JOHN RUSKIN SCHOOL

Special Educational Needs and Disability (SEND) Information Report at John Ruskin School Coniston

What type of educational setting is John Ruskin School?
John Ruskin School is a mainstream setting for 11-16 year olds. We are an inclusive school where a range of special educational needs and disabilities are catered for. We also liaise closely with the local primary schools, sixth forms and colleges to support students during times of change, whether they are joining or leaving us.

How does the school know if children/young people need extra help?
Year 7 The Learning Support Department liaises with the feeder primary schools in the summer term when children are in Year 6 to gain information on the individual needs/support that may be required and provision already in place. Within the first few weeks at John Ruskin School, Year 7 students complete reading age assessments and baseline tests across many subjects. The results will help Teachers and the Learning Support Department to identify students who may have a special educational need and indicate the type of provision that may be required e.g. reading/spelling support, small group work, 1:1 support, IDL literacy and numeracy. Other Year Groups Throughout Key Stage 3 and 4 (from Year 7 to 11) students are identified in a number of ways including, but not limited to:

- Parents may raise concerns about their child's progress.
- All teaching staff are responsible for the progress of SEN students under the new Teaching Standards and have received training on identifying and supporting these students. Any continued concerns are passed to a member of the Learning Support Department.
- A range of assessments may be carried out if there are concerns regarding memory, processing or literacy skills; this helps to identify areas of weakness and may lead to the identification of a Specific Learning Difficulty.
- Progress data is used to identify students who are not making expected progress. This may indicate that some intervention is needed to help the students catch up.
- Medical issues may lead to a health diagnosis through a paediatrician.

What should I do if I think my child may have special educational needs?
If you have concerns regarding your child then you can contact your child's tutor who will know your child best. You can also speak to Mrs Pursell (SENDCo) who can be contacted using the school contact number (015394-41306). Members of staff will be pleased to return your call if they are unavailable for immediate contact. Once identification of possible SEN

has been made or if further support is required after discussion with parents, contact with outside agencies may be made. These include but are not limited to the Educational Psychologist, NHS, CAMHs and Cumberland and Westmorland and Furness SEN teams. The school then uses the reports/guidance from these specialists to provide appropriate support for your child.

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

Mrs Pursell (SENDCo) will oversee the provision and progress of any child who requires additional support. A progress report is produced 3 times a year showing attainment in all subjects. In addition to this there will be a Parents' Evening where you will have the opportunity to discuss your child with their subject teachers. Each child has a school planner to note homework. This can be used by parents to communicate with staff and should be signed weekly. Staff may record messages for parents here so it is vital that you check your child's planner every week. For students with an Education and Health Care Plan (EHCP) there will be an annual review at which progress and support requirements of your child can be discussed and reviewed. The governing body monitors the progress data from all interventions to evaluate their success.

How will the school staff support my child?

All staff will be made aware of your child's needs. Staff have regular training on the latest strategies and intervention available to support SEND needs. Teaching staff will be provided with strategy sheets for individual students that include information about the child's needs, suggested strategies, specific targets and their latest reading and spelling scores. Each teacher will plan, oversee and work with each child with a special educational need or disability in the class to ensure progress is made. There may be a teaching assistant working with your child, either individually or in a group if this is seen as necessary. Rooms will be made available at break and lunch times for our more vulnerable students who need a quiet space. In addition to this, there is a staffed homework club and the library is open every lunchtime.

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

All staff have received training on adaptation so that all children can access the learning. Staff training is held on a regular basis so that staff are able to support our students in the most appropriate ways. Where teachers have recognised that a student has a significantly greater difficulty in learning than the majority they can request further support from the Learning Support Department. Timetables may be adapted to include (but not limited to) the following interventions:

- TA support within a classroom.
- Tutor time intervention to support numeracy, literacy and social skills.
- 1:1 intervention for English and maths.
- Catch-up Groups for English and maths students in Year 7 who are below a scaled score of 100 on entry.
- Adapted Key Stage 4 curriculum, including access arrangements being put in place for exams.
- Phonics intervention.

