



Date written: September 2023

Date of next review: September 2024

The SJWMS SEN Information Report

At Sir Joseph Williamson's Mathematical School, we value the abilities of all our students and strive to provide the best education to all our students so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every student as an individual. We are committed to providing excellent provision for all students with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils/students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

- 1) The kinds of SEND that are provided for at Sir Joseph Williamson's Mathematical School:

At Sir Joseph Williamson's Mathematical School, we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, fine and gross motor skill delay, global development delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

2) Policies for identifying students with SEND and assessing their needs:

The SEN Policy can be found on our website. <https://sjwms.org.uk/about/policies/>. We understand that some pupils may have a need but will not need to be on the SEN register as they are able to have their needs met through an appropriate, adaptive curriculum and quality first teaching. The initial referral process if you have concerns regarding your child would be to discuss this with the classroom teacher who will pass this information onto our SEN department. Alternatively you can make direct contact with the SENCo using this email address, senstaff@sjwms.org.uk.

2a) The name and contact details of the SENCo:

The SJWMS SEN Department:

Mrs Anjetta Gibson - Mental Health Lead
Mr Charles Alderman – SENCo
Mr Lucas Bindon – Deputy SENCo
Mrs Sue Hyder – Learning Support Assistant
Mrs Rita Nankervis – Learning Support Assistant
Mrs Valentina Lewis – Learning Support Assistant
Mrs Heidi Kingham – Learning Support Assistant
Mrs Claire Carberry – Learning Support Assistant

Who can I contact for further information?

- Mr Charles Alderman - SENCo, charles.alderman@sjwms.org.uk
- Mr Lucas Bindon - Deputy SENCo, lucas.bindon@skwms.org.uk
- The SEN department can be contacted throughout the course of the school day by ringing the school directly – 01634 844008. or via email senstaff@sjwms.org.uk. A member of the department will answer queries as soon as possible.

3) Arrangements for consulting parents of children with SEND and involving them in their child's education:

- Progress of pupils can be discussed at parents' evenings throughout the course of the school year.
- Parents of pupils with SEN status and/or an EHCP (Education Health & Care Plan) will be invited to be involved in decisions regarding the level of provision in place for their child.
- Assess, Plan, Do, Review (APDR) meetings are held 3 times a year to review support in place for individual pupils on the SEN register. Through the APDR process, parents will receive feedback on their child's progress on a termly basis.
- Appointments can be made to discuss progress or concerns with the SENCO or Deputy SENCO.
- Appointments can also be made with the pastoral team appropriate to the pupil's year group. The SEN team works closely with the pastoral teams when deciding upon and implementing strategies for pupils identified as having SEN.
- The SENCO will invite parents in to discuss any additional support that is required at home to assist a pupil's progress and learning.
- Parents have access to an SEN@ email address where they can make contact with the SEN Team to help support their child.

- Parents will be able to attend a parent support surgery that will be organised once a term.

4) Arrangements for consulting students with SEN and involving them in their education:

- Progress of pupils can be discussed at parents' evenings throughout the course of the school year with both pupils and parents.
- APDR Meetings are held 3 times a year to review support in place for individual pupils on the SEN register. A member of the SEN team will meet with the pupils and parents to discuss how they are progressing. Pupils will create targets they would like to achieve during the process.
- Through the APDR process, pupils will receive feedback on their child's progress on a termly basis.
- Pupils on the SEN register have a pupil profile. Pupils are involved in writing their pupil profiles, offering information on how best to support them specifically.
- Pupils on the SEN register will be assigned an LSA who will check in on them throughout the academic year and who is also there for them if they need assistance.
- Interventions are put in place to support SEN students with a variety of needs, pupils are included in all stages of this process.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

- APDR meetings are held 3 times a year to review support in place for individual pupils on the SEN register. A member of the SEN team will meet with the pupils and parents to discuss how they are progressing and targets will be created.
- Annual review meetings take place once a year for the pupils with EHCP.
- Termly data analysis of all SEN pupils to assess progress and evaluate appropriate support.
- Mentoring is put in place for pupils who may not be on track to achieve their target grades. This involves the pupils being advised on strategies in how to achieve their smart targets and an opportunity to plan together.
- Learning walks take place regularly to check in on pupil progress in class.
- Regular communication between teachers and LSAs ensures continuity in the support.
- Work scrutiny is carried out termly by SLT to monitor their classwork.
- Parents have the opportunity to attend an SEN Parent Surgery once a term.

