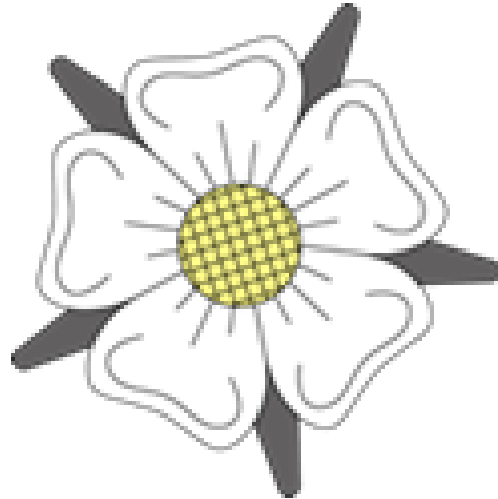


John Taylor Free School



SEND Information Report

Author: C Broughton

Implementation Date: September 2026

Next due for review: December 2026

Individual Needs

Every student is an individual and therefore has different needs. However, some students find learning more challenging than others, whilst some students need to be stretched or challenged even more. At John Taylor Free School, we provide an inclusive education where everyone can “succeed and thrive.”

Our Values

TO ENABLE OUR STUDENTS TO SUCCEED AND THRIVE

OUR VALUES

OUR VALUES

- Positive
- Civilised
- Inclusive
- Self-disciplined
- Proud of our school, our students & our achievements
- Generous of spirit & supportive of each other

OUR SCHOOL

- Self critical yet dynamic & forward looking
- Inclusive & accessible
- A centre of excellence for teaching & learning
- An exciting place in which to learn

OUR STUDENTS

- Confident, mature, respectful
- Creative, enquiring, independent learners
- Happy, kind & caring, supportive of others & ready to help
- Enjoying learning & participating in the enriched curriculum
- Proud to fulfil their potential

OUR STAFF

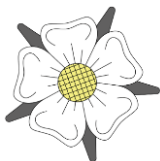
- Innovative, creative & passionate about teaching
- Respect & care for the students they teach & the colleagues they work with
- Have high expectations & set positive examples to students & colleagues
- See themselves as life long learners
- Trained to use the best approaches & resources
- Committed to research led practice within a coaching for excellence culture

OUR COMMUNITY

- A welcoming community that respect different cultures, races, genders, abilities & disabilities
- A listening school that engages students in improving school life
- A sustainable school that involves itself in the community at a local, regional, national & international level
- A civilised school that produces mature, well balanced young people

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Keeping students safe and supporting their wellbeing	
What arrangements are in place for supporting students moving between phases of education and preparing for adulthood?	<u>Entry into year 7</u> The Transition Lead (Ms Bingham) and SENCo will visit your child's primary school to build a holistic picture of your child, to include assessment data, strengths, details of previous support, and to prepare your child for a positive transition into Year 7. This may include additional visits to discuss your child and/or parent/carer meetings. Your child may be invited to take part in enhanced transition, which includes visits and activities with designated members of staff to support their integration into Year 7. Enhanced transition also provides an opportunity to build relationships with key members of staff, become familiar with the site and an opportunity to create new friendships. Your child will attend a transition day at JTFS with the rest of their year group and will have the opportunity to meet the JTFS staff. You will be invited to contribute to a parent questionnaire to provide us with additional information you would like to share with staff. This also allows you to request a follow up call with a member of the Individual Needs team. If a child has an EHCP, it is appropriate to invite the SENDCo to your child's Year 5/6 annual review, even if you are still considering the final placement school. If additional funding is required from the Local Authority to meet your child's needs, you will be invited to discuss this and outline what provision may be suitable. Teaching staff are provided with the full list of transition information to assist them in preparing for your child's start at JTFS. <u>Transition from Key Stage 3 to Key Stage 4:</u> JTFS is aspirational for all students and gives a range of guidance to ensure that students choose the most appropriate courses for them. • Your child will be given a pathways booklet and will attend assemblies where information regarding the different courses will be given. • There is a Pathways Evening for all parents/carers to inform them about options and courses available. • Students will have the opportunity to take part in a careers event to help them form aspirations for their future career. • PSHCE lessons during the Spring term are designed to support your child in making decisions about their GCSE choices. • There will be the opportunity for you to discuss options with your child's subject teachers at Parents Evenings.

