

John Taylor High School

SEN information report 2024/2025





What is your vision/ethos?

John Taylor High School (JTHS) is committed to providing an appropriate and high-quality education to all. We believe that all children, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

JTHS is committed to inclusion. The school strives to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are high attainers
- those who are looked after
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion



What are special educational needs (SEN) or a disability?

The definition for SEN and for disability comes from the SEND Code of Practice (2014).

This states: 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

What types of SEN do you provide for?

John Taylor High School is a mainstream 11-19 school with approximately 1500 students on roll.

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

- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia or dyscalculia.
- Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
- Sensory and/or physical needs, for example; visual impairments, hearing impairments, processing difficulties or epilepsy.



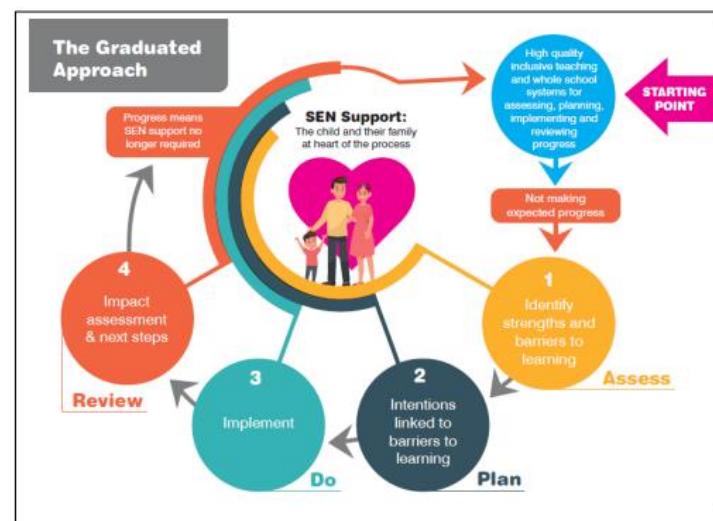
<p>Who is the special educational needs co-ordinator (SENCO) and how can they be contacted?</p>	<p>The School SENDCo is Mr Arron Smith He can be emailed using the following address: aa.smith@jths.co.uk</p>
<p>How do you identify pupils with SEN?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • 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 <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>As students continue their journey at the JTHS attainment is tracked and those not making expected levels of progress are identified by class teachers. Additional support to increase progress will be then suggested and reviewed. When subject teachers conclude that the strategies they are currently using are not resulting in the pupil learning as effectively as possible, they will make a referral to the SEND team, providing evidence of their approach so far.</p> <p>Evaluation of the strategies may lead to the conclusion that the pupil needs to be placed on the SEND register. Parents will be informed if this is the case. For higher levels of need, the school seeks specialist advice from professionals to support our pupils.</p>
<p>What should I do if I think my child has a Special Educational Need?</p>	<p>If you have a concern relating to your child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor.</p> <p>Teachers are able to make referrals to the SEND team using the graduated approach.</p> <p>Parents may also contact the SENCo directly if they feel this is more appropriate</p>



What is the graduated approach?

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will then be invited to discuss how students can be supported and devise a plan of action improve outcomes.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.



3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed with the parents and the student. If students still aren't making progress, despite the delivery of high quality interventions, advice may be sought from colleagues or external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained.

For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct a needs assessment. This may result in an Education, Health and Care (EHC) plan being provided.

What additional support is offered for children with SEN?

All students on the SEND register at JTHS are allocated a keyworker. This is a key adult in school who will monitor their progress carefully and be the first point of call should any concerns arise.

Parents, students and keyworkers will work together to co-produce a Passport to Learning. This identifies strengths, difficulties and a range of strategies for teachers and teaching assistants to use. This document is published on the GO4Schools site and is updated regularly.

For additional learning support we also offer the following interventions:

- EP literacy approach (EPATT)
- Fresh Start Inc
- Abigail Steel phonics
- Phonicbooks reading series
- Bedrock learning



	<ul style="list-style-type: none"> • Reciprocal reading • Understanding dyslexia • Decoding/tier 3 words • Touch typing • Homework club • Targeted numeracy • ELSA (emotional literacy support assistant) • Break/lunch time club • Mental wellbeing pathways • Emotional regulation mentoring
How will I know how my child is doing?	<p>Regular review of any agreed identified outcomes from a process of Assess, Plan, Do, Review will take place at least termly.</p> <p>Feedback regarding progress can also be accessed through the school reporting system and Parents' Evenings.</p> <p>There will also be opportunities throughout the school year to speak directly with the SEND team during SEND information evenings or drop in sessions.</p> <p>Parents are welcome to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.</p> <p>EHC plans will be subject to annual review. The annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change</p>
How will the school evaluate the effectiveness of the SEN provision made for Students?	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term • Reviewing the impact of interventions upon the completion of each 'block' – normally 6-8 weeks.



