

LAURENCE JACKSON SCHOOL LOCAL OFFER

(part of Redcar and Cleveland Local Offer)



Have a look at our '[Local Offer](#)' website of information and services for children with special educational needs and disabilities (SEND) and their families living in Redcar and Cleveland.

<http://www.peoplesinfont.net.org.uk/kb5/redcar/directory/localoffer.page>





Laurence Jackson School

A Specialist Sports College



S E N
SCHOOL OFFER

SEPTEMBER 2018

LOCAL OFFER

1 HOW DOES THE SCHOOL IDENTIFY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

At transition point from primary to secondary school:

- Information gathered during the numerous primary liaison meetings
- Information directly from the parents during the Open Evening in September. Further meetings between parents and school SENCO or other appropriate members of staff when necessary
- Transfer of data from primary school as the student moves
- Attendance at Year 6 review meetings for students with EHC plans (statements)
- Meetings between primary Year 6 SENCOs and secondary SENCO

As students of Laurence Jackson School:

- Throughout Key Stage 3 baseline assessments in all subjects
- Data used to identify SEND or to inform provision already in place
- Progress Assessments at strategic points through the year are looked at by the Year Leader, the SENCO and KS3/4 co-ordinator to identify if there are any concerns from the data that need further investigation
- Access arrangement referrals
- Daily monitoring of needs through SIMS
- Teachers inform SENCO/YL of any concerns
- SENCO investigate further and may carry out more in-depth assessments of needs either in response to data or staff concerns
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision

1a How do we involve parents in planning for those needs?

- An initial meeting during the Open Evening in September for Year 6 students and parents
- Attending review meetings through Year 6 for students with EHC or identified needs when invited by the primary school
- Meet with parents on Induction Evening
- Meetings with parents at primary school to aid transition
- For students with an EHC meet with parents at Parents Evenings', Annual Reviews and throughout the year
- Parents of students with SEN support can meet with their child's teachers at Parents' Evenings
- The school uses our vision of 'Improving Life Chances' with parents when planning their involvement

1b Specialist School Provision

- Education, health and care plan (Statement) via LA panel

2 WHO IN SCHOOL WILL SUPPORT MY CHILD AND HOW WILL THIS BE MONITORED?

- At LJS all staff work together to support the needs of individual students in order to improve life chances ([Equality and Diversity Policy](#))
- The SENCO will have overall responsibility of all students on the SEND register and will oversee monitoring and evaluation of progress and provision
- All teachers at Laurence Jackson School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice
- Students, who are registered as SEN Support in line with the SEN Code of Practice 2014, will have the effectiveness of their support and the interventions provided closely monitored. The impact and quality of the support should be evaluated and revised in light of the student's progress and development. Any changes to the support should involve consultation with parents and students

2a How are decisions made about the type and amount of provision a young person will need?

- From talking to parents, and the student, to understand and establish what they see as the priority
- Decisions are based on the quality of evidence the school has collected; both data evidence and that from talking to everyone involved in teaching the student
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student
- The amount of provision is decided in line with the needs of the student, for example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in class support
- Effectiveness of any intervention will be monitored throughout, with a full evaluation at the end or at review points to ascertain progress towards objectives;
- Review points will be termly in line with Progress Checks

3 CURRICULUM

- Overall curriculum structure is directed by the Department for Education;
- All students have an entitlement to study a full curriculum
- School discretion can be used, especially in Key Stage 4 where option choices are made, to tailor the curriculum to a student's needs (however, we do have to consider the impact of students not taking the subjects promoted by government policy)
- The school fully consults with parents at the time of making Key Stage 4 choices and offers a range of subjects to meet students' needs as is reasonable – this varies depending on cohort and curriculum changes
- Differentiation is the responsibility of all teachers, which is informed by the data and information on each student. Subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies
- Especially within core subjects groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable

4 ACCESSIBILITY

- The new school building is access friendly to all users ([accessibility policy](#))
- Students with access needs can be timetabled in appropriate rooms and receive support where needed
- Disabled access to all areas of school (including lift to first floor)
- Disabled toilets are available on all floors
- Communications with parents whose first language is not English is put in place to respond to need