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

- The school is committed to ensuring that parents, carers and students are fully involved in ensuring the correct level of support is provided, maintained and reviewed for its students with identified special educational needs. The school will make every effort to put in place the correct level of support prior to the student starting school.
- Conversations are held between the previous or receiving schools prior to the pupil joining/leaving.
- Meetings are arranged with parents of new Year 7 pupils with SEN status to discuss the needs of their son prior to joining the school.
- An SEN welcome lunch takes place during the final summer term and all new students with SEN are invited to come in and meet each other / the SEN team.
- The SEN team ask parents/pupils to complete a transition form to ensure all the relevant information is collated.
- Members of the Lower School pastoral team speak to new Year 7 pupils prior to them joining SJWMS. Where appropriate, the SENCO has an additional meeting/conversation to discuss SEN needs.

- The SENCO will attend annual reviews of all Year 6 pupils with Educational Health Care Plans when invited by the primary school. The SENCO will attend In School reviews of feeder schools in Term 6 where appropriate.

7) The approach to teaching students with SEND:

- The school adopts a Quality First Teaching (QFT) approach for all its students. QFT is the baseline expectation of any lesson - planning and adapting what we do to meet the needs of all. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.
- The school is committed to ensuring that parents/carers and students are fully involved in ensuring the correct level of support is provided, maintained and reviewed for its students with identified special educational needs.
- The school will make every effort to put in place the correct level of support prior to the student starting school.
- All pupils with SEN status or an EHCP will have their provision and support, which is established and agreed at the transition stage, reviewed regularly at APDR meetings held 3 times a year. Where appropriate, some may be removed from the register, others may be added or the level of support might be adjusted. Where changes are made to the provision in place for a pupil this is decided with and communicated to parents and carers.
- All pupils with SEN status may be considered at the In School Reviews (ISR) which are held 3 times a year to consider the pupils' needs. This will be chaired by the Special Educational Needs Co-ordinator and will include the school's designated Educational Psychologist, key information will be gathered from their relevant Heads of Year/School to support the discussion.
- In addition, pupils with EHCPs have an annual review to which parents/carers and any relevant agencies are invited; this discusses the more complex needs of these students.
- We have a wealth of support that we can access from outreach services and we are consistently training our own support staff to deliver relevant interventions to our SEN pupils.
- Internal intervention that is subject specific is offered to pupils however this will be out in place during lunch or after school sessions to ensure we are not narrowing the curriculum for pupils.
- Pupils who receive external intervention from other agencies or support regarding their mental health may need to be taken from lessons. To ensure the pupil does not fall behind in the lesson missed, their LSA will communicate with the teacher and pupil to ensure the missed work is completed.

8) How adaptations are made to the curriculum and the learning environment of students with SEND:

- There are no barriers to access the whole curriculum for disabled, sensory and visually impaired pupils.
- The school adopts a Quality First Teaching (QFT) approach for all its students. QFT is the baseline expectation of any lesson - planning and adapting what we do to meet the needs of all. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.
- In Physical Education, individual programmes are designed according to the needs of the student. Specialist equipment is available to allow access to the swimming pool

and LSAs are on hand to assist in accessing the curriculum, again using specialist equipment when it is required.

- Hearing impaired and visually impaired pupils are seated in classrooms in accordance with medical advice.
- Pupils with other forms of disability e.g. dyslexia or dyspraxia are supported by the learning support service and LSAs who have volunteered for additional training.
- Reasonable adjustments are made in the application of policies to ensure disabled people are not treated unfavourably.
- The school is committed to putting in place appropriate provision to match the learning needs of all pupils with SEN status to enable them to access all levels of the curriculum.
- Any necessary support and provision identified at transition phase is implemented as soon as pupils with SEN join the school in Year 7.
- This provision is reviewed at least three times a year at the APDR and ISR meetings and adapted where appropriate.
- All the needs of pupils with SEN status and subsequent appropriate provision are communicated to staff on the SEN register; changes to the SEN register are communicated immediately. The register is also equipped with strategies on how to support pupils in class.
- Bromcom is a school software that is used to create seating plans for the classroom which allows teachers to clearly identify those with SEN.

