

Special Educational Needs and Disability Information Report 2021/2 (SIR)

These pages set out information about our provision for children and young people with Special Educational Needs (SEN). They are updated annually.

Our Special Educational Needs Co-ordinator (SENCo) is: Stephen Passey [Senco](#)
contacted on: 01865 452725/876716 (school office hours 9:00 -3:00, term time only)

SEND Governor: James Keeley

Our SEND policy can be found on our website.

What type of SEN provision is available at John Watson School?

John Watson School is a community maintained Special School for learners aged **2-19 years with severe, complex or profound learning difficulties.**

Learners are provided with an appropriately paced and differentiated curriculum.

We are co-located on two large multi user-sites:

- a. Our Primary phase accommodation is adjoined to Wheatley Nursery School (WNS) and Wheatley Church of England Primary School (Oxford Diocesan Schools' Trust Academy)
- b. Our Secondary phase accommodation is based on the same site as Wheatley Park School (part of the River Learning Trust)

John Watson School is in a Hard Federation with WNS, sharing leadership, governance, some staffing and accommodation. Our catchment area is wide and covers both rural and urban areas (*See map under the Admissions section of our website*).

Admission decisions rest with Oxfordshire County Council.

How will John Watson School identify and assess my child's special needs?

All students have Education Health Care Plans.

Associated policies are accessible on our website.

How does John Watson School evaluate the effectiveness of its provision?

The school is inspected within the current Ofsted cycle and was last inspected in May 2016 (see website for a link to our most recent report).

At John Watson School our self evaluation cycle focuses on the quality of education; behaviour and attitudes; personal development; and leadership and management. The school carries out a range of self-evaluation based on external review. Our self-evaluation includes an overall judgement on the Quality of Our Provision which is currently **Good**. Our School Improvement Plan is an outcome of self-evaluation and responds to the needs of all learners and other stakeholders in the school's community. There are regular learning walks and work scrutinies carried out by school leaders. There is a performance management system for teachers, which includes formal lesson observations throughout the year. Teachers are also involved in some peer reviews. Governors make regular focused Governor visits to monitor progress against the school's priorities.

How do I know how well my child is doing at John Watson School?

-Parents receive details about current provision and their child's response through an electronic Home School diary system called Google Classroom.

-Parents meet with the class teacher twice during the year to discuss progress.

-As part of the Annual Review / EHCP transfer review, parents receive a report which outlines the progress their child is making and have the opportunity to discuss the previous academic year.

-Parents have the opportunity to have a half termly phone call with the class teacher.

-Parents are welcome to discuss their child's progress with us at any time. Please see the [John Watson School Curriculum, Planning & Assessment Framework \(Current Dec 2021\)](#).

How will the staff support my child and how will the curriculum be matched to my child's needs?

Classes are based on a complex and varied range of factors: chronological age, curriculum pathways, friendship groups and personal care needs. Access issues and space for therapy is taken into account when allocating pupils to classrooms.

- All curriculum planning and delivery is differentiated according to need. The support provided for each individual child is outlined in the statement / EHCP/ and individual learning aims.
- Our provision seeks to overcome a wide range of barriers to learning.
- Teachers embed positive behaviour for learning so that learners are empowered in maximising their own learning opportunities.
- If required we will provide a Personal Handling Plan and/ or a Health Plan, developed in consultation with staff, parents, and where appropriate outside agencies.
- Staff are supported by the Clinical Nurse Specialist (RNU), Speech and Language Therapists (SaLT), Physiotherapists (PT), Occupational Therapists (OT), Educational Psychologist (OT) and the Special Educational Needs Support Service (SENS).

	Speech and Language Therapy	Physiotherapy	Occupational Therapy
Names	Becky Underdown and Rachael Henry - Usual day Monday	Hannah Jolley	Phoebe Arbuthnot
Total	89	11	12
Percentage of learners in school	82%	10%	11%

Our Annual Reviews are held at a single point in the year when EHCP outcomes are reviewed. Teachers use these targets in conjunction with JWS' core values SLICE to devise long term thematic planning, and Individual Learning Plans. Our revised Curriculum is relevant, challenging, aspirational and provides an enjoyment in learning while ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed. Children follow either the Foundation, Enhanced or Generalised curriculum pathway. Each pathway is subdivided into either the J, W, or S stage. We use a range of Assessments including Responsive Teaching Records; Phase Running Records and Observation Sheets and Reading Logs to capture evidence of progress in a range of forms across the week. Pupil data informs our planning. We moderate teachers' judgements through frequent moderation, learning walks, book looks as well as external moderation with other Oxon Special Schools.