5 PARENTAL INVOLVEMENT

- Monitoring of progress, rewards and behaviour through SIMS which triggers contact with parents from school staff
- Regular progress checks through SIMS, allowing parents to monitor their child's: attendance, subject data, school reports, rewards and behaviour log and any attached documents
- School reports to all parents through progress checks and by opportunities to meet with teachers at Parents' Evenings
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives
- Students on SEN Support will have meetings between parents, students and relevant staff as needed
- During these meetings progress and an evaluation of interventions will take place;
- In meetings staff will be available to explain next steps in your child's plan and discuss with you how you could support this
- Students with an EHC will also have progress meetings to review their support

6 OVERALL WELL-BEING

All students in school are supported by a range of staff in school:

- Year Leader has overall charge of the year group and in particular pupil progress
- Key Stage Leaders have the role of ensuring pastoral well-being is in place and works with the Year Leaders to ensure progress and well-being
- Student Welfare Manager. This is a non-teaching member of staff who is the day-to-day contact for parents and students in all areas of need
- Form Tutor meets with students in registration every day looking after both well-being and progress of the tutees. There is a programme of activities linked to assembly themes and underpinned through completion of 'Sorted' booklets, to meet different SMCS and social issues and help students with their progress
- Student Voice begins in the form with form reps that represent views to the Year Group Council. Students can contribute their views through this forum. Representatives from the Student Voice regularly meet with Senior Leaders to pass on the views of the students

- Attendance Welfare Officer who, working with the Pastoral Team, monitors daily attendance and addresses with parents any concerns or issues
- School nurse is in school weekly for students to drop in and discuss any concerns they may have (supporting [students with medical conditions policy](#))
- There is a member of support staff on duty each morning from 8:15 to liaise with parents if needs arise
- Support staff are available each day to facilitate what has been agreed with the parents in Support Plans

7 WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Laurence Jackson School has a wealth of expertise from its staff over and above the qualifications needed for their jobs

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress

The following is an overview of some of the expertise in school:

Expertise in School	Expertise/Specialist Service accessed by School
Supporting students with Autism Level 2	Educational Psychologist
NVQ Counselling Level 2	Specialist Teaching Service
Team teach	Literacy, Numeracy, ASC
Disability in sport	Physiotherapists
Including young and disabled young persons in sport	Occupational therapists
Signposting young disabled persons to sports clubs	Speech and Language therapists
Link to special schools and disabled sports	Specialist Teaching Service
Providing competition and sporting opportunities for disabled students across the borough	Visually Impaired Service
Learning Mentor (SEN)	Hearing Impaired Service & Teachers of the Deaf
Dyslexia - DILP	Children and Adolescent mental health service
	The Junction - therapeutic support - Young carers
	School Nurse
	The Link – Therapeutic support
	CREST – Dependency support
	Attendance and Welfare service
	Social Care & Outreach
	Time4You Counsellor
	Fairbridge - working with disaffected young people

	Forget me not - Bereavement Support
	TYS – Targeted Youth Support
	Daisy Chain - ASC Support
	Fire brigade- Fire Started Intervention
	Sports Ability Club
	Connexions
	The Main Project

8 STAFF TRAINING PRIORITIES WITHIN THE SCHOOL

All staff at Laurence Jackson School work together to support students with SEND, both teaching and non-teaching staff.

Laurence Jackson School therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table summarises the most recent staff training in respect of SEND and disabilities.

Details of Full Staff Training	Details of Individual Staff Training
Annual Child Protection training	Child protection and Disabled children
Equality Act 2012	Autism
Autism in the Classroom	Dyslexia
Achievement for All	Speech, Language and Communication
Full staff SEN Code of Practice 2014 Implementation	British Sign Language level 6
Autism training	Team Teach
	Manual handling and hoist training
	New SEN Code of Practice
	Counselling level 2
	Behaviour management
	EVA conference - domestic violence
	Working effectively with teaching assistants
	LAC – looked after children
	Medications in school and the Law
	ADHD
	NVQ Level 3 in Teaching and Learning

Future planned training and disability awareness:

- Hearing Impaired updates
- Visually Impaired updates

9 ACTIVITIES OUTSIDE OF SCHOOL

- There are a large and varied number of out of school activities for all students to participate in

- Jackson afterschool Club offers weekly opportunities for socialisation and an annual residential trip
- Laurence Jackson School is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment
- Staff who are arranging an offsite trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012) A member of the Senior Leadership Team oversees all trips to ensure students are safe and included where possible

