



Identifying special educational needs (SEND)

Liaison with Primary schools, visits by the SENCo to the feeder schools, and information from parents helps create a detailed picture of the pupils and their needs before they arrive. Pupils can make extra visits in the summer term so we can talk to them and ensure we know their needs and what works for them. Once here we assess pupils so we know their starting point.

Assessing Pupils

Completed by all pupils in Year 7:

- Reading comprehension.
- Spelling Age.
- STAR reading test which gives a ZPD level for the Accelerated Reader Scheme.
- Setting for literacy and numeracy classes

Additionally pupils on the SEN register are tested on:

- Individual word reading.
- Writing and typing speeds.
- An extra test of reading comprehension (LUCID).
- Dyscalculia testing
- Reading speed.
- Maths tests (for those that have numeracy intervention).

Pupils who have interventions are tested at least three times a year and the results are reported to parents.

Provision

The site is accessible to **wheelchair users** and we have a **lift** to access the upper floors in all the main buildings. Each building is furnished with a disabled toilet. Within the Support area there are two classrooms and an exercise room in the **Learning Support** area.

We have a team of **10 Teaching Assistants**; 10 have an NVQ 3 qualification or above. The **Behaviour Support Manager** supports pupils individually, in groups and pairs for those pupils who need to work on social interaction skills and behaviour. There is a programme of continuing professional development for staff which includes - dyslexia, ASD, Communication and interaction, and behaviour management.

Most of the support will be in class to allow pupils to access the curriculum, all bottom set Maths classes have TA support and TAs support is mainly focused on English and the Humanities. SEND support runs **morning lunch time clubs** daily and each provision is staffed by two TAs, with accessibility to computers to provide support for coursework and homework.

For those pupils in Year 7 who did not achieve level 4 on the **National Curriculum Tests** at the end of Key Stage 2 group work for literacy takes place weekly. **Lexia and Nessy** programs are used to deliver this support for literacy.

Social interaction and specialised ASD programs are offered to those pupils who need extra support with interaction and communication.

As pupils make progress and their levels improve they will no longer need support and will be taken off the SEN register.

At **Upper School** a small number of pupils may use one of their option choices to have continued support for literacy skills. Pupils are given a free choice of GCSE subjects.

Strategies to support pupils with **SEN** are identified on the **One Page Profiles** and these are available to all teaching staff, support staff and TAs and are discussed and reviewed with students.

Some pupils may need **Access Arrangements** for exams and tests, if they meet the criteria for this support, pupils may have a reader, extra time, the use of a laptop, a prompter, rest breaks.

Medication Provision

There is a range of support agencies and these are regularly in school to give advice and support including:

Physiotherapist.

Speech and Language Therapist.

Advisory teachers for Hearing Impairment Visual Impairment, Communication and Interaction, Cognition and Learning, and for pupils with physical difficulties.

*Qualified first Aiders
Educational Psychologist.*

Review and Evaluation

Frequent testing of pupils in terms of reading and spelling and monitoring of grades for GCSEs means we can measure the progress of pupils. As pupils make progress they come off the SEN register, if pupils are not making adequate progress we look to change the support we offer, perhaps increasing support for literacy. A report is sent at several points within the year to detail targets that have been set and progress made for those that have literacy and numeracy intervention.

Communication

Discussions with pupils, parents and teachers feed into the One page Profiles. These are sent to parents twice a year.

Provision Maps are sent for all pupils once per year informing parents about the type of intervention their child has received. Parents can see the SENCo at the parents evenings (twice a year), discuss issues on the telephone, (Mrs Smart the SEN Admin. Assistant works daily), through e mail contact and also face to face meetings.

For those students that have a **key worker** there is regular feedback and communication.

Communication with the Primary schools and previous schools for those pupils who move school at Key Stage 3 and 4 will allow a full picture of pupil need to be identified. We have regular contact with **post 16** providers to make sure pupils with SEN access appropriate courses on leaving The John Bentley School.

Getting in touch:

If you need to get in touch to discuss any issues, to find out more or make a complaint there are a number of ways you can do this:

- ☎ Telephone 01249 818100 ext 8156.
- ✉ By E mail ejoh@jbs.wilts.sch.uk
- ☎ For new parents contact Mrs Butterworth (Head teacher's PA) to make a school visit.
- Ask for an individual meeting.
- Mr W Ruscoe line manages SEND.
- ☎ Contact the SEN Governor Mrs C Read, through the school.

Further sources of information:

- 📖 The SEN policy is available at <http://www.johnbentleyschool.com/attachments/download.asp?file=584&type=pdf>
- 📖 The Accessibility Policy is available at <http://www.johnbentleyschool.com/attachments/download.asp?file=521&type=pdf>
- Parent Partnership at [Signposting - Special educational needs - Parent Partnership Service - WPCC](#)
- The SEN governor report is available at: [The John Bentley School - Policies & Documents](#)