



SEND Information Report

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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 (SEND) is passed on to the staff at SJB. They are automatically placed on the SEND register at SJB, so all staff are aware and have the information and strategies to support these students. All staff are provided with information highlighting the SEND features and strategies for individual students. Registers and seating plans subtly show staff the students with SEND needs. All the detailed information for students on the SEND register is available to all staff.

In addition to this, we visit all of the feeder schools with a team of staff to deliver a transition session to the Year 6 students. This comprises of lessons taught by secondary teachers, observations from specialist staff, pastoral input including what to expect and what to do if you're worried about changing schools.

All year 7's are screened on entry in September using reading/comprehension tests. Any students meeting criteria from the testing are added to the SEND Register. This is reviewed regularly using a combination of observations, feedback from staff and monitoring data. Some students stay on the SEND register and interventions are put in place and other students may be removed to the monitoring stage.

Once the year 7 students have settled into SJB the SEND department observes students in lessons. They receive feedback from staff and meet with the students themselves. At this stage it is decided if a student is making excellent progress and can therefore come off the SEN register to be monitored, or if a student needs to stay on for continued additional support.

When a student enters the school mid-year with SEND, we liaise with the previous school and relay the information to the SENCO, relevant teachers, and Heads of Year (HoY).

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 Age Phase Lead for that Key Stage. 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 teacher of Speech and Language, ASD and ADHD who can support in the identification of students needing additional support.

If a parent has concerns that their child may have SEND, they should contact their Form Tutor, HoY or SENCO.

Ofsted stated in May 2014: Students who are eligible for additional funding achieve as well as other students and sometimes do even better.

How will school staff support my child?

There are many ways that staff at SJB support our students. All students are monitored rigorously by teaching staff, HoY's, the SENCO, Deputy 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 SEND using modification and strategies for the particular SEND need. All of the evidence suggests that excellent teaching in the classroom by subject specialists is the best way for students to make progress. It's important to remember that having a diagnosis doesn't necessarily mean a child needs additional support in lessons or that they need to be on the SEN register. Our specialist teacher of ASD/ADHD carries out observations, works with students, staff and parents to come up with a complete plan of support only if one is required, not simply due to a diagnosis.

At times, students may need additional support to ensure they are making good progress. When this is the case, 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. When 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 programs are overseen by the SENCO and Deputy SENCO and all our teachers are teachers of inclusion and SEND.

We pride ourselves in providing inclusive teaching in the classroom which includes modification, high quality teaching, active learning and effective feedback, ensuring that most of the students' needs are met within the classroom environment. We have specialist staff that can be used to support students with SEND and can access outside professional support, if needed. The Pastoral system at SJB is extremely effective and supportive of both the students and their families.

How will the curriculum be matched to my child's needs?

Modification 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 receive a high standard of teaching and learning.

In KS3 all students participate in the same wide and varied curriculum (full details can be seen in our Curriculum Policy). This ensures that their learning experiences are rich and broad. Some subjects are taught in 'sets' with others being taught in mixed ability groups. High quality teaching ensures that students can access the curriculum. We have a transition program to year 7. This is not a SEND provision although some students with SEND needs benefit from it. It is a group of students who need additional support to make the transition from primary to secondary school. They are taught in smaller class sizes and have fewer teachers so have to move around the school less frequently. They have form time with the rest of their year group each morning and spend their social time with their peers.

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 reading programs for years 7 through to 9, along with a spelling program. These programs 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 programs through early testing at the beginning of year 7.

We have an alternate pathway at KS4 for a small number of students who need a more vocational approach to their learning. Their package includes DofE, Travel and Tourism and Option Support alongside suite of GCSEs

Ofsted stated in May 2014: 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 program to improve students' phonics (the link between letters and the sound they make) has had a very positive impact in raising their reading ages.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We regularly share progress feedback with all our students and their families. In Year 7, parents are invited to attend an information evening in September where they will be given lots of details about how we support the children as well as how parents can support their children. Parents/carers have the opportunity to meet with their child's tutor in November and there is a parents evening in the spring/summer term. All the other year groups have one parents evening a year in addition to further 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. You will also receive a termly report on your child which will show, in KS3, progress, skills for learning,

homework and behaviour for learning. In KS4 & 5, monitoring shows target grades, current predicted grades, skills for learning, homework and behaviour for learning. This enables parents/carers to be clear about their child's achievement and 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 an EHCP (Education and Health Care Plan) will have a yearly review meeting with the Deputy SENCO, SENCO or the relevant Age Phase Lead. All students on the SEND register will have a termly meeting (either in person or over the phone) to further discuss their child's progress with a member of the SEND team.

All students have iPads to support learning and organisation. Students and parents also have a log in for Arbor, the school's communication portal. This enables you to keep up to date with your child's homework and achievements. You will also find information on what lessons your child has each day and how to contact the school. 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.

What support will there be for my child's overall well-being?

At SJB, our students' mental health and 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. Pastoral care begins with the form tutor – your child will see their form tutor at the start of each day when they register. Each year group has a Head of Year and an Assistant Head of Year, we have an Assistant Head i/c Key Stage 3 and another i/c Key Stage 4; in addition, one of our Deputy Heads oversees all the pastoral care for the main school. In the 6th Form there are 8 tutors in Years 12 & 13 with a Head of Year for each year group. The Head of 6th Form oversees the pastoral care here. We have a school Chaplain who has regular contact with parents and students and our Head of Inclusion and SENCO both have an overview of the students on the SEND Register. This system ensures that you or your child will always have someone to talk to if something is bothering them. All the students have access to an app on their ipads called 'Here to Help'. This allows them to reach out to the pastoral team when necessary.

