

SEND Report

As stated in the SEND code of practice statutory guidance January 2015, section 6.79, there must be a report on the school website, which goes beyond simply stating the LA local offer.

The SEND information report

This report is about the implementation of the governing body's policy for pupils with SEND. The information **will be** updated annually and any changes to the information occurring during the year **will be** updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The Jane Lane School seeks to ensure that the information is easily accessible by children and young people and parents/carers and is set out in clear, straightforward language.

The report includes information on the school's SEND policy and named contacts within the school for situations where children and young people or parents/carers have concerns. It also gives details of the school's contribution to the Local Offer and includes information on where the local authority's Local Offer is published.

Local Authority Local Offer links for all of our pupils, including those who live outside of Walsall and those who are Looked After and under the care of another Authority are provided below.

Local Offer Links

Walsall

<http://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Sandwell

<http://www.sandwell.gov.uk/send>

Cheshire East

http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local_offer.aspx

Wolverhampton

<http://www.wolverhampton.gov.uk/send>

Coventry

<http://www.coventry.gov.uk/localoffer>

The Jane Lane School is a Key Stage 2 – Key Stage 5 Community Special School designated for children and young people with Moderate Learning Difficulties. However, children and young people are admitted who have a range of additional and complex needs. As well as Cognition and Learning Needs, children and young people have a range of Communication and Social Interaction Needs; Social, Emotional and Mental Health Needs; and, Physical and Sensory Needs.

All of the children and young people that attend The Jane Lane School have an Education, Health and Care Plan (EHCP). Therefore, their special educational needs have already been identified and assessed in accordance with the relevant legislation (i.e. section 324 of the Education Act 1996 and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 for a Statement of Special Educational Needs. Through annual review of EHCPs recommended changes to student needs continue to be under review and provision modified to reflect these changes.

The named SENCO for the school is the Headteacher, Tony Milovsorov. His contact details are:

The Jane Lane School
Churchill Road
Bentley
Walsall
WS2 0JH

Tel: (01922) 721161

All arrangements for consulting parents relate to children with SEND, since all children have EHCPs. Formal consultations are scheduled for parent's evenings, end of year report meetings and annual reviews of the EHCP.

Other consultations/meetings occur throughout the year according to need. Parents/carers are encouraged to support their child's education through the home-school diary, homework and enrichment activities.

The School facilitates enable health professionals to meet parents/carers in a familiar environment which supports attendance for appointments (e.g. Consultant Paediatrician and LD CAMHS Psychiatrist). A number of children have access to a Learning Mentor/Parent Support Advisor and this provides a further valuable means of communicating with parents about their child's education.

Arrangements for assessing and reviewing children and young people's progress towards outcomes are built into our quality assurance procedures that inform teaching and learning. Data is monitored half-terminly and progress concerns are expected to be addressed. Formal arrangements exist for progress to be shared with parents and the child and the School will address any concerns that arise at the time these are shared.

The Jane Lane School makes provision for children and young people from Key Stage 2 through to Key Stage 5. The curriculum reflects the phase of education and builds progressively to prepare our children and young people for adulthood in terms of independent living and the development of employability skills. Key transition arrangements relate to admission into the School but also as children and young people move between classes and phases. Our approach is person-centred and responsive during transition so that the pace and timings maximise the opportunity for transition to be successful.

Transition from primary to secondary is managed in a way that recognises and responds to the needs of the whole group and the individual. Again, we follow a person-centred approach.

We supported the transition for children beginning to follow courses that lead to qualifications which includes the choosing of options, particularly for vocational courses. It is expected that young people will include a college option as part of a two-year/vocational options programme which facilitates transition to further education and adds significantly to the development of employability skills. From Year 9 onwards transitional planning forms an important part of the annual review of the EHCP and is supported in school by our Careers Advisor, Rachael Maybank.