	<ul style="list-style-type: none"> • Using pupil questionnaires • Monitoring by the SENDCO & assistant SENDCo through observations, learning walks and book trawls. • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans <p>The SEND team review academic data of all pupils on the SEND register at least once yearly. Those pupils that have made significant gains are highlighted and a comparison is made with other relevant data. If we feel that the pupil no longer needs additional support, we remove them from the register. Parents are notified by letter and if they have any concerns, they contact the SENDCO to discuss them</p>
How do you enable pupils with SEN to engage in activities with others who do not have SEN?	<p>All of our extra-curricular activities and school visits are available to all our pupils.</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops, etc.</p> <p>Inclusivity is at the heart of everything we do within our schools. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p>
How do you consult parents of pupils with SEN and involve them in their child's education?	<p>From the start of the transition period of Year 6 to Year 7, we aim to ensure that parents are included throughout their child's education. We start with a SEND information evening shortly after offer day to give an overview of the support we offer. We encourage 1:1 appointments with all parents of students who are currently on the SEND register in their primary school. This takes place in the summer term before they leave year 6, ensuring that we have a wealth of information from day one of your child starting with us. This also allows you to have a point of contact to discuss concerns or developments that might impact education. We also attend any annual reviews taking place in Year 6 and communicate with SEND teams in our feeder primary schools.</p> <p>During your child's time at JTHS there is a parents evening each academic year, with all subject teachers which enables a short meeting to discuss progress or concerns.</p>



	<p>There will also be opportunities throughout the school year to speak directly with the SEND team during SEND information evenings or drop-in sessions.</p> <p>Ultimately the SEND team intends to operate an 'open door policy' allowing open communication via phone calls and emails as often as necessary. We value your input and strive to work closely together to make your child's time JTHS as successful as possible.</p>
How is the decision made about how much support each child will receive?	<p>For students with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teachers and senior leaders who will follow guidance provided by the Governing Body regarding SEN Funding deployment.</p> <p>For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review</p>
How do we support pupils with SEN to improve their emotional and social development?	<p>Just like our offer of a graduated approach for SEND, JTHS offers a wellbeing graduated response to support our student's mental health.</p> <p>In the first instance, support is offered via the pastoral system, this includes the head of year and form tutor. If the Head of Year feels that a student needs more specific support, they can complete a referral to the Wellbeing Support Officer.</p> <p>Our wellbeing support officer can develop trusting relationships with our students and work in creative ways to find solutions and strategies. We offer both 1:1 and small group sessions on a variety of pathways including; stress/anxiety, Anger, self-harm and self-esteem.</p> <p>If the wellbeing support officer concludes that additional support is still necessary, a referral to the appropriate external agencies will be considered, with the consent of the family. This might also include a referral to the school nurse.</p> <p>All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.</p>



What expertise and training do our staff have to support pupils with SEN?

There is a highly skilled workforce that consist of a range of teachers, teaching assistants and instructors within the care and guidance team who can provide effective intervention for a wide range of additional needs.

Teaching staff training needs are identified and met through an ongoing programme of continual professional development which may mean liaising with outside agencies. All of our teachers are trained to work with children with SEND. All have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to both internal or external courses, provision of books or guidance towards useful websites.



<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school is well supported by a range of external agencies including the Children's Disability team, Autism Outreach, ADHD solutions, the visually impaired and hearing impaired services and the LA inclusion and safeguarding services to meet pupil's needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school.</p>
<p>How accessible is the school?</p>	<p>The John Taylor High School is a large site made up of multiple buildings.</p> <p>Our main school building has easy access disabled parking spaces close to the main entrance. The main entrance the building for the wheelchair bound is at ground floor level. There is a lift to allow access to both floors of the building. Social and sanitary requirements have been catered for in terms of a special changing and toileting area. All other buildings in the school can be entered at ground level. There is one building (D block) that cannot be accessed which includes two classrooms. Adjustments would be made to ensure that students with concerns around accessibility are not timetabled in this building.</p> <p>All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. We will ensure disability access to the school is audited each year as detailed in our accessibility plan.</p> <p>Accessibility to school trips will be discussed with you and we will work to ensure that your child has every opportunity to participate.</p>
<p>How do I make a complaint about provision made at the school?</p>	<p>Should you wish to make a complaint about SEND provision:</p> <ul style="list-style-type: none"> • Contact the SENDCo • If the complaint is about the SENDCo and you would rather speak to someone else, please contact Miss Dean who is the SEND line manager.



	<ul style="list-style-type: none">• For further information, please look on our website under, 'Policies and Procedures', 'Compliments, Comments and Complaints Policy'. <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children</p>
What other support is available?	<p>The Local Offer in Staffordshire is available from:</p> <p>https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0</p> <p>If you require independent advice, please contact SEND Information Advice and Support Service (SENDIASS Staffordshire)</p> <p>Telephone: 01785 356921</p>