	• The Individual Needs Team will meet with identified students to discuss and give guidance for alternative pathways as required. • During Year 9, identified students will be considered for eligibility for examination access arrangements. Qualifying students will have been deemed to have met the requirements as specified by JCQ. Further information regarding this can be found via https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/ • Students may qualify for Exam Access Arrangements if this is their normal way of working and there is evidence of a significant and persistent need over time. They are supported through mock examinations to ensure they understand how to utilise their entitlement. Parents/Carers are informed at the point of qualifying, in writing. • The most common forms of Exam Access Arrangements are: additional time; reading pen; scribe; supervised rest breaks; adapted scripts; practical assistants; laptop. The full list is available via JCQ. • The implementation of Exam Access Arrangements is led by the Examinations officer in co production with the Individual Needs Team. <u>Transition from Key Stage 4 to Key Stage 5 (Post 16):</u> • During Year 10, your child will have the opportunity to take part in a work experience placement. • During Year 10, your child will have the opportunity to attend taster sessions on A level subjects, or other appropriate courses • During Year 11, PSHCE lessons are focused on choices for students and how they can make these. • During Year 10 and 11 students can attend the annual careers fair, with over 20 exhibitors. • Discussions about different pathways are held at annual review meetings for students who have an EHC Plan. Where appropriate, invitations can be extended to external Post 16 providers. • Impartial information, advice and guidance is available through our external provider. • Students in Year 11 will have taster/transition days for Key Stage 5 placements. • Students in Year 11 will have the opportunity to visit Further Education Establishments <u>Transition from Post 16 to further study/employment:</u> • The Individual Needs team support Post 16 transition and are available during the P16 Open Evening, P16 Transition Morning, and the P16 Induction Days in September • Students have the opportunity to meet with a member of the Leadership Team or Personal Tutor to discuss Post 16 pathways during their 1-1 discussions in Year 11 • Any SEND information on external applications is shared with The Individual Needs team.
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	• At the start of Year 12 we support at the P16 Induction Morning and P16 Induction Day • Year 12 students attend a team building Transition Visit to Cliff Lakes in the first term. • During Year 12, your child will have the opportunity to take part in a work experience placement. • The Post 16 team/SENCo gives guidance and advice about different pathways available and support for students with SEND at university. • The Post 16 team/SENCo can liaise with higher education providers to ensure any additional needs are met post-18. Any additional provision that has been put in place to support a student will be shared with the next setting and reports are shared with the permission of students in accordance with GDPR regulations. The SENCo will also pass on any other documentation, with permission from students in accordance with GDPR regulations, when requested to do so by other educational establishments. <u>Mid-Year Entry</u> Where a place is available, parents/carers are responsible for providing JTFS with all available information, including but not limited to progress reports, attendance information, and any report or guidance from assessment by a specialist.
How do you ensure that my child or young person stays safe outside of the classroom?	We have a broad and exciting enrichment program before school, at lunch time and after school for all students. The LRC is open at social times before school and after school. We also have quiet social spaces for students with Individual Needs. These are open and staffed every lunch time. Where needed, extra provisions are put in place to ensure student's safety. This may be via a risk assessment which will be written with parent and student input. It may also be via an IHCP (Individual Health and Care Plan) if risks are related to medical needs.
What pastoral support is available to support my child or young person's overall social and emotional development and well-being?	John Taylor Free School provides support for students to improve their emotional and social development in the following ways: through our universal approach of encourages community cohesion through enrichment participation, our restorative approach which encourages students to take responsibility for their actions, a zero tolerance on bullying. The personal tutor system and organisation alongside a comprehensive PSHE curriculum promote the core themes of British Values and Citizenship. All EHCP students with Individual Needs have a key worker to listen to their needs and support them emotionally. This supports the universal offer of developing both the personal tutor and the key worker will act as a coach and mentor for students, helping them to develop confidence and self-esteem and the other learning habits outlined in our STRIPE curriculum. For more information on our STRIPE skills, please visit: https://www.johntaylorfreeschool.co.uk/the-curriculum.

	For students who struggle with their mental health we have a range of provisions we can offer through our pastoral team, including support from our Well-being Officer and our school ELSA (Emotional Literacy Support Assistant.)
How will you manage my child or young person's medicine or personal care needs?	• Parents are requested to inform us of changes to medical and personal care needs. We ask parents to work with us to develop IHCPs (Individual Health Care Plans) for children requiring medication or health care provision in school. • All staff have access to our students' IHCPs and follow their instructions carefully to provide students with the personal care they require. • We have a school First Aider, who is available to support with medical needs and care full time. • The link to the JTMAT Supporting Students with Medical Conditions Policy can be found at: http://resources.jtmat.co.uk/policies/JTMAT-SupportingPupilsWithMedicalConditionsPolicy.pdf
What support is there for behaviour, avoiding exclusions and increasing attendance?	The Individual Needs Team works closely with the Pastoral and Teaching Teams to ensure all individual needs are understood and supported effectively. JTFS is an inclusive environment that focuses on a relationship based, restorative approach. We have high expectations for the Positive Behaviour for all our students, including those with Individual Needs, and all information on our Positive Behaviour Management Policy can be found by following this link: https://www.johntaylorfreeschool.co.uk/policiesnew

