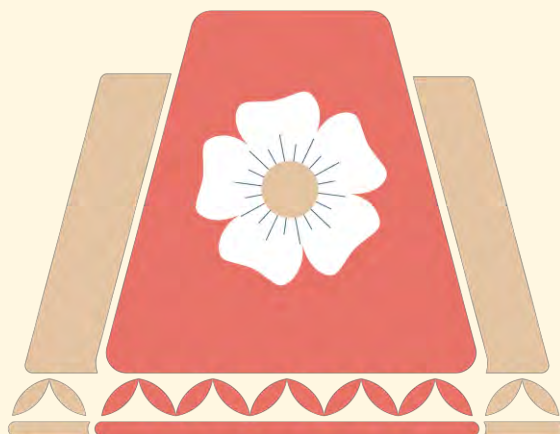


SEN Information Report



Rugeley John Taylor School

Approved by:	Sara Goscombe	Date: 10/07/2025
Last reviewed on:	10 July, 2025	
Next review due by:	10 July, 2026	



Dear Families,

The aim of this information report is to explain how we implement our JTMAT Special Educational Needs policy at Rugeley School. In other words, we want to show you how SEND support works in our school.

We support all learners with Special Educational Needs and Disabilities in any of the four areas of need outlined in the code of practice: (1) Cognition and learning (2) Communication and Interaction (3) Social, Emotional and Mental Health (4) Sensory and / or Physical.

You can also find out more information about the 'Staffordshire Local Offer' via their website:

[Staffordshire Connects](#)

If you want to know more about our arrangements for SEND, please also read our JTMAT SEND policy. You can find it on our website in the Policies section:

[SEND Policy](#)

[Equality Information Advice and Guidance](#)

If you still have questions please get in touch with us

Many thanks,

Rugeley John Taylor School



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1. What types of SEND does Rugeley John Taylor School provide for?

Our school provides for students with the following needs as a mainstream setting. In some cases your child may have more complex needs that span across more than one of the areas.

AREA OF NEED	CONDITION (EXAMPLES)
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



2. Which staff will support my child?

Rugeley John Taylor Team

Our special educational needs coordinator (**SENDCO**) is Mrs Sara Goscombe. She can be contacted at SENDCO@rjt.jtmat.co.uk. We have a number of staff who may respond to you to support students.

Our inclusion team consists of a number of staff, including **teaching assistants** (TA's) who have a wealth of experience and knowledge across all areas of SEND as mentioned in section one. We have trained staff in a number of specialist areas to cater for individual student needs, but also based on personal areas of interest and academic study.

We also work together with a much wider team of admin, pastoral and teaching staff to provide the best possible experience for our student. In some cases, we may draw upon the expertise of our John Taylor Multi Academy Trust educational psychologist and speech and language therapist.

All of our teachers receive in-house SEND training and are supported by the inclusion and pastoral team to meet the needs of students who have SEND.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families where need is identified. These may include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- CAMHS
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations



3. What should I do if I think my child has SEN?

First and foremost, get in touch! This can be a worrying time for families, however we can support you through the process and discuss a path moving forward. Raise your concerns with us, primarily your child's form tutor.

You can contact staff through the office@rjt.jtmat.co.uk email address and your concern will be passed on to the relevant person. By providing us with an overview of your concerns we are able to look follow up on them immediately, saving valuable time.

We will then discuss your concerns by speaking with colleagues, your child and yourselves to identify and better understand what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps if necessary. We will make a note of what's been discussed and add this to your child's record. You will also be provided with a copy of this on request.

If we feel that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register. We will then discuss the specific support we and our external agencies may be able to offer.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will adapt their teaching strategies to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled. This is typically monitored for 6-10 weeks and is often referred to as Quality First Teaching.

[Staffordshire Connects - Quality First Teaching](#)

If the student is still struggling to make the expected progress, the teacher will refer the student to the SEND team. Our initial investigations may include a discussion with your child and some informal observations. We will contact you to discuss the possibility that your child has SEND and any outcomes from initial investigations.

A member of the inclusion team may observe the student in the classroom and in unstructured areas (such as the playground, canteen) to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

A member of our team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician providing the family consents to this. This would typically be once all other in school support options are exhausted.

Monitoring of a student may take place over a period of weeks, in line with the graduated approach which reflects best practice outlines in the [SEND Code of Practice](#).

On reviewing this information, the SENDCO will decide whether your child requires SEND support. You will be told the outcome of the decision in writing.

