

John Kyrle High School

SEND Information Report

September 2024



John Kyrle High School
& Sixth Form Centre

SEND at JKHS

Herefordshire's Local Offer

[All about special educational needs and disabilities \(SEND\) – Herefordshire Council](#)

SEND TEAM:

- Alex Rees-SENCO
- Julia Malsom- Assistant SENCO
- Philippa Arundel- SEND Admin
- Jackie Lees- Haven Lead
- Emma Davies- Hive Lead
- Teaching Assistants: Luci Bruins, Mollie Dibble, Victoria Fomina, Christine Hole, Sabrina Howley, Sumayah Jilani, Helen Lusty, Rachel Mason, Karon Powell and Helen Rauccio.

INTENT:

At JKHS, our intent for Special Educational Needs and Disabilities (SEND) provision is deeply rooted in our commitment to ensuring that all students, regardless of their individual needs, have equal access to a high-quality education that enables them to achieve their full potential. Our intent is to create an inclusive environment where every student feels supported, valued and empowered to thrive academically, socially and emotionally.

IMPLEMENTATION:

Our SEND provision is executed through a co-ordinated approach outlined below:

- Quality First Teaching through The John Kyrle Way
- Ready, Respectful, Resilient
- Specialist Support
- Well-being and Pastoral Care
- Regular monitoring and review

IMPACT:

The impact of our SEND provision is evidenced through the progress and achievements of students with SEND. Through our high expectations, tailored support, inclusive practices and collaborative approaches, we have seen an impact on the academic attainment, confidence and overall life chances of our students with SEND. Our SEND provision exemplifies a commitment to excellence, equity and inclusivity in a nurturing and aspirational educational environment.

What types of special educational needs and disabilities do students have at John Kyrle High School?

At John Kyrle High School, we have students who have special educational needs across the four broad categories of need which are:

Cognition and learning

Cognition and learning needs generally account for difficulties in curriculum-related areas such as: reading, writing and spelling. numerosity. comprehension. processing difficulties such as sequencing, inference, coherence and elaboration.

Communication and Interaction

Support with understanding, expressing themselves or interacting with others.

Social, Emotional, Mental Health

Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

Physical and/or Sensory

Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities. Physical disabilities involve impairments to a person's body, such as their limbs or motor functions, while sensory disabilities involve impairments to a person's senses, such as their vision or hearing.

As of September 2024, we have 233 students on the school's SEND register with the following breakdown of needs. Please note, some students fall in to more than one category:

SEN Category of need for all pupils:

- Communication and Interaction: 40
- Social, Emotional and Mental Health difficulties: 59
- Autistic Spectrum Disorder: 15
- Specific Learning Difficulties : 108
- Hearing Impairment: 7
- Visual Impairment: 3
- Moderate Learning Difficulties : 15
- No specialist Assessment : 10
- Other difficulty/Disability: 13
- Physical Disability: 13
- Total number of SEND: 234

How does the school identify and assess students who may have SEND?

JKHS works closely with primary schools and requests specific information regarding students with SEND in order to effectively support students with the transition to their new secondary school. The SEND team liaise with primary SENCOs and Year 6 teachers. Extended transition opportunities are offered to those students, who may benefit from additional visits to JKHS, to help ease anxieties or build familiarity with the school site. Information is shared between the primary and secondary settings and this information is used to create Student Support Guides which are available to all staff.

When students join JKHS, they complete online CAT tests (Cognitive Abilities Tests). These assessments provide the school with initial baseline data in addition to Year 6 SATS data if available. Students usually retake the CAT tests in Year 9 in preparation for their GCSE courses.