How do we identify and assess needs	
What are Special Educational Needs and Disabilities?	Definition of Special Educational Needs and Disabilities (SEND) The law states that a child has a special educational need if he / she has a: • significantly greater difficulty in learning than the majority of others of the same age. • disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions. The Code of Practice 2014 states that:

	<i>'A student has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to students of the same age.'</i> Please note that at JTFS we prefer the term Individual Needs to SEND. We will use the term Individual Needs in our responses to all further questions in this report.
What types of Individual Need do you provide for?	JTFS is a mainstream secondary school that makes reasonable adjustments for students within the broad areas of need: • communication and interaction • cognition and learning • social, emotional, and mental health • sensory and/or physical We welcome students with physical disabilities, and we advise parents/carers of children with special educational needs or physical disabilities to discuss their child's requirements with the Individual Needs Team before an application is made so that we can ensure our provision is suitable.
Who is in the Individual Needs Team?	We operate a centralised email system for Individual Needs enquiries – JTFS-IN@johntaylorfreeschool.co.uk This centralised email address will ensure your enquiry reaches the appropriate member of the team with the specialist skills to support you and your child effectively. Our aim is to reply to your query within 48 hours (Monday - Friday), if your concern is urgent then please do not hesitate to telephone reception so the matter can be addressed promptly. Alternatively, if you wish to contact a specific member of the team, we are available via the following email addresses. SENCo: Mrs Caroline Broughton c.broughton@johntaylorfreeschool.co.uk Deputy SENCo: Miss Stacey Woolley s.woolley@johntaylorfreeschool.co.uk Assistant SENCo: TBC

	Individual Needs Administration: Mrs Joanne Rudkin JTFS-IN@johntaylorfreeschool.co.uk
What arrangements are in place for students who are looked after by the Local Authority?	Looked After Children (LAC) and previously Looked After Children are significantly more likely to have Special Educational Needs and Disabilities (SEND) than their peers. Of those with SEND, a significant proportion will have an Education, Health Care Plan (EHC Plan). In these circumstances the Head of the Virtual School should ensure that all children with statements should have their education, health and care needs assessed by their Local Authority and, where appropriate, be issued with an EHC Plan, as required under Part 3 of the Children and Families Act. 33. The Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 Years, as it relates to Looked After Children, is followed for Looked After Children, so that their EHC Plan works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met. Professionals should consider how the EHC plan adds information about how the education, health and care needs will be met without necessarily duplicating information already in the child's care plan. Equally, the child's care plan should be fed into the care assessment section of the EHC Plan; and any special education support provided by the school for Looked After Children with SEND but who do not need an EHC Plan, is looked at as part of the child's PEP and care plan reviews, involving Special Educational Needs and Disability Co-ordinators (SENDCos) where necessary. Some children have undiagnosed special needs when they start to be Looked After. As part of the PEP process, there should be a robust arrangement in place to ensure the SEND are addressed through the SEND framework as soon as possible. For previously Looked After Children, the SENDCo, teachers, designated teacher and specialists should involve the parents/carers when considering support to their child's progress. They should agree with the outcomes to be achieved through SEND support, including a date at which the progress will be reviewed. Head of the Virtual School may be invited to comments on proposed SEND provision. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEND, the Authority must have regard to the need for support and help them to achieve the best possible education and other outcomes. For children and young people beyond Year 9 (13-14) with EHC Plans, Local Authorities have the legal duty to include provision to assist in preparing for adulthood in the EHC Plan review. In line with both these duties and the corporate parenting principles, the Head of the Virtual School should encourage high aspirations for children, focusing on their strengths, capabilities, and the outcomes they want to achieve. Students with physical disabilities are supported with the following facilities in school:

	• Lift access to all floors • Disabled toilets available – two on every floor • Accessibility toilet available on the ground floor • Automatic doors on building entry and exit points • Fire exits stair wells located at each end of the building, each entry point protected by fire doors • Options to utilise an Evac Chair or Ski Pad for evacuations Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to: • Increase the extent to which students with disabilities can participate in the curriculum. • Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided. • Improve the availability of accessible information to students with disabilities. A copy of the schools' Accessibility Plan can be found here: https://johntaylorfreeschool.co.uk/wp-content/uploads/2024/09/JTFS-Accessibility-Plan-2023-26.pdf
How will you know if my child or young person needs extra help?	The staff at JTFS will analyse each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Advice from previous schools will also be sought along with the guidance from external agencies where relevant. Class teachers will make regular assessments of progress for all students and identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline. • Fails to match or better the child's previous rate of progress. • Fails to close the attainment gap between the child and their peers. • Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having a special need. When deciding whether special educational provision is required, JTFS staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