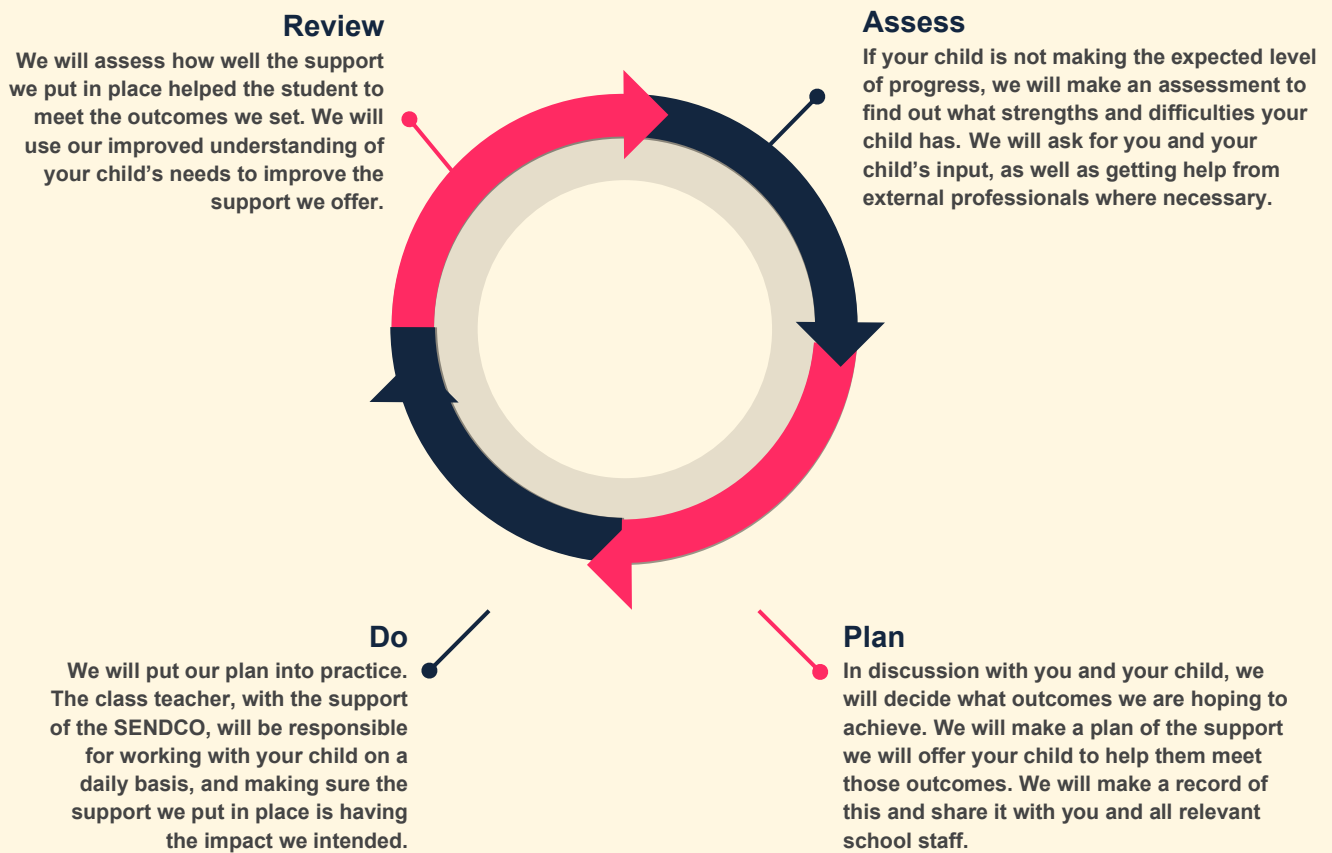
If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.



5. How will the school measure my child's progress?

All students will receive reports at key points in the academic year highlighting their progress and attitude to their learning. This helps to inform our monitoring of a student's progress. For students with an identified need, we will follow the 'graduated approach' to meeting their needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with students, we will assess them before the intervention begins. An intervention could be as simple as colour coding a timetable through to weekly sessions or reviewing



Rugeley John Taylor School

handwriting, based on the identified need. The initial assessment is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track students' progress towards the outcomes we set over time and if necessary, adapt the support as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.



6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress. You will receive progress reports and be invited to meet with our class teachers annually through 'parents evening'. Students with an EHCP will meet with our inclusion team and their families annually and targets reviewed. Dependent on the need of your child, we may meet more often and share information with you more regularly. During these times we aim to;

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. How your child is progressing at home is also useful to share with our team, so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy on request.

If you have concerns that arise between these meetings, please contact your child's form tutor as highlighted in question 2.



7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of understanding. We recognise that no two students are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a trusted adult / member of staff who can act as a representative during the meeting
- Complete a survey
- Respond to and review their own passport



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful.