10 HOW IS TRANSITION PLANNED AND MANAGED BY THE SCHOOL?

10.1 Transition from Primary to Secondary School

- Parents and students in Year 5 and 6 are invited to visit the school Open Evening in September each year
- On-going primary events in school for different activities including sports, and other subjects, including focus days on English, Maths and Science. These ensure that the primary students begin to be more comfortable and knowledgeable about the school
- Between Easter and May half term, parents are invited to an informal drop in session to discuss any concerns
- Talks with the primary schools begin in Year 6 and for those with an EHCP/Statement the SENCO attends their review
- Once a place has been confirmed the SENCO liaises with parents and the primary school
- School pastoral staff visit all students in feeder primary schools to speak to year 6 students and staff
- Subject staff liaise with local primary schools to deliver one off sessions, both in the primary school and Laurence Jackson School
- Students attend a 1 week Induction Programme in July to meet Form Tutors and tutor group and to familiarise themselves with school layout and routines
- Parents attend an induction evening to meet Form Tutor and other staff
- A transition plan is put in place for students who it is felt require an extended transition, this involves primary staff, STS and LJS staff
- An identified support member of staff may be put in place as a familiar adult to help with transition;
- Specialist transition mentors from the Specialist teaching service work on programmes especially for autistic students

10.2 Transition from Secondary school to College or Training provider

- We have close links with all of the college providers in the area
- We employ a dedicated Careers Officer, who meets with all of the Key Stage 4 students, puts a plan in place, advises which colleges provide what, ensures applications are completed and monitors all students to ensure all our leavers have

a pathway from secondary school into college, apprenticeship or other training provider

- Work experience is available in Year 10 for students
- Careers advice is provided by a team of experts from Connexions Staff
- SENCO will work with parents, students and the colleges to ensure any specialist provision is in place once a decision is made
- We as a school regularly invite in all of the college representatives into school to meet and talk to the students and to explain what their college provides
- Throughout the year a series of assemblies, workshops and other initiatives are delivered to the students to help with transition to college and wider aspects of adult life
- School has close links with National Citizenship Award scheme for 16-18 year olds
- Key Stage 4 Pastoral Leaders regularly liaise with college staff to share relevant learning information

11 HOW ARE THE SCHOOL RESOURCES ALLOCATED AND MATCHED TO THE YOUNG PERSON'S SPECIAL EDUCATIONAL NEEDS?

- All resources are allocated to and matched using the extensive data that the school holds about each student
- This includes planning for these interventions with parents and students

11a How is the SEND budget allocated?

Laurence Jackson School has a number of different SEND provisions and Interventions which are matched to the young person's special educational needs financed through the SEND budget.

These include:

Provision	Notes
Catch-up Reading Programme	For students who have completed the Reading and Writing Programme to continue to develop reading skills
Emotional and Behaviour support	Team of staff working with students with emotional, behavioural difficulties
Computer programmes	Various computer programmes are available for 1:1 and small group in literacy and numeracy
DILP (Dyslexia Institute Literacy Programme)	Delivered by Specialist Teaching Service
Endeavour/Resolution (alternative education)	Using other providers and in house provision to better meet the needs of SEND students
Homework club	Lunch time facilities for SEND students
ICT equipment	Laptops, netbooks, to help students access curriculum
LPU	Literacy Progress Units to develop literacy skills with students < level 4

Lunch clubs	Safe places during these times, access to computers, social time
Numeracy Intervention	Small group intervention for students achieving < level 4
Secondary Ready Group	For students who have not achieved expected KS2 levels
Nurture 7	Students in Year 7 with significant SEND who need small group teaching for English and Maths and high level of support
Nurture 8	As above in Year 8
Nurture 9	As above in Year 9
Power of 2	1:1 maths intervention
Reading and writing program	Small group provision to develop reading and writing skills
SEN Learning Mentor	Specialist Learning Mentor to support the academic and emotional needs to SEN students
SEND support staff	Team of support assistants working in class and individually to support SEND students Team of 5 specialist ASC LSAs
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Specialist SEND teachers	Working within the Nurture groups to meet the needs there and advising other teachers within the school
Toe by Toe	1:1 reading intervention

SEND - Special Educational Needs and Disability
BSL - British sign language
EHC - Education Health and Care plan (replaces statement)