	Consideration is also given to the circumstances of students, for example those who are in Care and eligible for the Pupil Premium. Other factors including attendance, punctuality and health are considered. It may also be the case that the student is making academic progress, but a Social, Emotional or Mental Health need may be a barrier to inclusion. If there is evidence of this or concerns are raised by staff or families, this will be reviewed with the same rigour as those not making the expected level of progress. For concerns around specific needs please see additional guidance below: Dyslexia – for an assessment or diagnosis a private assessment arranged by the family is required – please dyslexia association website for additional details and registered assessors. Visual Stress - For schools to provide coloured paper and overlays in lessons and assessments including GCSE examinations a visual stress test is required. This ensures the correct shade of coloured paper is utilised and complies with the updates from the NHS where coloured paper should no longer be issued to students without a visual stress test as it could do more harm than good. ADHD and ASC - referrals require the completion of a neurological develop form, this is then sent to the relevant health provider to assess whether a student meets the requirements for a formal assessment. This form requires strong evidence form both the home and school setting on ongoing, prolonged and significant concerns. Home will require evidence of home intervention support such as that received through the family HUB and school require robust evidence of the graduated approach and significant above and beyond support to meet students needs.
What should I do if I think my child has an Individual Need? How will I be able to raise any concerns I may have?	Should anyone wish to raise a concern please consider the following guidance: • If the concern is subject-related, please contact the subject teacher. • If it is related to social aspects of school, please contact the Personal Tutor. • If it is related to Individual Needs, contact the Individual Needs Team • If you require information on our complaints procedures, please consult the school's 'Compliments, Comments and Complaints Policy', which can be found at: Policies – John Taylor Multi-Academy Trust Teachers can make referrals to the Individual Need team. Parents/Carers may also contact the SENDCo directly if they feel this is more appropriate. SENDCo: Mrs Caroline Broughton c.broughton@johntaylorfreeschool.co.uk

	Deputy SENDCo: Miss Stacey Woolley s.woolley@johntaylorfreeschool.co.uk
What is the process when a student is referred the Individual Needs Team?	Early discussions with students and parents/carers are important when identifying whether there is a need for special educational provision. These conversations will make sure that: • Everyone develops a good understanding of the student's areas of strength and difficulty. • Parental/Carer concerns are prioritised and encouraged. • All involved, understand the agreed outcomes sought for the child. • All are clear on what the next steps are. The SEND Code of Practice is followed, and teachers know that they are responsible and accountable for the progress and development of all the pupils in their class. As recommended within the Code of Practice, High quality teaching is always the first step in responding to pupils who have SEND and this will be adapted for individual pupils. If a students' needs are not being met through the delivery of high-quality teaching, then the Individual Needs Team may recommend: ○ A referral to the East Staffs Locality HUB ○ The input of a medical practitioner or other specialist as appropriate to the area of need ○ A CaFSPoA (Single Point of Access referral) or signpost similar support services ○ Contacting the British Dyslexia Association ○ A request for additional funding to support adjustments to the provision (this may be for additional equipment or adaptations to facilities) ○ A formal assessment by an Educational Psychologist. *Consent of all parents/carers with Parental Responsibility is required to access the Educational Psychology Service and referrals to other external services, such as the locality HUB. **Following any formal assessment, the parents/carers should provide a copy of the report to the Individual Needs Team. A member of the Individual Needs Team will then review the findings of the report, acting on any recommendations where it is within a reasonable adjustment for a mainstream setting.

Where can I find the setting/school's SEND policy and other related documents?	All JFS policies can be found by following the link: https://johntaylorfreeschool.co.uk/policies/

Teaching, Learning and Support

What is the Graduated Approach?

EHCP Application process

Where a student continues to face challenges despite access to quality first teaching the graduated approach may be implemented to remove barriers to learning and provide additional support. This takes the form of an assess, plan, do review cycle.