The Equality Act 2010 places specific duties on schools, settings and providers, not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments'. We follow our unique and bespoke curriculum to support pupils to meet their EHCP outcomes. Please see our [Teaching & Learning Policy JWS \(January 2022\)](#).

Interventions and skilled support

1. Where appropriate we also use a highly structured phonics programme (*The Sound Reading System*) and to support Mathematics, Numicon. As well as other structured maths resources (*more information on our website*).
2. Our curriculum supports the Spiritual, Moral, Social and Cultural needs of our learners and prepares them for life in modern Britain.
3. There are many issues to be considered when deploying staff. Our staff to learner ratio is often 1:3, but staff levels are then adjusted according to the needs of individual learners, considering details in statements and EHCPs, risk assessment and other progress data.

Further details regarding our school curriculum and approach to learning can be found in our Curriculum and Teaching and Learning policies.

- [Teaching & Learning Policy JWS \(January 2022\)](#)
- [John Watson School Curriculum, Planning & Assessment Framework \(Current Dec 2021\)](#).

What further activities are available in addition to the curriculum activities?

1. A small number of Primary aged learners attend a weekly session at a local Riding for the Disabled (RDA) centre. Spaces are allocated in line with Therapists and in relation to the academic level of each learner. We are restricted by a weight of rider tolerance of 50 kilos (8 stone).
2. Primary aged learners and The Sixth Form have access to swimming sessions at local leisure centres.
3. Both sites have sensory provision.
4. Learners in sixth form have varied work shadowing opportunities as part of the Careers Education Advice and Guidance offer (CEIAG) please see [Careers Guidance Vocational Opportunities](#).
5. Please see the link to the teaching and learning policy and the Key Stage Curriculum Information booklets for further information. [Our Curriculum, Planning & Assessment](#).

What support is there for social and emotional development?

1. The school follows the *Family Links Nurturing Programme*. The development of social and emotional skills is key to all our learners. All staff received training in January 2021.
2. All the staff work within a clear Behaviour for Learning policy that promotes student respect and decision making.
3. We have a School Council to ensure there is peer representation for our pupils.
4. A pupil view/voice is captured through a range of mediums. We encourage pupils to attend part of their Annual review meeting, if appropriate given their age, stage and ability to manage transitions. We regularly seek Parental feedback as part of the review process, and take their views on board.
5. As part of our School Priorities for 2021/22, we are focusing on pupil voice, and have appointed two Student Voice Champion Teachers (one per site). We are focusing on **Supporting Student Voice through regular:**
 - Student Council meetings
 - Displays
 - Reverse integration
 - Extracurricular activities - Pets as Therapy, Cricket
 - Mosaic approach for capturing fundamental student voice - talking wall

Impact: to ensure that the pupil voice is heard and individualised and to ensure we have a whole school consistent approach for student voice.

How does John Watson School engage with children and young people who do not have SEN?

Learners regularly integrate with our partnership mainstream providers:

- Secondary age pupils share the site with Wheatley Park School and mainstream students work with us supporting social communication skills.

- The secondary department runs the Venison House project directly in partnership with Wheatley Park school, encouraging learners from both skills to work together on joint ventures in outdoor learning.
- Secondary pupils take part in regular reverse integration sessions with sixth form students from both Wheatley Park School and Morland Collage School.
- Secondary students make regular use of the Library and other mainstream provision on the WPS campus.
- Primary pupils take part in a range of activities including sports days, sponsored walks, assemblies and signing clubs.
- Primary pupils enjoy regular walks into the village to the post office or recreation grounds.

What training is provided to develop staff expertise?

Staff at John Watson School have a varied and wide range of expertise in the field of education and SEN. Training takes place throughout the school year and is linked to our School Strategic Priorities and teacher Appraisal Targets.

Staff training over the last 12 months has included the following: DSL Safeguarding Training, Prevent Training, Generalist Safeguarding training, Basic Food Hygiene, Minibus Driving, Health and Safety training, Fire Warden training, First Aid, Manual Handling of People, Hoist and Sling training, Team Teach training, Infection Control, child specific epilepsy training, Medication training (child specific) general Epilepsy training, Asthma training, Infection Control, Administering medication, Signing training, Child specific ICT training, Sensory Diets, Multi sensory impairment, , Learner specific Speech Therapy, Physiotherapy and Occupational Therapy programmes. A range of Training on Autism, including Attention Autism and SCERTS.

Much of the above is repeated throughout each year, according to the need of the particular team and Medical and Safeguarding training is delivered each September. The school benefits from a range of external scrutiny including regular visits from our School Improvement Partner, Steve Lowe.

What equipment and facilities are there to support young people with Special Educational Needs?

1. John Watson School is accessible to all learners
2. We have some overhead hoists (including at the secondary site in our Therapies Classroom) and accessible bathroom facilities.
3. We provide ramps for wheelchair access
4. Where learners do not have specific seating from the Occupational Therapy service, they are provided with seating posturally designed to fit the correct height of the learner. Tables and workstations are matched accordingly
5. We use a range of adapted utensils for eating
6. We use grips and pens for writing as advised by the Occupational Therapist as well as writing slopes
7. We have Interactive Whiteboards and Prowise screens
8. We use switches and button technology
9. We use iPads with specialist programs to support communication
10. We have access to eye gaze technology, when needed
11. We have adapted trikes and go-karts to enhance mobility and to maintain good fitness and health
12. We have a range OT equipment to support sensory exploration- peanut balls, trampoline
13. We have adapted playgrounds and equipment to enhance student engagement and physical activity
14. Bespoke interventions and Sensory Diets support individual students with their sensory regulation needs
15. Sensory rooms / dark tents with cause and effect switches
16. Sensory trays in each classroom

How are families involved in the education of their children?

At John Watson School parents are included in the process of working with their children/young adults in a variety of ways such as:

1. Initial visits to the school
2. Transition meetings
3. Daily home/school Google Classroom entries for information exchanges and key messages
4. Parent/teacher meetings
5. Annual EHCP Teacher Report
6. Annual Review meeting
7. Regular bespoke parental workshops and training to support with behaviour / communication / protective behaviours.
8. Annual Meet the Teacher evenings
9. Transition Evenings
10. Parental Representation on the Governing Body
11. Parent involvement in college choice through informal and formal consultations
12. Questionnaires to families requesting feedback about quality of provision
13. Regular newsletter updates (see website- fortnightly [Newsletters](#))

How are learners consulted about and involved in their education?

1. Personalisation of the curriculum responds to needs as identified through EHCPs or Annual Reviews which incorporate student and family opinions and views.
2. Interests of learners inform staff supporting the development of enjoyable, engaging and relevant learning experiences.
3. The Student Council involves learners having their say on aspects of school life.
4. Responsive Teaching Records provide learners with the opportunity to voice their opinion on a given piece of work.
5. Bespoke communication support to ensure that each pupil has a voice.

What do I do if I have a concern about the provision?

1. In the first instance, please contact your class teacher.
2. If you still have a concern, please contact the school SENCO or a member of the Senior Leadership Team. Please see our Staffing Structure on our website.
3. Our Complaints Policy is also available on our website.

What are the arrangements for supporting learners in transferring between phases of education or in preparing for adulthood?

1. All transitions are well planned throughout school as learners move from class to class and to a new Key Stage.
2. Learners are increasingly supported in planning for their transition from school to college and adult life.
3. Transition experiences are provided for learners at a range of appropriate environments and we work with Further Education colleges, charities and social care provision to aid these transitions.
4. Learners have bespoke transition visits in their new class prior to their September start and teachers have a number of meetings between class teams and parents to ensure a smooth transition.
5. We have trips and events between year 6 and 7 to encourage a smooth transition to the secondary phase.
6. Learners joining at other times of the year will have sensitive, appropriate transition arrangements made depending upon their specific needs and circumstances.

Where can I get information about *the Local Authority local offer*?

Please follow this link to the [Oxfordshire Local Offer](#)