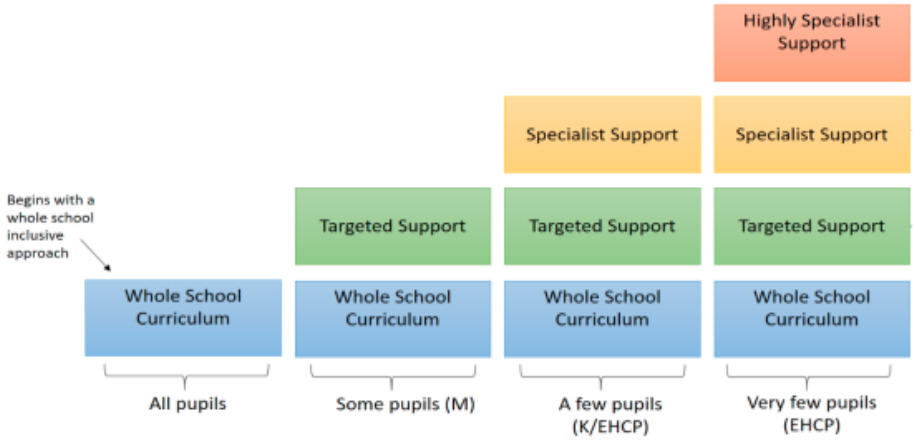
JPSA Information Report

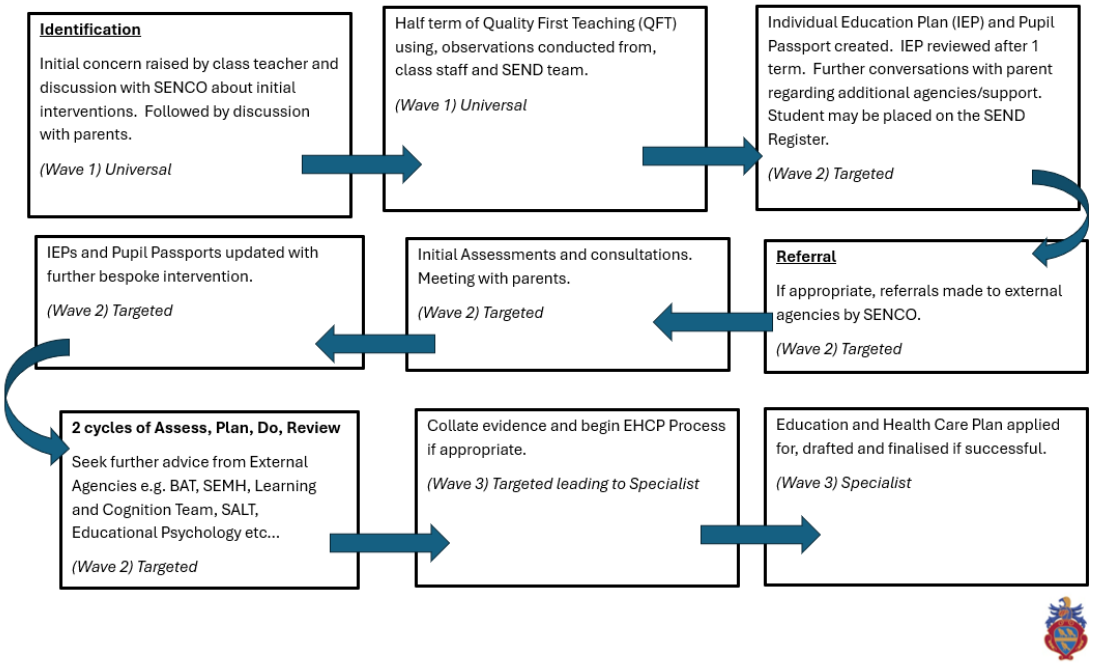
How does the school know if pupils need extra help?	Students are often identified through phase transfer from primary schools. The SEND Team at John Port run an enhanced transition programme which starts in Year 5. If your child has an EHCP, you can invite the SENCO or Assistant SENCO from John Port to attend the Annual Review. The schools open evening if often the first opportunity for parents to meet members of the SEND team. During the Year 6 transition programme, we visit primary schools to meet with the SENCOs to discuss students who have additional needs. Primary schools can then refer to our GAP transition events. At John Port Spencer Academy, we have enhanced transition links with primary schools. Transition staff visit primary schools and hold discussions with the Year 6 teachers and SENCO. We use the SATS results to identify children who may need additional support. We carry out baseline assessments using SPARKS to gather a reading age and support children using this data. All students in the school complete NGRT tests twice a year to provide detailed reading data. Progress data from class teachers also indicates students who may require additional support. We use EHCPS and reports from other professionals.
What should I do if I think my child has SEND?	If you have concerns that your child may have special educational needs, you can contact the SENCO directly. However, your child's tutor and Year Team should be the first point of contact. All contact details can be found on the school website. John Port Spencer Academy Information will be gathered from teachers and Year Teams, including assessment results and samples of work. From this, information to support your child in the classroom will be shared with teachers. If barriers to learning persist, despite adaptive strategies being put in place, further measures will be put in place and reviewed, and we will plan for next steps. This process is a graduated response that follows an assess, plan, do, review, cycle. When contacting school staff, please allow 48 working hours for a response.  SENCO: Mrs Judy Sisson jsisson@johnportspencer.org.uk  Assistant SENCO: Miss Hannah Wilmot hwilmot@johnportspencer.org.uk (maternity leave) Assistant SENCO (maternity cover): Mrs Rachel Hall rhall@johnportspencer.org.uk