These adaptations may include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, larger font, etc.
- Teaching assistants may support students when in lesson or as part of an intervention

We may also be able to provide the following interventions where appropriate for your child:

- Access to a quiet space during breaks
- Meet and Greet
- Access to academic support
- Small group support sessions
- Academic or pastoral coaching
- Reading and Literacy Intervention



➤ Handwriting and Touch-typing support

Exams Access Arrangements

Access Arrangements (AA) are pre-examination adjustments for candidates based on evidence of need and normal way of working. AAs allow candidates with specific special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. It is worth noting that a SEND diagnosis does not automatically guarantee access arrangements for examinations. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make reasonable adjustments. This is overseen by the Joint Council for Qualifications (JCQ) and more information on this can be found here:

[Joint Council for Qualifications](#)

When students are in Year 9, identified students will undertake a screening test and if felt necessary will be further assessed by a specialist teacher. Therefore, appropriate access arrangements would be requested. These may include extra time, a word processor or a reader/computer reader and in some case an Oral Language Modifier (OLM). Prior to Year 9, AA are arranged on an informal basis.

In some circumstances, the school must provide evidence to JCQ to demonstrate the adjustment is needed and it is at the approving bodies discretion as to whether this is necessary and appropriate for the child.



9. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and school visits are available to all our students. As mentioned previously, staff are trained to adapt activities to ensure that no student misses out.

All students are encouraged to go on our school trips, including our residential trips. We liaise closely with the venues and companies to ensure that appropriate provision is in place on arrival to ensure all students can take part. Where appropriate pre-visits are made to ensure suitability of venue and activities, and reasonable adjustments are made to ensure that all students are able to participate.

No student is ever excluded from taking part in these activities due to their SEND or disability. We make all reasonable adjustments to ensure full inclusion. Where a student has expressed a wish not to participate, we work closely with the student and their family to fully explore the reasons behind this decision and ensure that it is not influenced by their SEND



10. How does the school make sure the admissions process is fair for students with SEND or a disability?

Please refer to our admissions and accessibility policies that are available on our website for further information

11. How does the school support students with disabilities?

Please refer to our accessibility policies that are available on our website for further information



12. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development which includes:

- Students with SEND are encouraged to be part of the school community such as being part of a school council, running events, and joining teams and clubs.
- We deliver a RISE curriculum to support students development and understanding in these areas
- Students have access to pastoral support where they can share their concerns, including their form tutor.
- We have a 'zero tolerance' approach to bullying.

For some aspects of a students' mental health and emotional and social development, it may be more appropriate for pastoral staff to lead on the interventions provided based on the expertise and knowledge within the team.



13. What support will be available for my child as they transition between settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. If your child is joining our school, a support package will be put in place by our staff tailored to their individual need. This could include a buddy system or a staff check during the first week.

Within school

We recognise that transitions between year groups, classes, or key stages within school can be challenging for some students with SEND. To support this, we ensure that key information is shared between staff in advance and that any necessary adjustments are planned and implemented. This may include visual timetables, social stories, or opportunities to meet new staff and explore new environments. Where appropriate, we involve parents and carers in planning these transitions to ensure consistency and reduce anxiety. Our aim is to make all transitions as smooth and positive as possible, ensuring continuity of support and a sense of security for every student.

Between phases (Primary to Secondary)

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents of identified students to discuss how we can best welcome your child into our community. This is very much on an individual basis.

Onto adulthood

We provide all our students with appropriate advice on paths into work or further education. We have a very strong careers team and programme and your child will have access to this early on in their time with us.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We will also support your child in completing their applications if required.



14. What support is in place for children in care and previously looked-after children with SEND?

At Rugeley John Taylor School we have a designated member of staff who liaises with families and agencies of children in care who will work with staff across the school, to make sure that all teachers understand how a child in care or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning. Where appropriate, information is shared with teachers to enable them to adapt their lessons such as through a student passport.

Children who are in care (LAC) or previously looked-after (PLAC) will be supported much in the same way as any other student who has SEND. However, children in care will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



15. What should I do if I have a complaint about my child's SEND support?

We are proud of our positive relationships we build with our parents and carers. However, if you have concerns about our school's SEND provision, you should first raise your concerns informally with your child's form tutor and SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, families are welcome to submit their complaint formally.

Formal complaints about SEND provision will be handled in line with the school's complaints policy available via the 'Policies' section on the school website

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#)



16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Staffordshire's local offer;

[Staffordshire Connects](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is accessible here:

[SEND IASS – Staffordshire Family Partnership](#)

Parent /carers can contact the Health Visiting and School Nursing services directly, or referrals can be made through school.

[Health Visiting and School Nursing services](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



17. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a student needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a student's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a students' disability
- **SENCO / SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages