



# **JOHN KYRLE HIGH SCHOOL AND SIXTH FORM CENTRE**

## **SPECIAL EDUCATIONAL NEEDS DISABILITIES**

Information Report

Mrs T Clarke

SENCo

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**1. Who are the best people to talk to at John Kyrle High School about my son/daughter's difficulties with regards to learning, special educational needs and/or disabilities?**

Email the Special Educational Needs Co-ordinator outlining your concerns.  
Her email address is: [trixieclarke@jkhs.org.uk](mailto:trixieclarke@jkhs.org.uk)

**2. Where would I find a copy of the John Kyrle High School Special Educational Needs and/or disabilities policy?**

- ❖ The SEND policy can be found on the school website. Follow the JKHS tab at the top and scroll down to Special Educational Needs. (The John Kyrle High School 'Local Offer' can be accessed [here](#))

**3. How many students at John Kyrle High School are on the Special Educational Needs and/or disabilities register?**

- ❖ In the Year 2017/2018, 8.1% of students have been placed on the SEND register. This equates to 113 students between Years 7-13.
- ❖ There are 7 students in the school with an Education, Health and Care Plan (EHCP). This equates to 0.5% of the John Kyrle students on roll.
- ❖ Nationally, the percentage of students with special educational needs remains at 14.4%, whilst the percentage of students with an EHCP remains at 2.8%.

**4. How will John Kyrle High School let me know if they have any concerns about my son/daughter's learning, special educational needs and/or disabilities?**

- ❖ Your son/daughter's form tutor may initially call you or write to you to outline any initial concerns
- ❖ Your son/daughter's form tutor may also talk to you about any issues at a progress review evening
- ❖ The SENCo may contact you and arrange a meeting to discuss your son/daughter's difficulties with learning and any possible support strategies the school might be considering

**5. How will John Kyle High School consider my views and those of my son/daughter with regards to his/her difficulties with learning, special educational needs and/or disabilities?**

- ❖ At John Kyrle High School we believe it is very important for parents and carers to be involved in all areas of their son/daughter's learning and we actively encourage such discussions. We believe, where appropriate, that it is essential to understand your son/daughter's views on any difficulties they may experience with their learning.
- ❖ You will be able to share your views and discuss your son/daughter's progress at meetings with their form tutor and subject teachers throughout the year.
- ❖ If your son/daughter has an identified special educational need you will be invited to a termly meeting with the SENCo to discuss current progress and any support strategies being used as well as their expected outcomes. If your son/daughter has an *Education, Health and Care plan* (EHCP) or a statement of special educational need you and your son/daughter will be able to share your views at the Annual Review.

**6. How does John Kyrle High School ensure teaching staff are appropriately trained to support my son/daughter's special educational needs and/or disabilities?**

- ❖ At John Kyrle High School we believe that your son/daughter's learning needs will first be met through the high quality teaching delivered by his/her subject teachers
- ❖ We regularly review the school training schedule and professional development for all teaching and support staff. The school will make use of training programmes from different agencies and/or organisations when necessary to meet a student's needs.
- ❖ A record of all staff training is kept to ensure that all student needs can be met.

**7. How will the curriculum and the school environment be matched to my son/daughter's needs?**

- ❖ At John Kyrle High School we believe that your son/daughter's learning needs will first be met through the high quality teaching delivered by his/her subject teachers and their form tutors.
- ❖ We carefully plan our curriculum to match the age, ability and needs of all students.
- ❖ Subject teachers will differentiate lesson planning and teaching to match your son/daughter's special educational needs and/or disability.
- ❖ It may be appropriate to adopt different strategies or resources to meet your son/daughter's learning needs.
- ❖ Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your son/daughter's learning.

**8. What types of support may be suitable and available for my son/daughter?**

- ❖ The support your son/daughter will receive will depend on his/her needs. However, our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- ❖ The first level of support consists of the high quality teaching your son/daughter will receive from his/her subject teachers and their form tutor; this may include some very minor adaptations to match learning needs.
- ❖ It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your son/daughter's learning. *This takes the form of a three part approach of **Planning, Doing and Reviewing**. Specific targeted small group interventions may be run outside the classroom. You will be kept informed of your son/daughter's progress towards learning outcomes.*
- ❖ It may be necessary to seek specialist advice and support from a professional outside the school in order to plan for the best possible learning outcomes for your son/daughter. This may include educational psychology, speech and language therapy, occupational therapy, and sensory advisory teachers. However, for a very small number of students, access to these specialists may be through an EHC Plan.