	 SEND Team Admin: Miss Kerry Hollingworth khollingworth@johnportspencer.org.uk In the event of staff absences, the generic email below will be monitored. sendco@johnportspencer.org.uk Further information on support available in Derbyshire can be found at: Special educational needs - Derbyshire County Council
How will I know that the school will support my child?	All staff at the school are committed to providing quality first teaching for all students in the classroom. Staff are informed of students' additional needs via classroom strategies available to all on Arbor. This gives information detailing the nature of their difficulties and strategies to support them in learning. Further information is available to teachers through EHCP documents if applicable. This is regularly reviewed and updated by staff. Students on the SEND list will have a TA keyworker who will be responsible for overseeing the welfare and progress of a small group of students, in addition to teachers, Tutor and Year Team. The TA keyworker will meet with each child at least every half term for a monitoring meeting and will inform parents once this meeting has happened. They will liaise with SENCo, teachers and Year Teams to resolve any potential concerns. There is an understanding in the school that "all teachers are teachers of SEND" and staff are aware of the SEND Code of Practice 2014 and receive professional development briefings on SEND and teaching strategies termly.
How will the curriculum be matched to meet my child's needs?	Staff adapt their teaching for the needs of the learners using varied resources and adaptive teaching. Teaching Assistant support is offered in some lessons, but this cannot be on a 1-1 basis and is often used to support groups of students. Staff work hard to offer quality first teaching and use strategies to support various needs. This may include, but is not limited to, scaffolding tasks, printing notes for highlighting, modelling a task, creating thoughtful seating plans or chunking the work to support learners. Children have access to additional sessions with subject teachers at lunch and after school, if they feel they need additional support. To support to additional needs of students, we also offer: • Small group Literacy intervention using Reading Plus, Bespoke Literacy package and Step Up To English. • Small group Numeracy lessons with a specialist TA • Quiet study area and support room • Specific skill development sessions • Buddy Reading • Social skills programmes and extra-curricular clubs • Mentoring from school staff and external partners • key worker support • Emotional Literacy Support sessions (ELSA) • Social skills – individual and small group sessions • Breakfast meet and greet

	• Homework Club • Spelling intervention • Everyday Maths intervention
How will I know how my child is doing?	As a whole school, we provide data to parents in the form of three data reports and hold one parents evening a year. In addition, there is a "Meet your Tutor" for parents of Year 7 students in their first half term at John Port. If your child with SEND needs has a keyworker, they will liaise with you six times a year either by telephone call or email. You will be asked to be involved in review of your child's progress towards their targets. If your child has an EHCP, this will be reviewed annually. You will also be invited to meet with the SENCO or Assistant SENCO in the Autumn term to review the years targets and plan for the upcoming academic year. For students on SEN Support, you will also be invited to meet with the SENCO or Assistant SENCO in the Autumn term to review the years targets and plan for the upcoming academic year. Class teachers and your child's tutor are available to inform you of academic progress throughout the year.
How will you help me to support my child's learning?	Students have access to online programmes through SPARX for reading, maths and science. This is something that can be used a home to support these skills. Teachers will give advice on subject support at parents' evenings. Students are given knowledge organisers, that includes all information covered in subjects in a half-term. This helps you to understand what your child is learning in lessons. There will also be opportunities throughout the school year to speak directly with the SEND team during parents' evenings or by appointment. Ultimately the SEND team intends to operate an 'open door policy' allowing open communication via phone calls and emails as often as necessary. If a child is on the SEND register, they will have a TA keyworker who is a key point of contact. The keyworker will update parents at least six times per year. This may be face-to-face, phone calls or written communication (emails). The SEND Team also invites you to SEND Information Evenings. These are held termly and cover a variety of topics. At these sessions, we take feedback of any area's parents would be interested to cover at future events. External agencies and partners are also invited to attend to advise on ways to support children.
What support will there be to support my child's overall well-being?	We run an ELSA (Emotional Literacy) small group programme for students. This is a six-week group programme to learn about emotions and strategies to support wellbeing. We have J6 which is an alternative room for students to do their learning in a quiet environment. Year teams and Tutors work with all students on wellbeing and pastoral care. There is a Personal Development programme in Tutor Groups, covering areas such as friendships, finances, healthy relationships and careers. Our school has a Family support worker and a school councillor who is available through appointments.