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.

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. We regularly monitor attendance and support is put in place to help prevent prolonged unauthorised absence.

Student voice is highly valued and is actively encouraged. We listen to our students and encourage them to share their thoughts and ideas so that we can help improve their day-to-day experiences at school. For example, the students helped to devise the Student SJB 7; Seven characteristics that epitomise an SJB student that they can be rewarded for with nominations and badges.

We have three fully trained ELSA specialists who deliver 6-week emotional literacy programmes to any students identified by the Heads of Year and SENCO as needing additional support in this area.

The Learning Support Department run 6-week sessions on emotional regulation and executive functioning. These sessions are short interventions to equip students with the skills they need to become more independent.

We run a SULP (Social Use of Language) programme in Year 7 and 8 to help students with peer interactions and the development of communication skills.

The Learning Support Department runs a Homework club Tuesday to Friday after school from 3.30 to 4.30pm, giving the students the opportunity to complete their homework with support, if required. The students can share worries or concerns in a smaller environment.

What specialist services and expertise are available at or accessed by the school?

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 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 SEND staff are well trained, experienced, and have weekly CPD sessions. We have a Specialist teacher of Speech and Language and a specialist teacher of ASD and ADHD working with our staff, students and parents. They are able to observe in lessons and work with staff to upskill them on the needs of the students in a very bespoke way. They also work with the students and families so that there is a consistent approach to learning.

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. 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 staff member Miss Hughes a.hughes@sib.surrey.sch.uk 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.

What training are the staff supporting children and young people with SEND had or are having?

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 are constantly updating their skills and have recently completed training on supporting students with Emotional Regulation, Scaffolding on the spot and Executive Functioning. They also have access to the whole school training opportunities. Several of our LSA's have also gained the Higher-Level Teaching Assistant Status.

At the start of every year all staff are given access to the SEND Register and given information about the specific needs of the SEND students in the school. There are regular allocated time slots where LSAs and Teachers get together to discuss the needs of individuals and ensure the provision is the best it can be.

All new LSAs undertake a rigorous 6-week induction training programme to ensure that they have the knowledge and skills to support the children effectively.

The SENCO and Head of Inclusion attend periodic 'roundtable' meetings run by the Xavier CET SEND Lead. Xavier provides additional support and training for LSAs that we actively support.

The SEND staff are kept up to date on current issues and initiatives by the SENDCO, and Head of Inclusion.

How will my child be included in activities outside the classroom including school trips?

Our SEND 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 are undertaken before they depart.

How accessible is the school environment?

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 requirements. We have no lifts on site and we are spread out over several buildings, which does make full access impossible for anyone unable to climb stairs unaided. The main school building is spread over three floors.

We would timetable where possible on the ground floor to meet the student's needs, however it is important to note that doing so would significantly limit a child's curriculum as they would not be able to access specialist rooms such as the science labs which are on the third floor. There is one ground floor toilet with wheelchair access, and we have a room where physiotherapy can take place.

Where needed, translators are asked to attend meetings to alleviate any communications difficulties.

SEND students have access to laptops, Bluetooth keyboards for the use with their iPads and all students have access on their iPads to an app called The Day which helps with reading.

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?

We have an extensive induction programme in place for welcoming new learners to St John the Baptist School. All children will be invited for one induction day during the summer term of Year 6 and then again in September. The Year 7's first two days, when only they are in school, is all geared towards transition and induction. In addition, we run an extra programme in June/July of Year 6 for a small number of 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. All students receive a booklet with all the information they need prior to starting at SJB. 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.

How are the school's resources allocated and matched to children's special educational needs?

At SJB we know our students very well and plan our support around our students ensuring they have a tailored package of support. A student's support will change according to their needs, and we measure the effectiveness of any intervention put into place. The school leadership team is very careful to make sure that SEND money is spent effectively. If a student has an EHCP, the Annual Review tracks that their needs are being met correctly.

Ofsted stated in May 2014: 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.

How is the decision made about what type and how much support my child will receive?

High Quality 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 family.

All additional interventions are closely monitored and assessed to ensure they are impactful. The SENCO oversees additional support.

How are parents involved in the school? How can I be involved?

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 endeavour to get back to them as soon as possible. We have regular information evenings and parents' evenings where parents can discuss their child's progress.. The PTA actively support the school with fund-raising initiatives and events; they are always keen for parents to get involved. Our Governing body includes Parent Governors.

Who can I contact for further information?

In the first instance parents/carers of children with recognised SEND are encouraged to talk to the Age Phase Lead:

Year 6 into 7 : Mrs B Donovan b.donovan@sjb.surrey.sch.uk
Year 8 & 9 : Mrs Branson t.branson@sjb.surrey.sch.uk
Year 10&11 : Mrs Ivancakova a.ivancakova@sjb.surrey.sch.uk

Additional help and support can be found from:

Head Inclusion: Miss A Hughes, a.hughes@sjb.surrey.sch.uk.

Specialist support can also be sought from the Head of Year or the school's SENCO.

Should you wish to contact the governor responsible for SEND Mr C Smith, you can do so via the main school office info@sjb.surrey.sch.uk

Should you have any concerns regarding the SEND provision please contact the SENCO in the first instance followed by the headteacher if necessary. This can be done via the school office info@sjb.surrey.sch.uk

SEND Advice Surrey offer impartial and independent advice and supports parents of children with SEND and can be found at <http://www.sendadvicesurrey.org.uk>.

Please visit the Surrey County Council website to view the Surrey Local Offer.