Within the Sixth Form preparation for independent living and employability continues. Most young

people spend two years in the Sixth Form. A smaller number of students continue for a third year where this is deemed to be appropriate for them and adds value to their achievement and preparation for adult life.

Travel training and independent travel is provided if and when a young person is ready and willing. This usually begins in Year 10 and is another step towards independence. This has become more important with the changes to SEND transport provision that commenced in September 2017 and impacted particularly on post 16 students.

The teaching of children and young people at The Jane Lane School is driven by our commitment to person-centred learning. Increasingly, provision is based on need rather than chronological age; this is especially true for our primary, enhanced provision, interventions and Sixth Form groupings.

We strive to be increasingly communication friendly, adopting multi-modal forms of communication in order to make learning ever more accessible and teaching more effective.

Teaching must be accessible, relevant, engaging, enjoyable and progressive if learning is to be most effective. To support effectiveness, staff meeting time is allocated for the sharing of strategies that are having a positive impact on individual students.

To support the teaching of students, Teaching Assistants were assigned to particular groups for 2016-17 so that they can build up an understanding of their group so that they can encourage and support effective behaviour for learning. This has continued into 2018-19.

We continue to make adaptations to the curriculum and the learning environment in line with our commitment to a person-centred approach. As we become increasingly communication friendly, signage is seen throughout the School that supports the development of Makaton. The enhanced provision is set up to enable the TEACCH approach to be possible, whilst encouraging group work to develop social interaction skills.

The curriculum is broad and balanced but adapted to suit the needs of our students. We have an on-site vocational offer that provides teaching that recognises the needs of our students and enables good progress to be made.

We seek to recruit high quality staff and continuously develop the team. The professional development of staff is a top priority. We invest in our people so that our children and young people have the best possible chance to maximise their rate of progress and achieve well. Appraisal identifies targets for all teaching and support staff that reflect whole school focus (In 2018-19 whole-school reading/writing through Makaton Reader; phonics intervention; colourful semantics, words first, pre-teaching of subject specific vocabulary and Accelerated Reader); a pupil progress target and an individual development target.

Most of our students have additional and complex needs which require us to secure specialist expertise. Part of the specialist expertise is met through the core offer we receive from a range of professionals including Occupational Therapy, Educational Psychology, Speech & Language Therapy, Hearing Impairment, Visual Impairment and School Health. We enhance the provision of specialist expertise by buying additional Speech & Language Therapy.

We evaluate the effectiveness of the provision we make through our internal quality control procedures and through termly visits from Susan Shannon our School Improvement Partner (SIP).

The School recognises that improving emotional and social development is essential in developing good learners. We enhance our provision through the employment of three permanent Learning

Mentors/Parent Support Advisors. The mentors form part of our Achievement and Inclusion team that support personal development, behaviour and welfare.

We have developed the form tutor role to include the teaching of reading/writing (mainly through Accelerated Reader). We have also reorganised the deployment of Teaching Assistants since September 2015 so that they are attached to a class and support the students across the curriculum. The reason for this was to build that broader relationship with the group over time so that the TA has that detailed understanding of the students and is able to address, with support, any emerging barriers to learning. Our nurture provision enable bespoke interventions to be put in place to address specific issues that form barriers to learning, progress and attainment.

We take bullying seriously and address all observations or reports of it. Pupil surveys recognise bullying occurs but also that children and young people believe it is addressed by the School. This finding is also support through Parent View.

Arrangements for handling complaints are detailed elsewhere on the website and in the prospectus.

Arrangements for supporting children and young people who are looked after by a local authority are consistent with our commitment to providing a person-centred approach. The designated teacher for Looked After Children (LAC) is Mr Tony Milovsorov. All of our looked after children have an allocated Learning Mentor to support them. In addition, Learning Mentors attend PEP and LAC reviews, liaising with relevant staff to provide educational and other reports as part of this process. The School works with the Virtual School to support these children and young people.

Updated 27 October 2018