



Laurence Jackson School Local Offer 2019 – 2020

1. Introduction

At Laurence Jackson School we aim to be a fully inclusive school, welcoming all students and we are committed to meeting the needs of all our students. We value all young people equally and we guide and support our students to develop the characteristics which enable them to fulfil their potential and be happy, successful individuals who contribute to a sustainable community. We have high expectations and provide a nurturing environment that enables all students to make the best possible progress. At Laurence Jackson School we provide structured guidance and support systems to assist throughout a student's time with us.

Laurence Jackson School fully supports the *SEND Code of Practice; January (2015)*, *The Equality Act (2010)* and the definition of special educational needs taken from section 20 of the *Children and Families Act (2014)*.

Our SEND Local Offer details the support and provision you as a parent/carer of a student with SEND can expect to receive at Laurence Jackson School and this can be found at:

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

2. What kind of special educational needs does Laurence Jackson provide for?

At Laurence Jackson School we follow and implement the *SEND Code of Practice*, as a mainstream educational institution we provide all young people with an education that is appropriate to their needs and promotes high standards and fulfilment of their potential.

We support students with a wide range of SEND needs and we regularly review and evaluate the range and impact of the support and intervention which we offer our students. Our students with SEND have a range of needs. We follow the Local Authority guidance on identification and range of student needs. We provide for students in all categories of need; cognition and learning, communication and interaction, social, emotional and mental health and students with sensory and/or physical needs. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all aspects of school life.

Students identified as having special educational needs will be placed on the SEND Register. Students who have an identified special educational need will receive provision in line with their needs and to help them make progress. All our SEND students are monitored and supported by key individuals in school:

SENCO – Special Educational Needs Co-ordinator – Mrs. R Alderson (Assistant Headteacher)

Learning Support Leader – Mrs. J Shaw

Inclusion Support Officer – Mrs. F Shaw

SEND Governor – To be confirmed upon completion of Academisation

'Improving Life Chances'



3. How does Laurence Jackson School identify young people with special educational needs?

It is our aim to identify, as early as possible when a student is in need of additional support and to ensure that the correct provision is implemented. The identification of students is part of our ongoing monitoring of progress of all students.

- Baseline assessments in all subjects
- Screening of students in Year 7 and Year 9
- Regular data collection throughout the academic year which is analysed by key staff e.g SENCO/Head of Year, to identify if there are any concerns the require further investigation
- Data is further analysed to evaluate the effectiveness and impact of current provision and to plan further intervention
- Daily monitoring of need through teaching staff and SIMs
- Referral to SENCO/Learning Support Leaders from teachers and/or support staff which leads to further investigations and the possibility of more in depth assessment
- Information gathered directly from parents/carers
- Key staff are present at all Parents Evenings and Open Events
- Exam Access Arrangement referrals for students in Year 9
- If required, Laurence Jackson will consult with external professionals to further assess and give recommendations for appropriate provision

If you feel that your child may have special educational needs, you should contact Laurence Jackson School and ask to speak to the SENCO/Inclusion Support Officer.

4. How does Laurence Jackson School involve parents/carers and students in planning for students with SEND?

At Laurence Jackson School we work in partnership with parents/carers to support our students. It is very important that parents/carers are informed of and involved in all aspects of their child's education, therefore we have in place the following:

- Parents/carers are informed of any concerns and are kept updated about the provision which is put in place, parents/carers are invited to regularly review and play an active part in partnership with Laurence Jackson in ensuring their child receives the appropriate support and provision
- Parents/carers are contacted as soon as any concerns arise
- Regular meetings, which students are invited to attend are made available
- Annual Reviews are undertaken for young people with an Education Health and Care Plan (EHCP)
- Multi-agency meetings are held, as appropriate
- Parent/carer and student concerns are always listened to and any concerns, comments and suggestions are considered
- Parents/carers can meet with their child's teachers at Parents Evenings
- Regular progress reports are sent home throughout the academic year
- Key staff are available at Parents Evenings and Open Events



Students with an EHCP will already have many of their needs clearly identified in their plan. This is reviewed annually with parents and other professionals involved with the young person, in line with the *SEND Code of Practice*.

5. Who at Laurence Jackson School supports SEND students and how will this be monitored and evaluated?

At Laurence Jackson School all staff work together to support the needs of individual students in order to improve life chances. All Students at Laurence Jackson are regularly assessed to check and review students' progress towards agreed outcomes. We value opportunities for working in partnership with parents/carers as part of improving the provision for our students.