	Where a student has needs that are significant and complex and the provision required to meet those needs cannot reasonably be provided from within the school resources, a request for an Education, Health and Care Needs Assessment may be made to the Local Authority, which may result in an Education, Health and Care Plan (EHCP) being issued. As a school applying for an EHCP would mean there is evidence that we need additional to schools' resources in order to meet an identified need and outside agency involvement. After outside agency involvement schools are required to demonstrate at least 2 terms of the assess, plan, do review cycle. Parents can complete an application for an EHCP should you wish to discuss this as an option please discuss with the SENDCo, SENDCo: Mrs Caroline Broughton c.broughton@johntaylorfreeschool.co.uk Deputy SENDCo: Miss Stacey Woolley s.woolley@johntaylorfreeschool.co.uk
How will the curriculum and learning environment be matched to my child or young person's needs?	Whilst the list below is not definitive, we use the graduated approach to make the following adaptations to ensure all students' needs are met: • Adapting our curriculum to ensure all students can access it. All teachers are teachers of SEND and support will be delivered through quality first teaching utilising adaptive teaching strategies to personalise • Adapting our resources and staffing as appropriate to meet the needs of our learners. • Using recommended aids, such as laptops, coloured overlays, specific pens and pencil grips, tangles, as required. • Adapting our teaching, for example, giving longer processing times, providing key vocabulary, reading instructions aloud, etc. • Adapting the demands of the school day on individuals through provision such as: time out cards, quiet workspaces, sensory support, bespoke interventions, keyworker support, pastoral support, wellbeing room, mental health first aid etc. All enrichment activities are available to all students, and we actively encourage all students to partake in these.
What additional learning support is available?	All students on the SEND register are centrally supported by the Individual Needs Team. We will monitor their progress, liaise with agencies, support teaching staff to meet their needs and we are here to support with needs specific enquiries.

	Students, Parents/Carers, and the Individual Needs Team will co-produce a Learning Passport which highlights the students' strengths, individual needs, and areas where support is required that is additional to and/or different from that of their peers. Student specific strategies will be documented to ensure teachers can personalise effectively. Where a student has an EHCP, a keyworker will be allocated to ensure close monitoring of that individual is in place and they can act as a single point for co-production, if required. As part of the graduated approach, additional provision may be recommended in the form of: - Literacy Intervention - Numeracy Intervention - SALT Intervention - Use of assistive technology - Touch-typing - Social Support - ELSA/SEMH Interventions - Alternative Provision such as Outdoor Education - Peer Mentoring - Break/Lunchtime support - Alternative Year 9/10 Pathways
What determines whether a student is added to the SEND register?	There is a view that any child with a diagnosis should be on the SEND register, however we must follow the guidance and focus upon students whose needs require provision that is '<i>different from or additional to.</i>' Quality-first teaching (QFT) includes a high level of adaptive teaching. The needs of many children with or without a diagnosis can and should be met through QFT. The SEND Code of Practice is clear that 'slow progress and low attainment do not necessarily mean that a child has SEN' So not achieving age-related expectations should not automatically lead to placement on the register. EAL is not a reason for a child to be put onto the register without exploration as to whether it is a learning need or a lack of opportunity to learn English. We will responsibly consider the reasons for underachievement and respond to them, whilst remaining mindful that SEND is only one possible reason. More important than placing a child on the SEND register is the provision and support we can provide. Being on the register does not make a difference; how we respond to a child's needs through high quality provision and inclusive practice does. So, a student with a formal diagnosis or identification of a condition does not automatically lead to being added to the register.

What is the role of Learning Support Assistants?	Where a student has an EHC plan issued by the Local Authority, funding is attached to provide their provision which in some instances is provided by a Learning Support Assistant (LSA). Most LSAs are allocated to specific departments to enhance their subject knowledge and ensure they can support students in that subject well. We also have a team of non-departmental LSAs who work with specific students who work across the wider school. Where it is specified on an EHCP, students receive support in their allocated lessons. The remainder of the time that any Learning Support Assistant may have, is working in other classes to support students where there is a specific need or to support in small group intervention sessions for students who are several years below age related expectations either academically or in terms of communication and interaction needs.
How does JTFS work with outside agencies?	JTFS will work with outside agencies to offer support to students with individual needs. Strong links have been established with Autism Outreach, the Hearing Impairment service, the Visual Impairment service, Educational Psychology Service, Dyslexia Assessors, East Staffordshire Family Support, and the Burton Queen's Hospital Occupational Therapy team. When they have supported a student, correspondence and recommendations are reviewed and implemented where reasonably possible.
What resources are available and how are resources allocated to meet children or young people's needs?	Resource procurement depends heavily on the equipment the student requires, and which service provides the equipment. We work with the local authority and various charities to procure specialist equipment for students with needs. We use our school funds to purchase specialist equipment such as laptops. We can also provide coloured reading rulers, grip pens, fidget toys and sensory equipment for students who need them. We allocate funding to each department and expect them to use it to provide for all the students in they teach. A separate budget is also allocated to the Individual Needs team for funding interventions, external agency support and equipment.
How would you secure additional funding for a student?	We refer to the local authority and external agencies to secure additional funding for students, as required.
How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?	Decisions on how much support students receive are based on findings from assessment data, teacher referral or external agency diagnosis. The SENDCO and Deputy Headteacher (Curriculum) make decisions about support collaboratively with input from middle leaders and other stakeholders. Students' needs and provisions are discussed and reviewed at Senior Leadership Team meetings regularly.

How will I be involved as a parent and carer?

