



John Willmott School Special Educational Needs Local Offer (including Accessibility Plan)

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Document Reference:	John Willmott School SEN Local Offer (including Accessibility Plan)	
Version	02	
Status	Final	
Updated	June 2020	
Related Policies	ATLP SEND Policy	
Review Date / Frequency	July 2021 (Annually)	
Approved / Ratified By	Governing Body	Re-adopted

John Willmott Special Educational Needs Offer

1. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available in our school	Monitoring & Evaluation
<p style="text-align: center;">Cognition and Learning</p> <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Take longer to learn important skills • Find it difficult to remember things such as the important words for reading and times tables • Find it hard to understand how to use letter sounds to read and spell words • May need more time to think about their answers 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class • Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult • Extra support may be given to the child or young person by an adult for short time during the day to support them to learn skills • Individual targets set to help show what the child or young person needs help with • Access to specialist support from a teacher or other professional 	<ul style="list-style-type: none"> • Look at the targets set to see if the child or young person has achieved them • Talk to adults who have worked with the child or young person • Talk to parents/carers • Talk to the child or young person • Use the school tracking system to see how much progress the child or young person has made • Have meetings with other staff in school to talk about how the child or young person is learning • Ask for other professionals to

	<ul style="list-style-type: none"> • Access Arrangements for External exams of a reader, scribe or extra time maybe appropriate 	<p>work with the child or young person to check the progress being made</p> <ul style="list-style-type: none"> • Request Access Arrangements from Exam boards
<p style="text-align: center;">Communication and Interaction</p> <p>Children and young people who find it difficult interacting with the people and world around them.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Talking to other adults and or children and young people, especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keep friend for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understand what other people mean when they are talking 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class • Use support programmes especially made to help the child or young person to build communication and interaction skills • Use things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, social stories) • Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people • The school has a Lead TA for Autism to work with TAs who support pupils diagnosed with Autism/Aspergers and The Communication and Autism Team 	<ul style="list-style-type: none"> • Observations of the child or young person to see if they are communicating or interacting differently • Look at the targets set to see if the child or young person has achieved them • Talk to adults who have worked with the child or young person • Talk to parents/carers • Talk to the child or young person • Involve outside agencies if necessary • Complete referral forms to Forward Thinking Birmingham if required
<p>Social, emotional and mental health difficulties</p>	<ul style="list-style-type: none"> • Get advice from professionals and 	<ul style="list-style-type: none"> • Observations of the child or

<p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still for very long • Listening to and follow instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do 	<p>specialist staff trained in school to give advice to adults working with the child or young people</p> <ul style="list-style-type: none"> • Extra support can be given in a small group by an adult to help the child learn about how to help themselves • Extra support can be given to the child or young person by an adult for short time during the day to let them talk about the things that upset them • Individual targets set to help show what the child or young person needs help with • Learning Mentor Support if appropriate 	<p>young person to see if they are coping better in school.</p> <ul style="list-style-type: none"> • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child or young person • Referral to outside agency support if necessary • Observation by appropriate agency if necessary
<p style="text-align: center;">Sensory and/or physical needs</p> <p>Children and young people who have a disability that may make it difficult for them to manage their everyday life without changes or support</p> <p>This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards that are not made bigger or changed to 	<ul style="list-style-type: none"> • Professional advice from specialist staff • Physiotherapy if necessary • Support from outreach services such as the hearing or visual impairment or physical disability teams • Specialist equipment • Adaptations to the school environment where possible • Passes to leave lessons early to avoid busy corridors etc. 	<ul style="list-style-type: none"> • Monitoring that the child or young person has full access to a broad and varied curriculum • Observations of the child or young person within the school environment • Talk to adults who have worked with the child or young person • Talk to parents/carers • Talk to the child or young person

<p>help them</p> <ul style="list-style-type: none"> • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support • Taking medication without adults helping them 		
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2. How does the school identify and assess Special Educational Needs?

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school’s support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person’s needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

3. How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those children or young people with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. In addition for children or young people with special educational needs we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at Parent Consultation evenings with the subject teacher and in Review meetings with the SENCo.

4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities published each term. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include morning clubs, social interaction groups and home learning club.

5. Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?

Our school has a SPECIAL EDUCATIONAL NEEDS co-ordinator, we usually call her/him the SENCo.