How is the decision made about the type and how much support my child will receive?
The Senior Team will analyse student progress data and after discussion with subject leads, the type of support, intervention and duration will be decided. How will my child be included in activities outside the school classroom including school trips? All students are encouraged to attend a homework club at lunchtime where staff are available at this time to support homework. All extra-curricular activities, clubs and off site visits are accessible to all students. A risk assessment is carried out prior to offsite activities to ensure the health and safety of all will not be compromised - additional support may be provided where necessary. What support will there be for my child's overall wellbeing? We have a vertical tutoring system, (mixed ages from Year 7-11 in each tutor group) which enables the tutor to form a positive relationship with each student with the intention that the tutor is the first point of contact for your child.

Who should I contact for SEN concerns?
The quickest way to contact someone with any concern is always via 01539 41306 or admin@jrs.org.uk

What training have the staff supporting SEND had or what training are they having?
Within the Learning Support Department there are several qualified teaching staff, nine teaching assistants (TAs) and one High Level Teaching Assistant (HLTA) with a range of expertise between them. Our Teaching Assistants have received training to support ASC, EAL, Reading/Intervention/IDL, reading, spelling, (numeracy, speech and language), visual and hearing impairment and take part in whole staff training events alongside teaching staff. The Learning Support Teaching staff have many years combined experience of teaching students with SEN, which has included a range of provisions including primary schools, secondary schools, special schools and alternative provision.

How accessible is the school both indoors and outdoors?
The school is separated into 2 blocks one of which has two storeys. There is a lift which allows wheelchair access to the first floor. There are ramps to all external doorways. There is an accessible toilet in the main block. A dedicated accessible changing & wet room with appropriate fittings is available in the PE department. Classrooms are equipped with specialised seating where required and the DT and Catering department have some adapted equipment that can be used by students that need it. We would seek advice from the appropriate agencies according to student disabilities to accommodate need where possible.

How are parents involved in the school? How can I get involved?
There are many opportunities throughout the school year for parents to meet staff and get involved with their child's education and progress. Questionnaires and evaluation feedback may be asked for, following any intervention that your child has received and at parents' evenings.

Who can I contact for further information or advice?
● The first point of contact is always your child's tutor who can be contacted using the school number: 015394-41306.
● You could arrange to meet Mrs Pursell (SENDCO).

- You could look at the SEND policy on the school website.
- You can look on the Department for Education website.

Will my child be consulted about their special educational needs?
Students will have the opportunity to discuss their progress with their subject teachers at regular intervals. Students receiving specific interventions will be closely involved in discussing subject specific difficulties and strategies to support their needs. Students with an Education, Health & Care Plan (EHCP) will attend their Annual Review to express their options. Students with special educational needs will be asked for feedback on the support provided at the end of each term.

How do I contact the Governing Board?
The Chair of Governors may be contacted c/o John Ruskin School.

How does the governing body get involved in the needs of students with SEN?
The governing body monitors the interventions provided and the curriculum delivered on a regular basis. SEN staff attend governors meeting to demonstrate the latest range of strategies used to support children with special educational needs and disabilities.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education or life?
During the summer term, the SENDCO collects information from the primary schools sending students on to us. Individual meetings with parents may be held for some students with more complex needs. During June, we invite a selection of vulnerable Year 6 students to attend a series of visits to become familiar with our setting and meet some of the key members of staff. In June, Year 6 parents will be invited to attend an evening meeting to discuss transition and all Year 6 students are invited to spend a day with us to familiarise themselves with their new school. In Year 9 and throughout Key Stage 4, GCSE option and career advice is offered on a 1:1 basis and the local colleges are visited. The SENDCO liaises with the local colleges in KS4 regarding support that SEN students may need in the future. This includes access arrangements that have been put in place for exams. We work with post 16 providers to arrange enhanced transition at 16 for students with SEND, this may include visits to colleges to familiarize students with the building, journey, routines & expectations.

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