	We also have our Safeguarding Team made up of 9 members of staff who are approachable and available for children who need a little extra support or someone to talk to. We work with partner agencies such as Umbrella and Elite Football Development (EFD) to provide either mentoring for students and/or advice to parents.
What specialist services or expertise are available at or accessed by the school?	• Inclusion support service (ISAS) – Andi Wynne • Speech and Language Therapy – assigned to students individually • Physical Impairment teachers • Physiotherapy and Occupational Therapy • Visual Impairment • Hearing Impairment – Yvonne Hanna • Educational Psychologist – Dr Hayley Stower • Family support worker • Umbrella • EFD mentoring
What training have staff supporting pupils with SEND had?	All TA's in the SEND team have, or are currently working towards a Level 3 apprenticeship through The Spencer Academies Trust. Judy Sisson (SENDCO) is beginning her Neurodiverse pathway to be able to support staff with Autism Spectrum Condition. There are plans over the academic Year to Support staff with a variety of areas, in particular SEMH and specific literacy difficulties as outlined in our Action Plan.
How will my child be included in activities outside of the classroom?	There are many extra-curricular opportunities that are available to all students in the school. There are after school clubs involving sports, art, crafts, performing arts. Educational trips take place throughout the year. Students with additional needs are encouraged and supported to engage in all areas of school life, including these activities extra to the curriculum. The SEND team run a craft club, and homework club
How accessible is the school environment?	Accessibility-Plan-2026-2027.pdf
How will the school support my child in starting school and moving on?	We run an enhanced transition programme, including extra visits to John Port to meet other students and TA's, learn more about school life and the site. All students have transition days where they meet their tutor and tutor group and take part in some lessons and activities. Students who have additional needs will have a key worker in place who will support their first days and weeks in school. We are building relationships with post-16 providers in the area to understand better how to support our students with the transition after Year 11. Students who remain at John Port Sixth Form will have a similar transition package and we endeavour to continue and adapt SEND support for their studies.
How are the school's resources	The SEND team currently has 15 Teaching Assistants, from level 1 to level 4. This is our largest resource to support students' needs.

allocated and matched to pupil's SEND?	We also have part of the Jubilee building which houses J6 and J4, quiet working areas, safe places for social times and intervention areas. Resources are also used to provide intervention packages to meet the SEND areas of need. These include ELSA, Reading Plus, Spelling, handwriting and typing interventions, Maths specialist intervention. The library also runs a Buddy Reading programme.
How are decisions made about how much support my child will receive?	From the information gathered at primary transition, EHCPs and teacher feedback, TA support in lessons is planned to support students in as wide a range of subject areas as possible. Additional interventions are allocated based on primary information, teacher feedback, NGRT reading data and/or SATs assessment data. Monitoring of student s progress data, attendance, behaviour tracking helps to provide some information as to any support required. SEND support works on a **graduated approach,** as the new SEN Code recommends.  All staff will receive training on QFT this academic year to refresh our policy. The strategies will be available in classes to support all children. This is our universal offer. After monitoring and looking at data if we feel a child needs additional support, this will come from our Wave 2 offer of targeted support. This is when your child will be added to an intervention and added to the intervention register. After reviewing the progress, if it is decided more support is needed then the child's tutor, Year group lead or the SENDCO will meet with parents and look at referring to external agencies. This all takes place in the graduated response.


Identification
Initial concern raised by class teacher and discussion with SENCO about initial interventions. Followed by discussion with parents.
(Wave 1) Universal
Half term of Quality First Teaching (QFT) using, observations conducted from, class staff and SEND team.
(Wave 1) Universal
Individual Education Plan (IEP) and Pupil Passport created. IEP reviewed after 1 term. Further conversations with parent regarding additional agencies/support. Student may be placed on the SEND Register.
(Wave 2) Targeted
Referral
If appropriate, referrals made to external agencies by SENCO.
(Wave 2) Targeted
Initial Assessments and consultations. Meeting with parents.
(Wave 2) Targeted
IEPs and Pupil Passports updated with further bespoke intervention.
(Wave 2) Targeted
2 cycles of Assess, Plan, Do, Review
Seek further advice from External Agencies e.g. BAT, SEMH, Learning and Cognition Team, SALT, Educational Psychology etc...
(Wave 2) Targeted
Collate evidence and begin EHCP Process if appropriate.
(Wave 3) Targeted leading to Specialist
Education and Health Care Plan applied for, drafted and finalised if successful.
(Wave 3) Specialist