

A brief overview of the capabilities within the Sir John Colfox School to provide for children and young people with special educational needs and disabilities (SEND).

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

Before a child starts at the Sir John Colfox School in year 7 we liaise closely with primary schools, visiting the school and talking to staff in the spring and summer terms of year 6. Any needs that have already been identified can then be discussed and appropriate provision planned for when they start in their September term.

Once at our school we closely monitor each child's learning to ensure that they are progressing as expected. Where these assessments or observations raise concerns we invite parents, and involve students in, a progress review meeting. These meetings might be held with a particular subject teacher, the form tutor, the Head of House or a member of the SEND department. The aim of the meeting is to establish what next steps we can take to provide support or to explore further, particular areas of need. A review meeting is arranged to ensure actions are completed and evaluated. Where significant support is needed to support progress or where a learning need is identified we may together make a decision to place the child on the schools SEND register as receiving SEND support.

A parent who is concerned about their child's progress is also welcome to request one of these meetings. They can speak to the Head of House directly or make an appointment with the school SENCO, Mr Glover.

How will staff support my child?

At the Sir John Colfox School staff pride themselves on providing high quality teaching in the classroom which includes differentiation, active learning and effective feedback, ensuring that the students' needs are met within the classroom environment. Teachers liaise with Teaching Assistants before, during and after lessons to ensure that the students gain maximum benefit from having additional adult support in the classroom. Advice and guidance is available to teachers to help them plan for a wide range of SEND and the SEND department provides additional support to teachers to help them meet needs.

Some children may require additional support to make accelerated progress in a subject area to catch up with their peers. We provide a variety of interventions for this purpose some of which are short term, others are long term, for example our literacy support programme in years 7 and 8.

Other support programmes range from in-class support with a TA, to social skills groups, behaviour support or emotional literacy support, dependant on the student's need. All

interventions are overseen by the SENCO and measured to monitor impact against expected rates of progress and evaluated at the end of each academic year.

All students with an EHCP have an individual support package based on the identified needs in their plan. Staff meet regularly to update these plans with appropriate next step targets and with parents at least termly to plan together.

Governors play an active role in strategically monitoring the quality of our special educational needs provision. The link SEND governor meets with the SENCO to discuss provision. He is the Chair of Governors, Martin Stones

The school also accesses support from specialist staff such as the Hearing and Vision Support Team, Educational Psychologist and Specialist Educational Needs Support Team. Parental permission is always requested in these circumstances and you will be fully involved in the process.

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

The Sir John Colfox School provides a broad and balanced curriculum. In many subjects students are set by ability (English and Humanities subjects and Maths, Science and ICT), but others are taught in mixed ability groups (art, music, drama, PE, PSE, Learn to Learn). In years 7 and 8, students who need additional support for literacy do not take a second modern foreign language (MFL) but have additional literacy support instead. Students start GCSEs in two option subjects in year 9 and will be well prepared to take the GCSEs in year 10 for these subjects. This provides challenge and an opportunity to develop exam skills.

We also offer students the opportunity to follow a vocational course in year 10 alongside their core subjects (English Language, English Literature, Maths, Core and Additional Science) and two option subjects.

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

Students' exercise books are marked regularly and detailed feedback is given to students. Parents are encouraged to look at these books with their children. Parents can access My Child At School (MCAS) – a portal which provides information to parents about attendance, homework and behaviour.

Parents and students receive a progress report each term which shows the student's target grade, current level and an indication of quality of homework and behaviour. A full report with targets for improvement is SEND to parents each year. Students will use their progress and full reports to set individual targets with their form tutor and will review these on a termly basis. Parents and students are invited to a parents evening with the subject teachers to discuss their child's progress and attainment and next steps.

If a child has a statement or EHCP parents are invited to attend review meetings at least three times a year with the SENDCO and class teacher. One of those meetings will be the student's Annual Review to which parents will be invited and all staff involved with the student contributing to the Review. The students will take part in these meetings and will also be expected to contribute.

We also offer information meetings about various aspects of the curriculum at different points in the school year (advertised through the school calendar and newsletter) to help families understand how they can best support their child. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

The first point of contact should parents/carers have concerns about their child's progress is their form tutor or subject teacher.

What support will there be for my child's overall wellbeing?

At the Sir John Colfox School student wellbeing is highly valued. Students are placed in a 'house' when they start at school. A head of house oversees the wellbeing of students and will make contact with parents and outside agencies as appropriate. There is a pastoral assistant who supports students as needed. Students see their form tutor twice a day and he/she is central to checking their welfare and supporting students. We have an inclusion centre which provides specialised individual support.

A medical policy is in place which ensures that students with medical needs are fully supported. Relevant staff are trained to support medical needs and in some cases, such as the use of epipens, all staff have access to training. Staff are also trained in the administration of emergency medication for the alleviation of anaphylactic shock. The school has a number of trained First Aiders and they receive regular training to keep their skills up to date.

The school has high expectations of behaviour and has a graduated consequence system in place which students understand. Housepoints are awarded to students for a variety of reasons including contribution in class, good homework, helping others etc.

Attendance is rigorously monitored by the Heads of House and Deputy Headteacher. Students with excellent attendance are rewarded each term. There is an attendance panel run by the school governors for those students with persistent attendance.

