contributing to the South Tyneside Local Offer**

#### **School Mission Statement:**

We aim to provide an education that equips our students with not only an excellent academic grounding but also one that, throughout our curriculum promotes the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and cultures. Through doing this we aim to be an inclusive community where everyone can thrive and every student has the opportunity to find their own identity and grow.

#### **Introduction**

Welcome to Jarrow School Information Report which is part of South Tyneside's Local Offer for learners with Special Educational Needs (SEN).

We are an inclusive school in every respect, committed to improving the progress of all our students, regardless of need. We aim to support our students to make progress in their learning, their emotional and social development and in developing their independence, through a learning environment which is of high quality and supportive, ensuring that every student achieves their full potential.

Jarrow School recognises the need to provide high quality teaching. All departments and teaching staff are required to prepare Schemes of Work and well planned lessons that support all of our students. Faculties and departments are responsible for their curriculum content and teaching staff constantly strive to adapt their teaching and strategies used to meet the needs of all learners, through differentiation and resources dependent upon individual need.

Regular CPD sessions provide training opportunities for staff to improve their knowledge and skills on a wide range of educational issues.

#### **Provision**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example ASC and speech and language difficulties

Cognition and learning, for example dyslexia and dyspraxia

Social, emotional and mental health difficulties, for example ADHD

Sensory, for example visual and hearing impairment

Moderate learning difficulties

## **Identification**

We currently use assessment and levels of attainment on entry to identify students' current skills, along with information from previous settings, which aid identification of need.

Class teachers will make regular assessments of progress for all, helping to quickly identify those whose progress:

- Is significantly slower than those of their peers from the same baseline
- Fails to match or better the previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

We also include progress in areas other than attainment, for example, social need.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Taking into account the desired outcomes, including expected progress and attainment, the views and wishes of the student and their parents/carers help when deciding as to whether special educational provision is required, we will use all of these factors to determine what support is required and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **Consultation and involvement of students and parent/carers**

When identifying as to whether a student required SEN provision, an early discussion will take place with the pupil and the parents/carers. This is to ensure that:

- Everyone has knowledge of the student's areas of strength and difficulty
- The concerns of the parents/carers are taken into account
- Everyone understands the agreed outcomes
- Everyone is clear and aware of what the next steps will be

We will formally notify parents/carers when it is decided that a student will receive SEN support.

## **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated assess, plan, do review, four part cycle.

An analysis of need will draw on:

- Teacher assessment

- Previous progress, attainment and behaviour
- Where relevant, other assessments
- Development in comparison to their peers
- Parental views and experience
- If relevant, advice from Support Services

We will regularly review the effectiveness of the support and interventions and their impact on pupil progress.

### **Supporting students moving between phases and preparing for adulthood**

We have a well-established transition process for students beginning the secondary phase of education in Year 7, which begins in Year 5 of their primary education. Students regularly attend taster sessions and are also invited to calendared events.

Staff from our SEND team attends transitional reviews when invited by the primaries. Classroom observations and discussions take place in the primary sector for students who have more complex needs, to ensure that we are the best-resourced setting for secondary education.

From Year 10 onwards, students with SEN are invited to attend visits, meetings and discussions with our Post 16 providers.

We will share information with the school, college or other setting when a student moves on.

### **Our approach to teaching students with SEN**

All teachers are responsible and accountable for the progress and development of all students in their class and high quality teaching is our first step in responding to students who have SEN. We will provide the following interventions:

- Differentiation for individual students
- A personalised learning programme
- In class support
- 1:1 support
- Targeted subject support
- Reading and numeracy sessions
- Nurture group activities
- Homework and After School Clubs

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

- Differentiating our curriculum to ensure access for all
- Adapting our resources and staffing

- Using recommended aids such as laptops, ipads, coloured overlays, visual timetables etc.
- Differentiating our teaching to include giving longer processing times, teaching of vocabulary, reading instructions aloud etc.

### **Additional support for learning**

We currently have an Assistant SENCo, 8 H.L.T.As, 9 LSAs and a Speech and Language Therapist who work in both mainstream and in our Resource Base.

All our support staff are trained in delivering interventions, whether it be 1:1 work, small group work, teaching basic skills or support reading groups to promote literacy levels.

Our Speech and Language Therapist works mainly with students with autism, delivering life-skills sessions, therapeutic sessions, 1:1 support and working with parents. We also work with CYPS and the Educational Psychologist Services.

### **Expertise and training of staff**

All the SEN team are highly experienced and long-served in their roles.

The SENCO is a Senior Assistant Headteacher and Head of the Post 11 Unit. Our teaching staff are well-informed regarding students who have additional needs.

A weekly drop-in session is offered for all teaching staff. Strategies to use with SEN students are recommended and discussed during this time.

### **Evaluating the effectiveness of SEN provision**

Jarrow School uses the Plan, Do, Assess and Review approach when evaluating provision and we do this by:

- Reviewing pupil profiles every term
- Reviewing the impact of interventions on progress every term
- Using student questionnaires
- Monitoring of provision by SENCO and other senior leaders
- Use of provision mapping to measure progress
- Holding annual reviews for all students with a plan

### **Enabling all students to engage in after school clubs**

All our students are encouraged to take part in after school activities.

All students are encouraged to go on residential trips, for example Italy, Iceland, France and Austria.

All students are encouraged to take part in Sports Day.

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

### **Support for improving emotional and social development**

Students with SEN are encouraged to be part of the Student Council.

We have a zero tolerance approach to bullying

There are three mental health champions in school

Our Safe guarding manager has a counselling role for some of our more vulnerable students

Non-teaching HOY's act as mentors to many of our students suffering from anxiety/emotional issues

We have a weekly confidence building working group focusing on improving the social skills of vulnerable students.

### **Complaints about SEN provision**

Any complaint about SEN provision should be made to the SENCO in the first instance. If this cannot be resolved it will be referred to the Headteacher.

The parents/carers of pupils 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 child.

This could be about:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustment

### **Contact details for raising concerns**

If parents are concerned that their child may have an additional need, then they can contact the school and arrange to meet with the Head of Year or SENCO.

### **The Local Authority Offer**

Our Local Authority offer is published via a link on our website.

### **Monitoring Arrangements**

Our information report and SEND policy will be reviewed annually by the Senior Assistant Headteacher (SEN). It will be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.