The Individual Needs Team are committed to co-production with all parents/carers and recognises that they have skills and insights about their children which can help to improve planning and provision.

Parents/Carers of Year 6 students are encouraged to contact us via scheduled open evenings or via the email contacts below.

If your child has an EHCP then we request an invitation to the Year 6 Annual Review if you are considering JTFS as a potential placement in Year 7.

If your child is offered a place in Year 7 via the school admissions process you will be invited to complete a Parent/Carer questionnaire so you can share important transition information with us, and contact can be requested via this form. This is especially important if your child is currently on the SEND register in their Primary School.

Parents/carers play a key role in enabling their children to achieve their potential.
We ask that you are responsible for:

- Informing the Individual Needs team about any specific needs your child may have upon joining JTFS.
- Informing the SENCo and allowing information to be shared if any need is investigated during your child's time at JTFS.
- Providing copies of formal assessments or reports written by the previous school, any specialists, or outside agencies.
- Allowing initial assessments to take place at JTFS.
- Participating in sympathetic and positive discussion in relation to your child's difficulties, attainment, and progress.
- Supporting your children by working with them at home, attending meetings as required and informing us of any problems that may arise.

Current Parents/Carers are encouraged to contact the school as required.

- If the query is subject-related, please contact the subject teacher.
- If it is related to social aspects of school, please contact the Personal Tutor.

Parents/Carers are also encouraged to contact the Individual Needs Team as required.

We operate a centralised email system for Individual Needs enquiries – JTFS-IN@johntaylorfreeschool.co.uk

We hope this centralised email address will ensure your enquiry reaches the appropriate member of the team with the specialist skills to support you and your child effectively.

Our aim is to reply to your query within 48 hours (Monday - Friday), if your concern is urgent then please do not hesitate to telephone reception so the matter can be addressed promptly.

Alternatively, if you wish to contact a specific member of the team, we are available via the following email addresses.

SENDCo: Mrs Caroline Broughton
c.broughton@johntaylorfreeschool.co.uk

Deputy SENDCo: Miss Stacey Woolley
s.woolley@johntaylorfreeschool.co.uk

Assistant SENCo: TBC

Individual Needs Administration: Mrs Joanne Rudkin
JTFS-IN@johntaylorfreeschool.co.uk

Formal opportunities to review your child's progress are through:
Student Led Consultation Evenings
Learning Passport Reviews
Scheduled events such as Open Evenings and Pathways Evenings
Invitation based events such as Individual Needs Coffee Mornings or Parent Partner events.

Informal opportunities can take place at any point with the Personal Tutor, either in person or via email/telephone.

Representation from Parents/Carers of those with Individual Needs is also actively encouraged and we welcome support at our community events and your feedback via stakeholder voice surveys.

For 2026-2027, we would like to continue our invitation to contribute to an Individual Needs Parent Partnership for us to discuss key issues and review our response to these. Expressions of interest regarding this should be directed to the SENDCo:

SENDCo: Mrs Caroline Broughton
c.broughton@johntaylorfreeschool.co.uk

	We also have an active FPTA where parents can support the life of school more generally. We have parent governors via elections, with each holding a post for 4 years before re-election. More information on school governance can be found here: https://www.johntaylorfreeschool.co.uk/our-governors
How will you and I know how my child or young person is doing? How will you assess my child's progress?	The school will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO and Assistant SENDCos to carry out a clear analysis of the student's needs. This will draw on: • The teacher's assessment and experience of the student • The student's previous progress, attainment, and behaviour • Other teachers' assessments, where relevant • The student's development in comparison to their peers and national data • The views and experience of parents • The student's own views • Advice from external support services, if relevant The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are advised. The support will be reviewed on a regular basis to ascertain the effectiveness of the support and interventions, and their impact on the student's progress.
How often will my child's progress be reviewed, and how will this be done?	Raw attainment data is available via our online portal 'MCAS' (My Child at School) which parents have access to constantly. School captures this data and sends a report to parents each term. Students with Individual Needs have learning passports which are written with the student and the parent/carer at the start of each term and are reviewed three times a year. At JTFS we are aware that not all parents and carers can attend school during the working week therefore we offer a variety of opportunities to review a learning passport such as via: ○ A face-to-face appointment ○ A telephone call ○ An email exchange or Teams meeting ○ Attendance at a Student Led Consultation evening ○ Invitation to an Individual Needs event

	Students with EHCPs also have an annual review with parents/carers and a member of the Individual Needs Team, all professionals involved in their care are invited to attend.
How do you assess and evaluate the effectiveness of provision for children and young people with SEND?	Baseline assessments are completed at the start and end of interventions so that clear progress can be tracked and monitored. The impact of interventions is closely scrutinised to ensure that any support that is 'different from and additional to' students' mainstream curriculum is helping them make progress academically or in terms of their social, emotional, and mental health development.