Her name is: Mrs van Alderwegen...

If you would like to talk to her then you can phone the school and make an appointment.

The best way to contact our SENCo is by (phone or email address) 0121 378 1946/ enquiry@jws.bham.sch.uk

The best time to contact our SENCo is between 9.00am – 3.15pm

6. What training does the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

This year our staff have **all** had training for Level 2 Autism

As well as this various staff have been trained for different aspects of special educational needs including, specialist teaching for Dyslexia, Autism level 2, and Person Centred Review facilitation

7. How do the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS) City of Birmingham School (COBs)	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form

Physical Disability Service (PDS)	Children or young person with physical difficulties which impact on their access in the school setting.	School have an allocated worker who they will contact after a parent or carer signs a referral form
Pupil and School Support (PSS)	Children or young people who are working below the levels expected for their age. A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.	Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person
Sensory Support Service (SSS)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.
Speech and Language Therapy Service (SALT)	Children or young people with a high level speech and language difficulties.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.
Occupational Therapy	Children or young people with physical difficulties that require regular exercise.	Cottage Hospital Sutton Coldfield
School Nurse	Children or young people with medical needs particularly where medication is needed.	Falcon Lodge Clinic Sutton Coldfield
Family Support	Support through FCAF process	Featherstone Children's Centre

8. How are parents of children and young people with Special Educational Needs involved in the education of their child?

Our school ensures we are always approachable so parents/carers feel involved in the education of their child.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENCo and support staff
- Pupil planners to inform parents of important information
- Important dates and letters available on the John Willmott Website
- School policies available on the John Willmott Website
- Parents' Consultation Evenings
- Signposting to parent groups
- Parents' views on IEP/Annual Review documents

9. How are pupils with Special Educational Needs involved in their own education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews
- Child or young person's target review meetings
- Involve child or young person in setting their own targets
- Self-assessment at the beginning and end of learning

- Ensuring the child or young person works with a range of different partners
- Ensuring the child or young person has a designated adult to go to if they need support
- Pupil conferencing
- Membership of the school council
- One page profiles
- Medical alert cards
- Prompt cards to promote independence
- Red cards to leave class if necessary

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

If you have a complaint about the school please contact The Chair of Governors – and we will do everything we can to fix the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis. The complaints policy is on the website.

11. How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school we have a governor who is responsible for special educational needs. His name is Mr Neil Bunford

Their job is to meet with the SENCO regularly. In these meetings the SEN governor make sure that children, young people and families are being supported by the right services from in and outside of school. .

In addition the Head teacher and SENCo have to give a report to the SEN Governor twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

12. Who are the support services that can help parents with pupils who have Special Educational Needs?

Agency	How they support parents	How to contact them
Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	<p>The Special Educational Needs and Disability Parent Advice Service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.</p>	<p>Special Educational Needs Parent Partnership</p> <p>To contact SENDIASS:</p> <p>Telephone: 0121 303 5004</p> <p>E-mail: sendiass@birmingham.gov.uk</p>
Autism West Midlands		0121 450 7582
Bereavement Counselling – Winston’s Trust		0845 2030405
Think Families	Think Families team will allocate a worker who will offer support to the family in any way possible.	Contact Angela James at John Willmott School
Birmingham Families and Safeguarding Team		0121 308 1888
Children and Adolescent Mental Health Service		0121 465 5400

Educational Psychology Service		0121 303 1792
Edward's Trust		0121 456 4838
Banardos		0208 550 8822

13. How do the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school.

When starting at our school we:

- Meet with the child or young person and their parents/carers to talk about their needs and answer any questions about our school
- Meet with staff at the child or young person's previous school or setting
- Provide the child or young person with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child or young person
- Arrange visits to our school so the child or young person gets to see it before they start properly
- Give any adults working with the child or young person a one page profile or pupil passport describing the things that help to support them in school
 - When moving to a new year group we:
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child or young person a one page profile or pupil passport describing the things that help to support them in school