How accessible is the school environment?

- The Local Authority has designated the School as capable of accommodating students with physical impairments.
- All classrooms and specialist teaching areas are accessible to all pupils.
- Disabled toilet provision throughout the school is adequate.
- A physiotherapy room is available for use by physically disabled pupils and other disabled pupils as appropriate.
- Safe routes via ramps exist on the site.
- Safe storage facilities for wheelchairs and specialist equipment are available.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented.

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

- Both the SENCo and mental health lead have undertaken statutory training and will ensure staff training needs are met.
- All staff have received some training related to SEN. Alongside this staff are given a digital copy of the Quality First Teaching booklet that allows them to access immediate supportive strategies for all SEN needs.
- SEN and Inclusion training is delivered by the SENCO and an external specialist provider on an annual basis.
- All staff have been issued training (following the implementation of the new SEN COP 2014)
- All new staff are given SEN induction training once they start work at the school.
- The SEN team offers a drop-in service to staff regularly that allows them to seek advice on any SEN pupils they teach.
- Staff are given training and guidance on any new SEN pupil starting with them.
- Support staff are given specialist training if any new pupils have a specific SEND. For example Team Teach delivered a positive handling course for all members of the SEN department.
- Exam Access Training and Top up training is undertaken by those involved.

- First aid training is undertaken by the majority of pastoral staff.
- Mental health first aid training has been undertaken by a variety of pastoral staff across the year groups.
- We currently have 2 trained ELSAs and 1 CBT therapist that work with our pupils on a regular basis.
- We have an onsite counselling service.
- The school is currently in the process of training up a member of staff to deliver SALT intervention.

10) Evaluating the effectiveness of the provision made for students with SEND:

Every term, we closely analyse the end of term grades for all our students with SEN in order to target our support more efficiently. We look at student APS in order to monitor which students in each year are the furthest away from their targets and also carefully look through which subjects that students specifically need support in.

This data is shared amongst our LSAs of whom directly involve our students with SEN in the process. They discuss reasons for the low progress grades and have direct conversations with them in order to establish reasons for why they may be struggling and can, therefore, target our support in the most efficient way. This is reviewed again at the start of every term.

Last year, our Year 11 and 13 summer assessment grades were incredibly positive, exceeding national average expectations by significant margins:

Year 13 SEN Cohort

A Level		
44.44%	88.89%	94.44%
8	16	17
3 A* to B	3 A* to E	2 A* to E

Academic		
44.44%	88.89%	94.44%
8	16	17
3 A* to B	3 A* to E	2 A* to E

Year 13 Non-SEN Cohort

A Level		
51.35%	96.76%	99.46%
95	179	184
3 A* to B	3 A* to E	2 A* to E

Academic		
51.35%	96.76%	99.46%
95	179	184
3 A* to B	3 A* to E	2 A* to E

Year 11 SEN Cohort

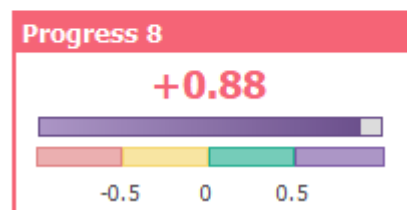
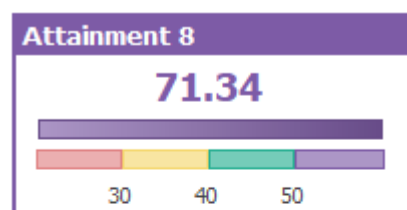
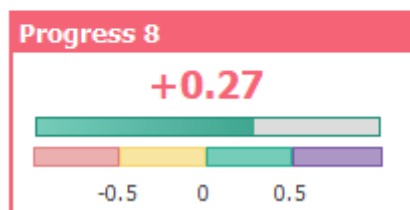
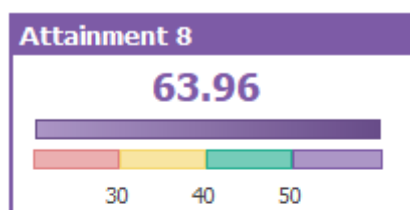
5 9 to 6	5 9 to 5	5 9 to 4
66.67%	92.59%	96.3%
18	25	26
62.96%	92.59%	96.3%
17	25	26
Inc EnMa	Inc EnMa	Inc EnMa