Working Together																	
Who is involved in my child's education?	All students are assigned a personal tutor. The personal tutor is the student and parent/carers first port of call if they need support. To contact the Heads of Year: <table> <tr> <td>Year 7</td><td>Mr Josh Ross Mrs Aggy Rogers</td><td>j.ross@johntaylorfreeschool.co.uk a.rogers@johntaylorfreeschool.co.uk</td></tr> <tr> <td>Year 8</td><td>Mrs Vicky Scott</td><td>v.scott@johntaylorfreeschool.co.uk</td></tr> <tr> <td>Year 9</td><td>Miss Jess Bradley Mr Jak Machin/Mrs L Challis</td><td>j.bradley@johntaylorfreeschool.co.uk jw.machin@johntaylorfreeschool.co.uk c.challis@johntaylorfreeschool.co.uk</td></tr> <tr> <td>Year 10</td><td>Mrs Beth Squire TBC</td><td>e.squire@johntaylorfreeschool.co.uk</td></tr> <tr> <td>Year 11</td><td>Miss Chelsea Anderson Mrs Justyna Haslam</td><td>c.anderson@johntaylorfreeschool.co.uk ju.haslam@johntaylorfreeschool.co.uk</td></tr> </table> Class teachers can be contacted for subject specific support.		Year 7	Mr Josh Ross Mrs Aggy Rogers	j.ross@johntaylorfreeschool.co.uk a.rogers@johntaylorfreeschool.co.uk	Year 8	Mrs Vicky Scott	v.scott@johntaylorfreeschool.co.uk	Year 9	Miss Jess Bradley Mr Jak Machin/Mrs L Challis	j.bradley@johntaylorfreeschool.co.uk jw.machin@johntaylorfreeschool.co.uk c.challis@johntaylorfreeschool.co.uk	Year 10	Mrs Beth Squire TBC	e.squire@johntaylorfreeschool.co.uk	Year 11	Miss Chelsea Anderson Mrs Justyna Haslam	c.anderson@johntaylorfreeschool.co.uk ju.haslam@johntaylorfreeschool.co.uk
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	Dependent on need the Medical and Individual Needs Team may also be involved in your child's education. The Leadership Team and Support staff teams will be involved in your child's education as required.
How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?	All students are identified through coding on Bromcom (our school management system). In addition, we operate an Individual Needs register which staff are required to use to inform their planning and provision for students in their classes. We have a medical needs register which all staff are required to read and use to inform their care for students. Teaching staff are also required to read each child with Individual Needs' learning passport and use it to inform their teaching. Teaching staff are required to read all student's IHCPs and use this information to support students' health and care needs. Teaching staff are required to collate all the information pertaining to their classes into a Learner Profile. This is a 'live' document that is reviewed regularly to ensure needs are met and progress is facilitated. INSET is used to deliver information and continued professional development on students' needs and how to support them.
What expertise do you have in relation to SEND?	Members of the Individual Needs Team are qualified and experienced in teaching students of wide-ranging abilities. Teachers provide quality first teaching which is personalised to meet the needs of the students in their classes. • Our SENCo, Caroline Broughton is completing the NPQ in Special Educational Needs Coordination • Our Deputy SENCo, Stacey Woolley is a qualified Exams Arrangements Assessor • Our Assistant Head Teacher, Keiran Johnson, is completing the NPQ in Special Educational Needs Coordination • Our Learning Support Assistants have a range of experience including working in specialist settings for children with Autism and experience in primary settings

	Our staff professional learning sessions take place every Wednesday afternoon between 3-5pm. We have termly sessions on SEND, regularly inviting external agencies in to support our understanding of specific areas of need prevalent in our community. Members of the Individual Needs Team supplement the Professional Learning Programme by: • Advising teachers on the specific difficulties of students, their profiles of strengths and barriers to learning, including teaching strategies to support them in the classroom • Providing induction for new teachers • Delivering training at SCITT/ECT sessions • Providing individual training as needed In addition, members of the Individual Needs Team attend specialist courses, as appropriate, to ensure their practice remains up to date and is informed by research and best practice. These may include, but are not limited to: • Attending courses to update information regarding exam access arrangements. • Attending the annual NASEN/WSS Conference • Attending other courses as relevant • Attending regional HUB meetings to share and exchange good practice
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy, and social care services)?	We work very closely with a variety of health and external agencies to provide support for our students. The services we work with regularly are listed below. JMAT SALT therapist Autism Outreach The Visual Impairment teams The Hearing Impairment team Children's Choice Therapy Staffordshire Educational Psychologist Service MPFT Staffordshire Occupational Therapy/Physiotherapy team East Staffordshire Family Support (Early Help/Harvey Girls.) Staffordshire Speech and Language Therapy Team The Diabetes Care Team at Burton and Derby Hospital Trust The locality SEND and Inclusion HUB

