



School Offer for children with Special Educational needs at John Masefield High School

Aim

We are a fully inclusive comprehensive school who ensures that all students achieve their potential academically, personally, socially and emotionally regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. At JMHS we aim to provide a personalised approach to learning with the relevant support and adjustments made to learning that will maximise your child's progress. Our Special Educational Need Co-ordinator (SENCO) will work with parents/carers, your child and the subject teachers to ensure the needs of your child are known and met and that all are working together to reach a common goal. We will monitor progress regularly and report back to you at regular intervals.

This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with Special Educational needs (SEN), in order that they can realise their full potential. It may not list every current skill, resource and technique we employ in order to achieve this as these are continually developed and refined.

Definition

Students are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once identified, we have specific needs-based interventions and student strategy guides which help support their development and accelerate progress. Students at JMHS make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN and Inclusion policy are available on the school website.

If you would like any further information about what we offer here at JMHS then please do not hesitate to contact us directly.

Who to contact at JMHS

Special Educational Need Co-ordinator (SENCO) - Our Special Educational Need Co-ordinator (SENCO) is Mr Robert Mudge Robert.mudge@jmonline.org.uk and he is responsible for all children with special educational needs or disabilities (SEND) at JMHS. He liaises with parents and students, subject teachers, as well as external agencies who can provide specialist help such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), the Speech and Language therapy (SALT) Service, Educational Psychologists, the Learning support team and CAMHS.

Subject teachers - Our subject teachers are responsible for checking the progress of your child and identifying, planning and delivering additional help within the classroom. They support the work of the SENCO and ensure the school SEND policy is followed within their classroom. Subject teachers have regular training on aspect of SEND that are relevant to our students and current needs.

The Head Teacher - Our head teacher is Mr Andrew Evans Andy.evans@jmonline.org.uk and he is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. He gives responsibility to the SENCO and



class teachers to support all students with SEND but is still responsible for ensuring that your child’s needs are met.

SEND Governors - Our SEND Governors are Mrs Emma Carr and Mrs Sue Millington-Jones and are responsible for ensuring that the necessary support is made for any child who attends the school who has SEND, ensuring the schools SEND policy is up to date and review the progress of students with SEN in line with national policies.

How we support students at JMHS

Students are supported in a variety of ways, primarily by ensuring we deliver excellent teaching in all lessons. We also provide a wide range of additional support and more details are given below.

Classroom teaching - Our subject teachers deliver excellent targeted classroom teaching – know as Quality First Teaching. This means that:

- The teacher has the highest possible expectations for your child and all students in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific small group/individual intervention groups - These groups are:

- Run in the classroom during lesson time, during PM Registration, before/after school
- Run by a teacher or a Teaching assistant who has had training to run these groups.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Here is a list of support we currently offer:

Fresh Start	An intensive five hour a week reading recovery programme for Y7 students to develop phonological skills, reading accuracy and fluency, spelling and writing skills
Reading Buddies	Regular reading and comprehension partnership with trained prefects or 6 th form students during PM registration or in APR English lessons
Literacy support – Spelling	A small group spelling programme delivered during PM registration by specifically trained Teacher Assistants
Literacy support – Reading	Daily reading support focusing either on phonics or comprehension, delivered by trained Teaching Assistants
Literacy catch up	Small group intensive reading recovery, following the Fresh Start programme, delivered by the Head of English
KS3 literacy support	Small group literacy intervention, focusing support on reading and writing,



	delivered by English teachers during PM registration
GCSE Literacy Enhancement	Individual or small group support on key aspects of the GCSE English course, delivered by English Teachers
Social skills/Friendship group	An Individual or small group social skills and friendship programme for students with ASD, emotional or social issues co-ordinated by House Leaders or the Assistant SENCO
Handwriting support	Daily handwriting recovery programme during AM registration co-ordinated by a trained Teaching Assistant
Y7 Numeracy support	Selected students receive small group or individual numeracy support based on identified areas of need and co-ordinated by Maths Teachers
Y8 Numeracy catch up	Targeted small group numeracy catch up programme aimed at supporting our weakest mathematicians, for one hour a day for 10 weeks led Teaching staff
KS3 afterschool numeracy	An afterschool class for KS3 maths students to catch-up and improve their numeracy skills. This is led by our Head teacher and supported by a maths specialist Teaching Assistant
GCSE numeracy enhancement	A range of intervention, including one-to-one tutoring, small group work and targeted withdrawal from lessons.
Behavioural/pastoral support	Small group or individual behavioural and emotional literacy programme to support students develop strategies to manage their behaviour and enabling them to make good academic progress co-ordinated by House Leaders.
Counselling	Confidential 1:1 counselling providing emotional and behavioural support and strategies
Intensive academic mentoring	Selected students are allocated an intensive academic mentor to support and monitor your child's progress in all areas of school life
PaSS Group	An afterschool homework and progress support group aimed co-ordinated by a Teaching assistants and supported by subject teachers, offering a structured place to improve and complete homework and tasks set by subject teachers.
Access Classes	For our students in most need of support we have access classes in English, Maths and Science in all years, plus Modern Foreign Languages in Y7. These are smaller classes aimed at providing more individual and specialist support for students to access the curriculum focusing on creative, practical and innovative teaching strategies to accelerate progress.
Teaching Assistants	JMHS has a team of Teaching Assistants to support students both in lessons and with targeted intervention. They provide both academic and emotional support to students and are provide detailed knowledge of students to subject teachers and the SENCO.
Y6 Transition	The SENCO and the Y6 transition co-ordinator visit every primary school to gather information to that the best possible support can be in place when your child joins JMHS. There is Y5 information evening and Y5 day, Y6 information evening and Y6 day and an additional Y6 transition morning for our more vulnerable students. Extra transition meeting can be arranged through the SENCO
Post-16 Transition	JMHS works with the Local Authority SEN team to provide support for students with transition to post-16 education. We also use our careers advisor to support students in finding suitable post-16 educational placements, organise visits, complete application forms and ensure effective



	communication between JMHS and the post-16 provider.
Assessment of learning needs	JMHS uses the Learning Support Team who provide detailed assessments of students learning needs, e.g. reading comprehension, language, memory and processing, handwriting, dyslexia etc. We also use the Local Authority Educational Psychologist for more detailed assessment of learning needs.
Alternative curriculum	At KS4 some students undertake collage courses as an alternative to a full curriculum. This involves spending one/two days a week at college from an accredited provider on courses including construction, health and beauty, land based studies and more.
Herefordshire Local offer	Our School offer links with Herefordshire’s Local offer for students with SEND. The information can be accessed from the following website .

How will the progress of my child be measured?

Your child’s progress is continually monitored by his/her class teacher, with termly reporting to parents/carers. Students with SEND will be reviewed by the SENCO using the ‘Assess, Plan, Do, Review’, with formal reviews of Education and Health Care Plans (EHC’s) on an annual basis.