Average Point Score	
59.56	60.96
6.09	6.17
All	EM Threshold

Year 11 Non-SEN Cohort

5 9 to 6	5 9 to 5	5 9 to 4
89.2%	97.16%	100%
157	171	176
81.82%	96.02%	100%
144	169	176
Inc EnMa	Inc EnMa	Inc EnMa

Average Point Score	
67.89	68.3
6.81	6.85
All	EM Threshold



To monitor our intervention, we also track the progress using provision mapping software. This allows us to collect start and end data and get feedback from the person completing the intervention to see how this has impacted the pupil.

11) How students with SEND are enabled to engage in activities available with students in Sir Joseph Williamson's Mathematical School who do not have SEND:

- All trips/visits are adapted in response to pupil circumstances.
- Activities and school trips are available to all pupils.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- The needs of all pupils with SEN status are discussed with the SENCO or Deputy SENCO prior to a trip or activity taking place.
- Where appropriate, 1:1 support is put in place to enable a pupil with SEN status to take part in a trip.

How are the school's resources allocated and matched to children's special educational needs?

- The SENCO controls a designated budget of resource provision (physical and human) for special educational needs students.
- The individual needs of each pupil on the SEN register once established are reviewed at least three times a year at the In School Reviews and APDR meetings and where appropriate intervention is adapted to better meet the changing needs of each pupil.
- The SENCO is responsible for overseeing and assessing the successful impact of resources deployed for each pupil with SEN.
- Additional resources and outreach services are accessed if they are needed by the SENCO when appropriate.

12) Support for improving emotional and social development:

- The school follows a comprehensive pastoral support programme which is delivered during tutorial sessions covering issues appropriate to a pupil's age and year group.
- Form tutors have regular 1:1 sessions with pupils to assess how they are managing the expectations the school has of them and how they perceive their own well-being to be.
- The school offers sessions of emotional support programmes run by the pastoral teams once the need for this has been identified.
- The school has 3 qualified ELSAs who are able to assess pupils and create emotional support plans to work 1:1 on with pupils.
- The school has 1 CBT trained LSA who is able to support pupils and give 1:1 sessions.
- The school also delivers 1:1 counselling sessions with a trained counsellor when the emotional needs of a pupil warrants this level of support. Counselling referrals are arranged through the SENCO.
- The school works closely with the school assigned Educational Psychologist when there are significant concerns about a pupil's emotional well-being and support put in place where appropriate.
- Pupils with SEN are offered 1:1 mentoring sessions in Year 7 with the Learning Support Assistants.
- All pupils on the SEN register have an assigned LSA to complete their APDR meetings throughout the year, this person is able to listen to their views and support them.
- All members of the SEN team, pastoral teams and form tutors are available to discuss any issues in school with pupils on a daily basis.
- The school has a provision facilitated by MIND the charity in which it offers group support sessions weekly to pupils who may benefit from this. MIND referrals are arranged through pastoral staff.
- The SENCO and Deputy SENCO also hold a parent surgery that parents can access to discuss their child.

13) How Sir Joseph Williamson's Mathematical School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:

The Local Offer link can be found [here](#) and is also displayed on our website.

The agencies used by the school include:

- Child Protection Advisors
- LAT Educational Psychology Team
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- PAT (Physical Advisory Teachers) to support the disabled pupils in school
- Inclusion Team
- Social Services
- Early Help
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Medway Hospital (paediatricians)
- Marlborough Outreach Team
- Bradfields Outreach
- School Nurse
- School Counsellor
- Mind
- CBT (Cognitive Behavioural Therapy)
- ELSA's (emotional literacy support assistants)
- Mental Health First Aiders
- Educational Psychologist

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

- Mr Charles Alderman - SENCo, charles.alderman@sjwms.org.uk
- Mr Lucas Bindon - Deputy SENCo, lucas.bindon@skwms.org.uk
- The SEN department can be contacted throughout the course of the school day by ringing the school directly – 01634 844008. or via email senstaff@sjwms.org.uk. A member of the department will answer queries as soon as possible.

Please note that information included in this SEN Information Report is subject to change due to circumstances beyond the school's control.

We will endeavour to update any changes in an appropriate time frame.