**9. How will John Kyrle High School support my son/daughter to reach his/her full potential?**

- ❖ John Kyrle High School ensures that all its staff pay special attention with regards to your son/daughter's progress and will consistently set him/her challenging academic targets while at the same time providing the high quality teaching required to support their aspirations.
- ❖ External agencies and specialists may also review your son/daughter's progress with consent from parents/carers

**10. What is an Education, Health and Care Plan (EHCP); who can request one for my son/daughter and how is it different to a statement of special educational needs?**

- ❖ *The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a student or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, preparing for adulthood.* An EHC Plan will contain:
  - the views and aspirations of you and your son/daughter,
  - a full description of his/her special educational needs and any health and social care needs,
  - establish outcomes for your son/daughter's progress,
  - specify the provision required and how education, health and social care will work together to meet your son/daughter's needs and support the achievement of the agreed outcomes

- ❖ You, your son/daughter (where appropriate and aged 16 and over) and/or the school, usually the SENCo, can request that the local authority conduct an assessment of his/her needs. This may lead to an EHC Plan.
- ❖ From September, 2014, the new Children and Families Act 2014, has become law. This replaces the former Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.
- ❖ The main difference is that the EHCP is:  
More person centred with more engagement and involvement from parents, carers, children and young people in the process

**11. How will John Kyrle High School help me to support my son/daughter's learning?**

- ❖ There may be suggested strategies or activities for you to do at home to support your son/daughter's learning.
- ❖ The SENCo may also support you with strategies, resources and ideas for supporting your son/daughter's learning from home.
- ❖ You may have an opportunity to meet with other professionals involved in supporting your son/daughter.

**12. How is support allocated to students?**

- ❖ The SENCo discusses with the Heads of Departments and Heads of Year to discuss the effectiveness of subject specific and behavioural interventions and provisions. On the basis of these discussions, alternative or additional interventions may be implemented and additional training or resources may be provided to staff.
- ❖ This process is reviewed to ensure the best possible intervention is provided to those students who require additional support to learn.

**13. How will John Kyrle High School know that the support has made a difference to my son/daughter's learning and how can I and my son/daughter be included in this review process?**

- ❖ Your son/daughter's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

**14. What support will there be for my son/daughter's happiness and well-being at school?**

- ❖ At John Kyrle High School we believe the key to learning is for students to be happy, healthy and successful. All members of staff take this aspect of school life very seriously.
- ❖ You can be confident that in particular your son/daughter's form tutor, the teaching assistants, Head of Year and the SENCo, are available to provide support to match his/her needs.
- ❖ You should also feel free to contact the school if you have any concerns.

**15. How is my son/daughter included in all the same activities as his/her peers at school?**

- ❖ John Kyrle High School is an inclusive school and committed to providing equal opportunities for all students.
- ❖ School clubs, educational visits and residential trips are available to all students.
- ❖ When necessary, the school will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.
- ❖ You should also feel free to contact the school if you have any concerns.

**16. How will I be able to find out what access facilities there are for my son/daughter?**

- ❖ The John Kyrle Accessibility Plan is available via the school website.

**17. How should I apply for a place at John Kyrle High School if my son/daughter has a special educational need and/or disability?**

- ❖ Parents/carers of children with a Statement of Special Education Needs or an Education, Health and Care Plan which names a particular school, will liaise with the local authority at the annual review, prior to liaising with the named school at a later date to aid transition.

**18. How will John Kyrle High School support my son/daughter in transition stage e.g. from Year 6 into 7 and from KS3 into Options?**

- ❖ We liaise closely with the transferring school. We discuss with the relevant teachers any individual needs and how best to support your son/daughter in school.
- ❖ While at John Kyrle High School we take care to ensure that during transition points, all staff are aware of individual student's needs, learning progress and best support strategies.
- ❖ John Kyrle High School makes arrangements to ensure a smooth transition when your son/daughter transfers to his/her new school. Please contact us for further details.
- ❖ If your son/daughter has an EHC Plan or Statement of special educational needs, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements.

**19. Who can I contact if I have a concern or complaint about the SEND provision in place for my son/daughter?**

- ❖ Initially speak with the SENCo. Hopefully they will be able to address your concerns.

**20. If I have any other questions about my son/daughter at John Kyrle High School, who can I ask?**

❖ At John Kyrle High School we are very happy to speak to you about any aspects of your son/daughter's education. It is best to speak to one of the following in this order:

- Tutor
- Head of Year
- SENCo