Teachers

All teachers at Laurence Jackson School have a responsibility for the teaching, monitoring and evaluating of students with SEND. All our teaching staff are committed to delivering *Quality First Teaching* to meet all students needs in the classroom.

- Planning and delivering high quality lessons with appropriate scaffolding and support to meet the needs of all students they teach
- Teachers have teaching files which support the learning and progress of all students and identify teaching
- Assessing the progress of the students and informing the SENCO where necessary of any concerns
- Ensuring that the Laurence Jackson SEND Policy is followed in their classroom and for all the students that they teach with SEND
- Liaising with the SENCO to produce support plans, as appropriate

SEND Department

- Work under the direction of the SENCO
- Learning Support Assistants (LSA's) work closely with the SENCO and the Learning support Leader to ensure students receive targeted and appropriate levels of support
- LSA's work with the class teacher to deliver planned interventions and/or targeted support within the classroom

SENCO (Special Education Needs Co-ordinator) Mrs R Alderson

Responsible for co-ordinating support and progress for students with special educational needs or disabilities (SEND):



- Maintaining the Inclusion Register (a system for ensuring all the SEND needs of students in Laurence Jackson School are known) and making sure that there are up to date records of your child's progress and needs
- Providing specialist support and advice for teachers and support staff so they can help students with SEND achieve the best possible progress
- Implementation and development of intervention and support for students identified as SEND as and when appropriate
- Ensuring that the SEND code of practice is implemented and followed
- Works in partnership with the Local Authority, external agencies and professionals to provide appropriate support for SEND students

The SENCO also ensures that parents and carers are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their child is progressing
- Liaising with all other professionals to help support learning

Additionally, students are supported with their pastoral needs through the pastoral team; Form Tutors, Learning Mentor, Heads of Year and Student Managers. Students may also access additional support from external agencies as appropriate such as Time4You Counselling service that offers group work and individual sessions in school.

6. How will SEND learners be supported and prepared to move onto the next stage of school life including employment and life skills?

Transition to Laurence Jackson School

Information which helps us identify students with possible SEND is shared by parents, professionals and previous schools prior to entry into Laurence Jackson School. The needs of students who join our school are identified through a range of approaches:

- Parents and students in Year 5 and 6 are invited to attend the Open Evening in September, the SEND Team are available to meet with parents
- At the transition point from the primary school/previous setting to Laurence Jackson School, following the Local Authority protocol and transition documentation
- Year 6 Intake Parent Meetings with the SENCO as part of the transition process
- Transfer of data from primary school/previous setting
- Information gathered during the primary liaison meetings
- Information gathered directly from parents/carers during Open Evening and parent meetings
- Further meetings with parents and SENCO or other members of staff when necessary



- Review meetings for learners with Education Health Care Plans and attendance at Year 6 Review meetings
- Meetings between Primary/previous school SENCOs and SENCO
- On-going primary events in school for different activities including sports, Science, English and Maths
- Induction evening to meet Form Tutors and key staff
- Transition Plans are put in place for students who require additional transition, involving Primary Staff and Laurence Jackson staff

Year 9

- During the Annual Review for Education Health Care Plans Key Stage 4 options will be discussed and planned for
- Specific lifeskills outcomes will be discussed to help students prepare for adulthood and will form part of reviews and outcomes for SEND students
- Parents/carers and students are invited to the Year 9 Options Evening, to discuss the options process and allowing parents/carers to discuss next steps with subject specific staff
- Students will receive guidance on options from classroom teachers and Year Team Leaders, also SEND staff when appropriate
- SEND learners will be mentored by the SENCO during the options process

Year 11

- During the Annual Review for Education Health Care Plans Post 16 options will be discussed and planned for
- Lifeskills outcomes to help students prepare for adulthood, will form part of reviews and outcomes for SEND students
- We employ a dedicated Careers Officer, who meets with all SEND students as a priority and assists with applications and visits to Post-16 providers
- Laurence Jackson School has strong links with post 16 provision and will organise additional transition visits where required, in conjunction with our Careers Officer
- Meetings, Open Days and events are organised between school and providers for SEND students
- Work experience is completed in Year 10
- Our Year 11 Student Manager works with our Year 11 students to ensure that all of our leavers have a pathway from Laurence Jackson School into College, apprenticeship or other training provider
- Links with the National Citizenship Service Award scheme for 16 – 18 year olds
- The SENCO will work with parents, students and Colleges to ensure any specialist provision is in place once a decision is made as to where the student is going
- Throughout the year there are many opportunities and initiatives delivered to the students to explain the different courses/options for post 16 provision

7. How are learners with SEND taught at Laurence Jackson School?



As a mainstream educational setting, we follow the curriculum structure as directed by the Department of Education. The majority of our students are taught in mainstream classes and some classes have access to additional support via Learning Support Assistants. We do also have a nurture provision for students who are working significantly below age related expectations. Laurence Jackson School strives to provide high quality teaching to all of our students.

- All students are entitled to study a full curriculum
- Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all students
- Staff have access to regular training opportunities to improve their knowledge and skills
- Laurence Jackson School has staff who are trained to work 1:1 with students across our mainstream setting and also have dedicated support staff (LSAs) who deliver interventions such as Social Stories, Toe by Toe and Power of 2.
- Especially within core subjects, groups are set within ability bands according to the levels which students are working at, staff use quality first teaching to ensure rigorous target setting and chances to achieve

8. How will the curriculum be matched to the needs of the young person with SEND at Laurence Jackson School?

All students are entitled to a broad and balanced curriculum that meets the needs of each student. In order to achieve this, teachers are given access to data and all other information about each child. This is then used to plan for a differentiated curriculum that enables every child to achieve their full potential. Differentiation may involve the use of physical resources, specific strategies/approaches and the use of small group/targeted support and intervention from Learning Support Assistants.

Recommendations in reports from any external professionals will be used where appropriate to inform planning an effective curriculum for students. If a parent has any concerns regarding their child's ability to complete homework tasks, the class teacher can personalise the learning further, where appropriate.

School discretion can be used, especially at Key Stage 4, to tailor the curriculum to students needs. This is done in consultation with parents and students.

9. How accessible is the school environment?

- The building is access friendly to all users, being modern and purpose built to address accessibility for all
- The school has a lift in place allowing access to classrooms on all floors
- Disabled parking is available in the car park
- Disabled toilets are available on all floors



- Students with access needs can be timetabled in appropriate rooms and receive support, when required
- Communications with parents/carers whose first language is not English is put in place, when required
- A range of additional equipment is available to improve the learning environment for specific SEND specialist writing equipment, sensory resources/coloured overlays

For more information, the school's 'Accessibility Plan' can be found in the [Policies](#) section on our website.

All students are encouraged to attend the wide range of trips/visits/activities outside of school. Careful planning and consideration of the specific needs of our students is given to ensure that they have access to the same activities as their peers. Reasonable adjustments are made as appropriate to support inclusion of all students. Parents/carers are consulted to check the suitability and any specific arrangements that may need to be put in place.

We offer a range of additional activities and support for our SEND students through the Jackson Club. This is ran voluntarily, by our dedicated team of LSAs. Jackson Afterschool Club offers weekly opportunities for socialisation and an annual residential trip.

A member of the Associate Senior Leadership Team oversees all trips to ensure students are safe and included where possible.

10. How are decisions made about the type and amount of provision a learner at Laurence Jackson School will need?

As soon as identified, support or additional provisional will begin, as appropriate. This may be short term support until your child's progress is back on track or may be the identification of special educational needs which require longer term support.

Decisions about the type and amount of provision a student will need are based on evidence gathered by the school. This includes:

- Discussion with parents/carers, to understand and establish what they see as the priority
- Use of data and observations
- Discussions with staff involved in teaching your child
- Support and advice from any outside professionals who have been working with or assessing your child

Permission from parents/carers is always sought prior to any requests for outside agency support being made.

Provision could involve a short term programme of work aimed at developing a specific area, implementing behaviour strategies unique to the child, access to physical resources, additional support by an adult and/or longer term support in class.



Support may also be given from our Learning Mentor or Time4You Counselling service or other external services, as appropriate.

Any additional support/intervention is evaluated regularly to ensure its effectiveness and track progress towards objectives. We have a range of different Special Educational Needs and Disability provisions and interventions which are financed through the SEND budget and through other allocations, such as Pupil Premium. The school has the following intervention/provision run through our SEND Department:

- Reading Programme
- Beat Dyslexia
- Power of 2
- Toe by Toe
- SNIP Literacy
- Social Stories
- Homework Support
- School counselling service
- Weekly drop in sessions with the School Nurse

11. What support will there be for the young person's well-being?

We pride ourselves on the looking after and developing the whole student, our students wellbeing is at the centre of our practice.

- Students are placed into year group forms. The form tutor will play an integral during a student's time at Laurence Jackson School.
- Each year group has a Head of Year and a Student Manager who are responsible for the overall wellbeing of the students.
- Students have a Learning to Learn lesson in their timetable, aswell as form time activities which look at Personal, Social and Health Education.
- First Aiders are available throughout the whole school day.
- Any student requiring ongoing medication throughout the day will have a Health Care Plan provided in liaison with parents/carers.
- The Attendance Officer and Education Welfare Officer monitor attendance and address with parents/carers any issues relating to attendance.
- We work with Time4You Counselling services, who provide an onsite service. We also work closely with external agencies such as CAMHs and The Link.
- Key staff are available at break and lunch times – a safe haven (Jackson Club) is provided for those that find these times challenging.

For more information, the school's 'Behaviour Policy' can be found in the [Policies](#) section on our website.



12. What training do the staff supporting young people with SEND have?

- The SENCO is part of the Senior Leadership team and is also a classroom teacher
- The SENCO's job is to support the class teacher in planning for the progress of children with SEND
- Laurence Jackson School has a CPD offer for all staff to improve the teaching and learning of students including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students

13. What specialist services and expertise are available at or are accessed by Laurence Jackson School?

At Laurence Jackson School we work closely with a range of professionals both internally and externally to ensure that appropriate specialists, equipment and facilities are available to support our SEND learners.

Specialist support available in school

- Within school specialism through the SEND Department
- In school counselling service provided by Time4You
- Supporting Students with Autism Level 2
- NVQ Counselling Level 2
- Connect Education tutoring
- Disability in Sport
- Learning Mentor
- Teachers and LSAs with experience of working with Learners with a range of social, emotional and specific learning difficulties

Specialist support from outside agencies

- Educational Psychology Service
- Sensory Service for children with visual or hearing aids
- Speech and Language Therapy (SALT)
- Specialist Teachers available for Specific Learning Difficulties; Communication and Interaction
- MAIN Project and other services
- Child and Adolescent Mental Health Service (CAMHs)
- Children's Services and Outreach
- Learning Support Services
- Counselling
- Visually Impaired Service
- Hearing Impaired Service
- Fairbridge working with disaffected young people
- Forget Me Not bereavement support
- TYS – Targeted Youth Support



- Daisy Chain – ASD Support
- Fire Brigade – fire starter intervention
- The Junction
- School Nurse
- Occupational Therapy
- Physiotherapy Service
- Crest
- EVA
- Anti-bullying consultant
- Harbour
- Doorways
- Addaction
- Children’s Services – Front Door
- Sports Ability Club

14. How will the effectiveness of the provision provided for learners at Laurence Jackson School be evaluated and communicated?

At Laurence Jackson School we believe that it is vitally important that we work in partnership with parents/carers to ensure that learners are making progress.

- The class teacher is available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Parents Evenings are very important to allow you to speak directly with subject teachers.
- The SENCO is available to discuss your child’s progress or any concerns/worries you may have.
- Information from outside professionals will be shared with you at a meeting, by phone, or in a written report.
- Meetings and or parent/carer contact will be made available and held at intervals during the year.
- Members of the Inclusion Department are available at all Parents Evenings.
- Homework will be adjusted to your child’s individual needs, if appropriate.
- A home/campus contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Email contact can be established as an additional layer of home/campus communication if appropriate.
- Monitoring of progress, rewards and behaviour through SIMS

At Laurence Jackson School we regularly review the impact on all of students progress. Evaluations of our carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school are based on the intention that children with Special Educational Needs have been able to access areas of the curriculum that would not have otherwise been accessible for them. This is regularly reviewed by the SENCO.



15. What do parents/carers do if they have a complaint about the provision in place?

- If you have concerns about your child's learning or progress you should speak to your child's subject teacher or Head of Year.
- If feel that the concerns are not being managed appropriately and that your child is still not making progress, you should speak to the SENCO.
- In the event of no resolution to the issue, the parent/carer would be advised to speak to the Local Authority who would speak to the school in order to resolve any issues.
- If there were to be no resolution to the complaint the parent/carer would be given the school complaint procedures policy.

SENCO – Special Educational Needs Co-ordinator – Mrs. R Alderson (Assistant Head)

Contact the School Office – 01287 636361