Who would be my first point of contact if I want to discuss something?	The Personal Tutor is the first person to contact if there are any problems. These teachers get to know the students and their needs well, encouraging them to do their best, monitoring their progress, celebrating their successes, and listening to their concerns.		
	Your child's heads of year team are on standby for any questions you might have. To contact the Heads of Year, please send an email to their address:		
	Year 7	Mr Josh Ross Mrs Aggy Rogers	j.ross@johntaylorfreeschool.co.uk a.rogers@johntaylorfreeschool.co.uk
	Year 8	Mrs Vicky Scott	v.scott@johntaylorfreeschool.co.uk
	Year 9	Miss Jess Bradley Mr Jak Machin/Mrs L Challis	j.bradley@johntaylorfreeschool.co.uk jw.machin@johntaylorfreeschool.co.uk c.challis@johntaylorfreeschool.co.uk
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	If the concern is subject-related, please contact the subject teacher.		
	If it is related to Individual Needs, contact the Individual Needs Team We operate a centralised email system for Individual Needs enquiries – JTFS-IN@johntaylorfreeschool.co.uk		
	We hope this centralised email address will ensure your enquiry reaches the appropriate member of the team with the specialist skills to support you and your child effectively.		
Our aim is to reply to your query within 48 hours (Monday - Friday), if your concern is urgent then please do not hesitate to telephone reception so the matter can be addressed promptly.			

	Parents/Carers may also contact the SENCo directly if they feel this is more appropriate. SENCo: Mrs Caroline Broughton c.broughton@johntaylorfreeschool.co.uk Deputy SENCo: Miss Stacey Woolley s.woolley@johntaylorfreeschool.co.uk Assistant SENCo: TBC Individual Needs Administration: Mrs Joanne Rudkin JTFS-IN@johntaylorfreeschool.co.uk
What roles do your governors have? And what does the SEN governor do?	Elliott Lawley is our Chair of Governors. Our Governors are unpaid volunteers who share a passion for education and its role in providing better life chances for our young people. They ensure that the school continues to maintain its culture, vision, and ethos. They hold school leaders to account for the educational performance of the school and oversee the finances. Governance is a strategic role; therefore, they don't get involved in the day to day running of the school or take on any of the work done by the staff. Their work is largely done at half termly LGB meetings. They also meet individually with staff members and sit on panels for recruitment and other things like exclusions, complaints, or performance management. You can find out more about the role of our governors by following this link: https://www.johntaylorfreeschool.co.uk/our-governors Ian Burns is our link, Governor. It is his role to monitor the provision in Individual Needs. He meets regularly with the SENCo to provide support and challenge in the role.
How will my child or young person be supported to have a voice in the setting, school, or college?	Students with Individual Needs are supported to contribute their views to school surveys and are always represented on the Student Leadership Team. Students with needs are regularly involved with the staff interview process and their views are invaluable to our recruitment process. Students with Individual Needs are proportionately represented across all school clubs and enrichment activities.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	We regularly ask parents for feedback and their views, and this is one way that parents can be involved in school improvement. We also have an active FPTA where parents can support the life of school more generally. We have parent governors via elections, with each holding a post for 4 years before re-election. More information on school governance can be found here: https://www.johntaylorfreeschool.co.uk/our-governors For 2026-2027, we would like to continue our invitation to contribute to an Individual Needs Parent Partnership for us to discuss key issues and review our response to these. Expressions of interest regarding this should be directed to the SENDCo: SENDCo: Mrs Caroline Broughton c.broughton@johnstaylorfreeschool.co.uk
What external agencies can support me if my child has SEND?	Dependant on whether you reside in Staffordshire or Derbyshire the following support services are available. The Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents, and carers make choices about the support they receive. https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0 SENDIASS are Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service and they provide free, impartial, confidential advice and support around Education, Health, and Social Care. Their team supports Parents and Carers of Children and Young People with SEND (0-25) and Children and Young People with SEND. https://www.staffs-iass.org/home.aspx Staffordshire Parent/Carer Forum The Derbyshire local offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). Link to Derbyshire County Council local offer: www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-local-offer/the-local-offer.aspx

	The local offer provides information on: ● how children and young people's needs are identified ● how their needs are assessed ● the special educational, health and social care provision ● opportunities for training and employment ● support for independent living ● how provision is funded ● leisure activities and support groups ● where you can find more information, advice, and support ● arrangements for travel to and from the school and other settings ● the help available to resolve disagreements It provides clear, complete, and up-to-date information about the available provision and how to access it. Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. https://www.derbyshireiass.co.uk/home.aspx
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