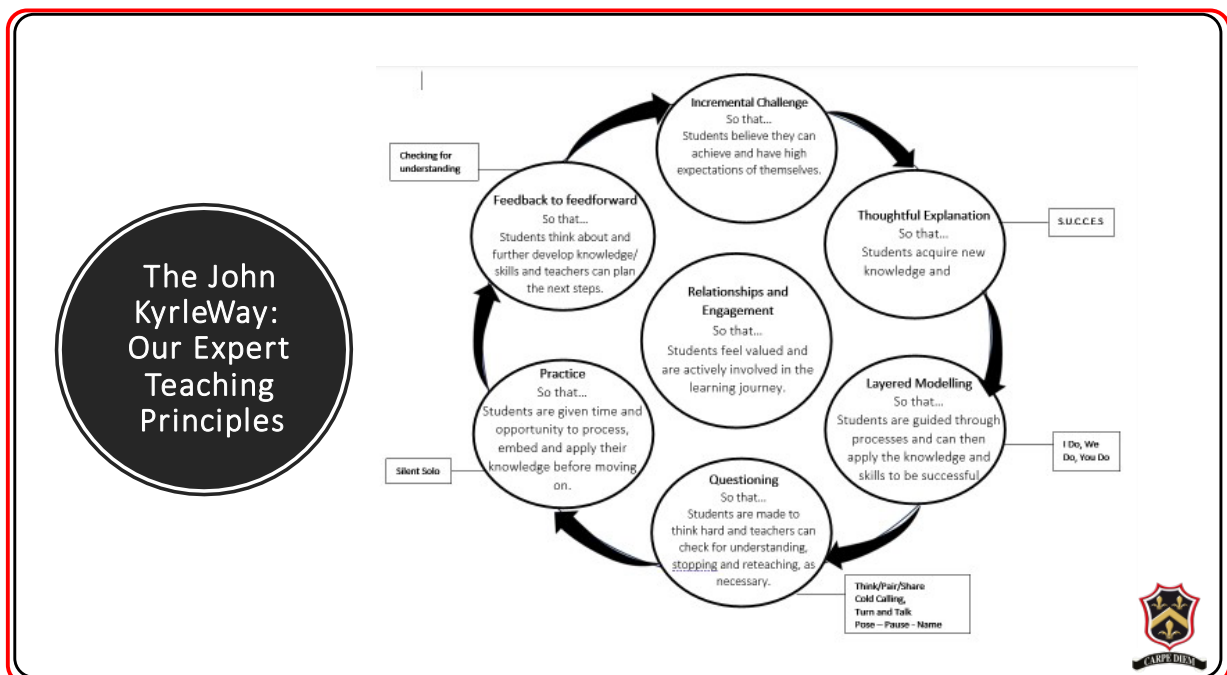
Individual departments also complete screening or benchmark assessments to ensure that students are grouped in the most appropriate classes for their needs and abilities.

The school has a SEND referral system in place which all teaching and support staff have access to. Referrals are sent to the SEND team for review. If required, further assessments and onward referrals to external services can be completed in consultation with students and parents to ensure that students are supported as effectively as possible.

Observations and discussions with students, class teachers and parents/carers are also a valuable step in the identification and assessment of students with suspected SEND.

What is our approach to teaching students with SEND and encouraging engagement?

All teachers and support staff have high expectations of all students including those with SEND. **Quality First Teaching** through the school's teaching and learning structure of The John Kyrle Way is embedded across the school. Teachers have been equipped with the knowledge, skills and resources to deliver high-quality, inclusive teaching that caters for all.



Ready, Respectful, Resilient is the school's ethos to approaching behaviour management and fostering a positive learning environment. Students are taught our expectations for positive behaviour and are rewarded for engaging in our ethos. It emphasises readiness for learning, respect for self and others and resilience in overcoming challenges.

John Kyrle Students are:

READY RESPECTFUL RESILIENT

READY

- H**omework done
- O**n time, in uniform
- P**ositive mindset
- E**quipped

- S**it up straight and listen
- look at the speaker or text
- T**reat everyone kindly
- A**sk and answer like a scholar
- R**espect silent solo time
- T**hank you - say it
- S**tay positive

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RESPECTFUL

RESILIENT

- G**ive your best
- R**elentless effort
- E**xpect to make mistakes
- A**sk your teacher for help
- T**ake ownership and responsibility

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READY, RESPECTFUL, RESILIENT