14. How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

www.mycareinbirmingham.com

Accessibility Plan: SEND and Equality Law

September 2017 - 2020

Objectives	Accessibility Planning Area	Actions			Evidence	Dates
		How	Who	Resources		
Expressed as an outcome for students in terms of progress and participation					To be collected to measure progress	
To increase the extent to which SEND students can access the curriculum through effective teaching and learning to improve the progress/transition and participation of students with SEND (Cognition and Learning/Communication/SEMH and Physical Difficulties)	Social and Emotional	Training for all teaching staff on strategies to enhance Quality First Teaching and delivery of the graduated approach to support SEND students To embed one page profiles/Management and Strategy Plans for students with AS/ADHD and emotional difficulties	SVA	CPD time (Training day) Open Door	Training on SEND delivered to all teaching and support staff SENCO and IM available 1:1 individual sessions will have taken place guided by CAT	Sept 2020 Wednesday
	Curriculum needs		CAT AS Lead Practitioner SENCO Partner schools	Time for profile completion Collection of information via transition process	Ongoing AS/ADHD training offered to faculties through Department	

To develop accessibility via partnership work	Regularly analyse SEN Register to update Codes	SENCO/Data manager	Time with Data Manager	meetings/Open Door	Department Meeting time
	Analysis of progress of SEND students each assessment cycle and monitoring of interventions for SEND students	SENCO Data Manager TAs	Time for TAs to analyse impact of interventions Year 11 Maths Year 7&8 Reading Wise Word Wasp Programme	Regular data analysis of SEND students following assessment dates SEN Codes updated on SEN Register	
	To ensure reasonable adjustments are in place for SEND students and that students make progress	SENCO TAs	Analysis of data to identify SEND students requiring targeted intervention	Analysis of SEND targeted interventions for individual students	
	To ensure SEND students can access the curriculum at an appropriate level Targeted intervention for SEND/DAP students to close the gap	HOF/SENCO TAs working in Year groups	Effective use of Management and Strategy plans in the classroom TA support in the classroom		
	To develop links with ATLP and partner Primary Schools	SENCO PSS/CAT/EP/ SENDIAS SENAR	PSS hours CAT Admin time/TA responsible for transition	Tracking of SEND Student progress by TAs (Support diaries completed)	Ongoing
	To develop transition packs for SEND	TA responsible for transition		TA PM targets	Interim and Annual

To develop accessibility for SEND students moving to post 16 provision		students transferring to JWS from Primary sector			Local SENCO Network Group	Review January 2020 March 2020
		To develop a proactive package for POST 16 Provision	SENCO SENAR AS/KD in JWS Sixth Form	Access to careers guidance	SENCO Lunch with partner primary Schools (information sharing) Transition packs Evidence in SEND student Annual Review files	May 2020 Summer term Autumn Term
To improve the physical environment of the School to increase the extent to which SEND students can take advantage of education and associated services	Curriculum	Specialist services to audit the physical environment of the School	A2E VI service BSS	Time for audit Report circulated BSS to implement recommendations in report	Stairways highlighted to enable better access for VI students	December 2020
	Environment	Staff to receive CPD on Sensory Support for HI students	A2E HI service	CPD delivered to teaching staff	Progress of HI students tracked via assessment cycles	February 2020
	SEMH/environment	Inclusion Hub developed Referral system established for Inclusion Hub	SENCO/IM SENCO/HOP/HOY/FSO	Room 1 established SENCO to attend Department meetings	Data analysis of Inclusion Hub usage Evidence of staff using referral forms	Termly Autumn 2020 Ongoing

<p>To ensure all staff are aware of responsibilities in the Equalities Act</p> <p>To encourage student and family participation in the development of policies and practices</p>	SEND information	Regular meetings established to identify vulnerable students and to discuss strategies	SENCO/IM/HOP/FSO	Time for meeting	Minutes of meetings	Fortnightly
		Suitable area created for Students with sensory issues and anxiety within Inclusion Hub	SENCO/IM	Curriculum work available Sensory area equipped	Analysis of attendance data	Termly
		Training for all teaching staff/support staff and Governors	SENCO	CPD time	Evidence of Training delivered	TBC
		To collect views of SEND students at least annually through the completion of pupil voice questionnaire	SENCO Data manager	Pupil voice questionnaire	Analysed Questionnaire and action points available	Spring Term

		To collect the views of parents of SEND students through regular meetings and questionnaires	SENCO PSS Data manager	PSS time to meet with parents to review SEND Information Report on Website Evidence of shared best practice in published SEND documentation on website	Parental views recorded and action points available in minutes of meetings Continued AS coffee mornings Embedded joined up work and ethos	May 2020
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