At the Sir John Colfox School we recognise that all children can experience circumstances that affect their well being (such as bereavements, parental separation or friendship difficulties). The school has two trained Emotional Support Assistants and employs a counsellor who can offer support to children. We can also signpost parents to other

agencies that can offer support.

Student voice is central to the school's ethos and this is encouraged in a variety of ways. The House Council meets once a half term with representatives from every year group. Students are democratically voted onto the council by their year group. All children also take part in annual student interviews where their views and experiences on teaching and learning within different subjects are used to help shape future changes and actions to improve outcomes.

Our school is a Rights Respecting School.

The Sir John Colfox School offers a Homework club and a Lunch Club to support children who may find either of these a challenge or who prefer a quiet environment to do their work or play with others.

The school trains students to be Anti-Bullying Ambassadors who can support other students in the school.

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

The Sir John Colfox School has developed a number of established relationships with professionals in health and social care and locality services, including the children's centre. All external partners are vetted in terms of safeguarding.

The school regularly refers to outside agencies such as the Educational Psychologist, Behaviour Support Team, specialist teachers such as the sensory Specialist teacher or EAL (English as an additional language) advisory teacher, Speech and Language Support, Hearing and Vision Support Services and Occupational Therapy and the paediatric team (when a child has been referred to their service by their local doctor). We have a school counsellor and a drop-in nurse.

We follow a graduated approach as outlined in the SEND Code of Practice, seeking advice from these outside agencies when previous school actions have been reviewed and further support and advice established as an appropriate next step.

What training do staff supporting children and young people with SEND have?

All teaching staff have qualified teacher status. There is a regular programme of training for teachers and TAs on an array of subjects such as behaviour management and supporting students with particular SEND such as Speech Language and Communication Needs or Autistic Spectrum Disorder.

All teachers are issued with the SEND register which also includes a checklist of strategies that they could employ. Additional information is available about those students with

extensive SEND. Staff have access to electronic resources giving more information about particular SEND.

The Special Needs Co-ordinator (SENCO) is experienced and is a qualified teacher. He holds the National Award for SEND coordination.

Time and money are invested in training staff to improve quality first teaching and develop enhanced skills and knowledge for the delivery of additional interventions. Some TAs have gained Higher Level TA (HLTA) status.

How will my child be included in activities outside the setting including trips out?

There are a range of activities and visits provided by the school and all visits are available to all students. School policy promotes inclusion, where possible, of all our learners in all aspects of the curriculum including activities outside the classroom. The school consults with parents and health professionals to make access arrangements for SEND students so all can participate in school visits and outside learning. All staff organizing visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned for (using risk assessments) in consultation with parents.

Student Premium students can be financially supported.

How accessible is the environment?

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is housed in a single building which is wheelchair accessible and disabled toilet facilities are available. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

Students follow a citizenship and PSE programme in years 10 and 11 which has input about progression routes post-16. There is further input in the sixth form through a tutorial programme looking at higher and further education.

Social interaction is supported for SEND students through break-time and lunch-time nurture groups. Developing independence in students with respect to their learning is high on our agenda.

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

The Special Educational needs budget is allocated in response to the needs of individual students at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by senior staff. Consideration is given to what support may be appropriate at any given time and to the child's views on this provision. Budgets are closely monitored and aligned to the School Improvement Plan.

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

Working with the student, their families and other staff, assessment data is used by the SENCO to consider the course of provision that will best match the student's needs. The SENCO oversees all additional support and regularly updates the SEND Governor. All students with an EHCP will appropriate support to achieve the agreed outcomes laid down in their plan. Other high need students often receive a similar high level of support, depending on need and availability of resources. Student's progress is continually monitored and reviewed at the annual review meeting. Any changes to support will be detailed and implemented, if necessary. Progress will be measured against termly agreed and reviewed outcomes and academic progress. The student, parents and other professionals involved in provision for the student are requested to share their views for the annual review meeting.

How are parents involved in the school?

Parents are invited to parents' evenings during the year to discuss their child's progress and attainment with the subject teachers. They can also contact the teachers regularly by phone or by e-mail or request a meeting. A SEND parents' working party has been set up this year to share experiences and to support the development of SEND. The governing body also includes parents.

How can I be involved?

The school believes in developing a dialogue with parents to support a young person's learning, needs and aspirations. Parents are encouraged to contact staff by phone, email or in 1-1 meetings whenever they need and are also provided with set formal meetings throughout the year to discuss progress and amend provision where necessary. The Governing Body includes parent governors. A working group has been set up to review SEND and parents are welcome to join this.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's teacher.

Further information and support can be obtained from the school's SENCO, Bryan Glover who can be emailed at gloverjb@colfox.dorset.sch.uk
Dorset Parent Partnership offers impartial and independent information, advice and support to parents of children with SEND and can be found at <https://www.dorsetforyou.com/parent-partnership-service>

The following organisations offer information and support for students with specific SEND:

The British Dyslexia Association - <http://www.bdadyslexia.org.uk>

The National Autistic Society – www.autism.org.uk and Community Wessex

http://autismwessex.org.uk/community_wessex

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