STUDENTS ATTEND JKHS EVENTS

	Ready	Respectful	Resilient	Tutor Time
RRR 1 10 points	Fully equipped Perfectly smart Uniform Ready to learn On time to lesson	Speaks to others respectfully Follow one voice Track the speaker	Complete all work to the best of your ability Ask if you need support Embrace the struggle Consistently on task	Fully Equipped with bag, pencil case, pens and equipment. Active participation in tutor time Respectful interactions Role Model behaviour – being the example to others Punctual and engaged Full school uniform – no issues
RRR 2 5 points	Mostly equipped for the lesson Uniform to an expected standard (has uniform pass for issue) Mostly ready to learn On time to lesson	Generally positive behaviours displayed with peers and staff Positive engagement in the lesson	Good effort to complete all work. Work completed to the expected standard Generally on task Ask if you need support Embrace the challenge	Mostly prepared with bag and equipment Active participation in tutor time Respectful interactions Ready and prepared to start tutor on time Full school uniform (with pass where appropriate)
RRR 3 -3	Uniform inconsistent with no letter or uniform pass. Not equipped for the lesson Not ready to learn (no homework or book) A few minutes late to lesson (pass from PSO needed)	Inconsistent/unwanted behaviours Elements of disruption to learning Speaking to staff or peers in a negative manner	Inconsistent work completion Sometimes off task	Without equipment to be fully ready to learn Variable participation. Lack of interest or engagement Elements of disrespectful behaviour or talking out of turn Elements of disruption Not on time to tutor/ no attendance to tutor, despite being in school Uniform not in line with expectations
RRR 4 -4	No equipment Not in school uniform More than 5 minutes late to lesson (pass from PSO needed)	Persistent disruption to learning Persistent poor engagement with staff/peers Speaking to staff or student which is not consistent with the John Kyrle Way	No work completion Poor attitude to learning No engagement Mostly off task	Without equipment to be fully ready to learn Poor participation. Lack of interest or engagement Disrespectful behaviour or talking out of turn Disruptive behaviour Not on time to tutor/ no attendance to tutor, despite being in school Uniform not in line with expectations

Student Support Guides ensure that students with SEND are supported across the curriculum and summarise information for all staff, so students' support is tailored to their individual needs.

PHOTO

Student Support Guide
Special Educational Needs/Disability



Name							
SEND Code		SEND					
Date completed				Review date			
Cognitive Ability Tests		Verbal		Quantitative		Non Verbal	
						Spatial	
Assessment of needs/difficulties:				Plan/Do to meet needs:			
<ul style="list-style-type: none"> Processing information is slow - poor short term/working memory. Mental arithmetic will be difficult. Difficulties with organisation of self or work may be present. Below average speed of writing Spellings Concentration span for Xxxx is hard. Xxxx may well present as restless, difficulty sitting still and fidgeting. Xxxx often rushes his work. Difficulties with social interaction and communication. Heightened sensitivity to noise. Displays restricted, repetitive patterns of behaviour or activities/sensory processing differences. Can take comments literally. Changes to routine can be challenging. Uncomfortable when making eye contact. Difficulties/Unable to initiate conversations. 				<ul style="list-style-type: none"> Allow time to process <u>information</u>. Give plenty of time to deal with a task – put a task list on the board, first, then, next, tick off each task as <u>completed</u>. Do not overload with words, keep instructions concise. Check in with Xxxx on a regular <u>basis</u>. Ask Xxxx to repeat instructions back to <u>you</u>. Provide writing frames. Deliver information in small chunks with regular pauses to absorb and understand Minimise copying – jot things down; use a photocopied transcript; print off from the IWB. Give extra time for writing; use pictures or sentence starters to stimulate; use writing frames to support memory and writing speed. Key word lists for each topic as visited in class. Xxxx requires prompts in class to begin tasks and remain on task. Gain full attention prior to giving instructions. Consider seating carefully. Minimise visual and auditory distractions. A quiet place in school to relax, recuperate, regulate. Let xxxxx know as soon as possible about any changes of classroom, seating, teacher, etc. Limit the amount of new information expected to be absorbed at one time. Provide learning and listening breaks <u>in order to</u> process and store information. Use of traffic light card system – red – need help urgently, orange – just about managing, green – <u>I'm</u> fine. 			
Exam access arrangements:							
<ul style="list-style-type: none"> Time, reader, small room 							
Interventions:							
<ul style="list-style-type: none"> Exam access arrangements: reader, time, aqua overlay, reading pen Peer reading scheme LST report – 2019 BST report – 2020 Youth worker – 2022 CLD – 2023 CAMHS – 2022 							

What SEND training have staff received to support my child?

Staff have received CPD (Continual Professional Development) in adaptive teaching methods to ensure that the curriculum is accessible, adapted and modified as necessary to cater for the needs and abilities of students with SEND, whilst maintaining high academic standards. Adaptations can be pre-planned or modified in the moment.

How do you evaluate provision?

Provision is evaluated through a number of processes that include;

- learning walks by: heads of department; the senior leadership team; the SENCo; the Heart of Mercia colleagues and external reviews
- ongoing departmental assessment of progress made by students with SEND
- work sampling to ensure that Student Support Guides are being understood and implemented to ensure effective access to learning and increased independence
- regular updates provided during Staff Briefing and through the weekly Bulletin, as well as teachers around the child meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
- arranged parent/carer monitoring appointments three times a year to ensure collaboration and evaluation of provision
- Students' attainments are tracked using the whole-school tracking system and those failing to make expected progress are identified.
- Staff raise their concerns through the SEND Referral process. Once received the SENCo advises next steps and offers support and guidance to further support the progress of the student and the teacher. SENCo will liaise with Head of Year and home, if necessary.

Action relating to SEND support will follow an assess, plan, do and review model:

- **Assess:** Data on the student held by JKHS will be collated by the subject teacher/SENCo in order to make an accurate assessment of the student's needs. When appropriate, parents/carers will be invited to this early discussion to support the identification of action to improve outcomes
- **Plan:** If a review of the action taken indicates that adapted support is required, targeted support will be implemented by subject teachers in liaison with the SENCo.
- **Do:** SEND support will be detailed on the school's provision map and the Student Support Guide will be updated and shared with relevant staff, parents, carers and the student.
- **Review:** All provisions for students with SEND will be reviewed three times a year.

How do you check and review the progress of my child and how will I be involved?

Progress is reviewed in consultation with parents/carers in the following ways:

- Progress reviews are carried out by the SENCo three times a year
- Year group Progress Review evenings,
- Class Charts
- Interim reports.

What if additional support is required for my child with SEND?

If concerns are raised regarding the progress of the student with SEND despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parents/carers permission has been obtained and may include a referral to:

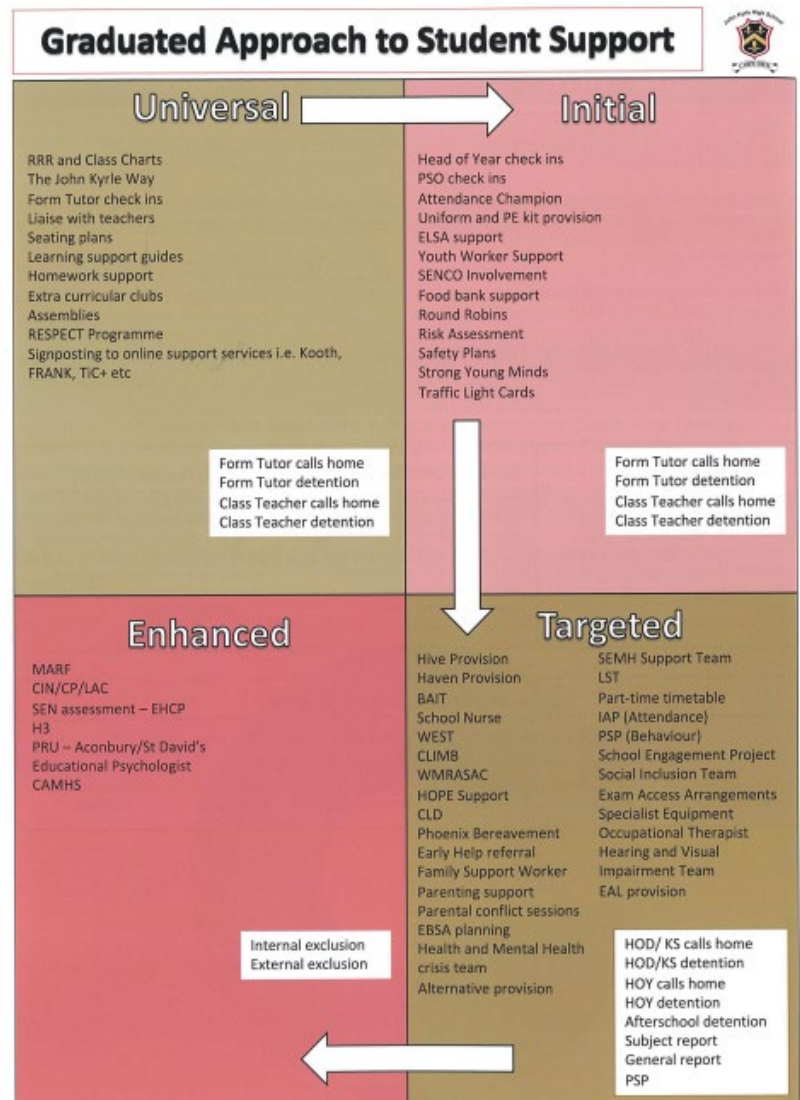
- Specialists in other schools
- Learning Support Team
- SEMH Team
- Hearing Impairment Team
- Visual Impairment Team
- Autism and Sensory Support
- Educational Psychology Service
- Physical and Disability Support Service
- Social Care
- Family Support Worker
- School Nurse
- Child and Adolescent Mental Health Services
- Counselling services including CLD
- Youth Worker/mentoring
- Strong Young Minds
- ELSA
- Alternative provision
- Teens in Crisis
- HOPE Bereavement
- WEST

As of September 2024, the school has invested in a new provision. The **Hub** comprises of two entities: The **Haven** and The **Hive**.

“The Hub”

The “HIVE”		The “HAVEN”	
<p>SEMH</p> <ul style="list-style-type: none"> 1 Teacher and 1 Learning Support Staff Planned Intervention <p>Students who often struggle with regulating their emotions and may experience high levels of anxiety, which can make it overwhelming to be in a classroom environment</p> <p>This space can provide a safe space for students to access the curriculum in a supportive way.</p> <p>Students to be supported back into mainstream lessons and supported in class by Hive staff</p>		<p>SEND and EBSA</p> <ul style="list-style-type: none"> Assistant SENCO and 2 Learning Support Staff Planned Intervention Liaise with staff to ensure continuity of curriculum <p>Students who are SEND/EHCP will attend for targeted intervention and support</p> <p>Students who are EBSA will attend as part of their reintegration or phased return into school</p>	
Sensory Room	Mindful Room	Calming Room	
Equipped with sensory-friendly features such as soft lighting, comfortable seating, sensory toys, weighted blankets, and calming sensory tools like fidgets or stress balls.	To support sensory overload to provide a controlled environment that minimises sensory stimuli for individuals who experience sensory overload or hypersensitivity.	a dedicated space for releasing emotions, to help students learn healthy coping strategies for managing stress and frustration, promoting emotional well-being and self-awareness.	
The Student Support Centre			
The proposal is to remodel the hygiene pod and establish 4 office spaces to house our internal and external support services:			
ELSA HOPE Support	Youth Workers Phoenix Bereavement	WEST Women's Aid Social Services Staff	CLD SAFE Team Mentor Link
School Nurse CLIMB			

Accessing this targeted approach is through a referral from the child's Head of Year and the Pastoral Support Officer as they have a holistic view of the child. Referrals are triaged by the SENCO and the Interim Deputy Head. For a small percentage of students an application for an EHCP may be considered at this point. The school's graduated approach to student support is broken down into four stages.



How are teaching assistants deployed?

Teaching assistants are assigned to the following departments:

- English
- Maths
- Science
- Humanities
- The Haven
- The Hive

Where possible, if the timetable allows, teaching assistants are deployed to other curriculum areas. Students with EHCPs are prioritised, but we use a flexible approach to promote independence, so the teaching assistants support other students within the class.

A copy of the school's Special Educational Needs and Disabilities Policy can be found on the school's website www.jkhs.org.uk