Sir John Hunt

Sir John Hunt Community Sports College
SEN Information Report

Sir John Hunt Community Sports College is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Policy Title	SEN Information Report	
Category	School template or model	
Responsible Officer for the model	Director(s) of Education	
Approved on	01 October 2025	
Minor technical or operational updates made	Name	Date
Review Cycle and next approval date	Annual October 2026	
Monitoring arrangements	This policy will be reviewed annually, or sooner if required by statutory guidance updates. The school version of this model and its implementation is the responsibility of, and will be reviewed annually by, the Headteacher.	
Associated Policies *Internal Policy Library* *Published GLT Policies* *For school policies please visit the school website*	• GLT Equalities Policy • GLT SEND Policy	
This Policy is based on or takes into account the following legislation and guidance		

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Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Governance Colleague means a Trustee or Community Governance Committee (CGC) member.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- **This is a School Template or Model.** School Models and Templates are approved by the Board of Trustees and must be used across all schools in the Trust. Headteachers use these to create specific documents for their schools where details are highly specific to the school's physical environment or local setup

Introduction and Policy Statement

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Add Job Title*

Important contacts:

SENCO:
Rebecca Nicholas b.nicholas@sjhcsc.co.uk

Headteacher:
Julie Bevan j.bevan@sjhcsc.co.uk

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Hannah Sharpe (Assistant SENCO) in the first instance. Please contact them on h.sharpe@sjhcsc.co.uk

Local Offer (Plymouth):
https://www.plymouthonlinedirectory.com/plymouthlocalofferhome

School Context

Sir John Hunt Community College is an inclusive mainstream secondary college for students aged 11–18. We support a broad range of needs across the four SEND categories: cognition and learning; communication and interaction; social, emotional and mental health; and sensory and/or physical needs. We provide support for students with needs including autism, ADHD, dyslexia, dyspraxia, speech, language and communication needs, sensory impairments, physical disabilities, epilepsy and moderate or multiple learning difficulties. Our largest areas of need are communication and interaction and SEMH. Support is delivered through a graduated approach, beginning with high-quality classroom teaching and progressing to targeted and specialist intervention where required. We have dedicated spaces for emotional regulation, communication groups, literacy and numeracy support and specialist interventions.

Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all students have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our ordinarily available provision, all teaching staff receive professional development to build whole-class approaches that support students with a range of learning needs with adaptive teaching as a main feature. Teaching is guided by our Principles of Teaching. Teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the students to reference during the lesson to reduce any barriers students face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All students on the SEN register have a student passport known as a Ticket to Learn (T2L) detailing the strategies to prioritise for particular students with special educational needs. All staff are required to know which students in their class(es) have a student passport and to actively engage in the information so that all staff know which students to prioritise for support.

Identifying pupils with SEN and assessing their needs

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

(SEN Code of Practice, 2015) A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. A disability that requires special educational provision is a disability that prevents or hinders the student from accessing the educational provision generally provided for others of the same age.

Not all students with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all students with a disability. Parents/carers are informed when students are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the student and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many students with special educational needs will therefore be identified through the transition and induction process. Identification begins before students join the college. We work with feeder primaries, attend transition meetings and gather existing plans and assessments. Students with EHCPs or identified needs may receive enhanced transition. On entry, we assess each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for any student scoring below a standardised score of 90 in their reading assessment. We also consider attendance, behaviour and safeguarding data.

Teachers regularly review progress and may identify concerns where progress is significantly slower than peers, gaps widen, or emotional/behavioural needs emerge. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s)/form tutor so that appropriate observations and assessments can be undertaken.

Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the students in their class(es). We support all children, including those with SEND by using high quality teaching strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as Autism and ADHD.

Teachers are made aware of students' strengths, needs and appropriate adaptations and adjustments via the Ticket to Learn. The T2L guides teachers to know which strategies to prioritise for each student and/or which adaptations or adjustments are required to ensure the student can access the learning. Student passports are reviewed termly by the SEND team in partnership with the student. The student passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

Adaptations to the curriculum for pupils with SEN

At Sir John Hunt we prioritise set classes and grouping for the majority of the college day. The focus on high challenge, high support through the high-quality inclusive teaching means that students are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, students can have access to a laptop or a reader pen. Students receive intervention support so that students accessing the laptop have the skills to use it effectively and efficiently. All adaptations are based on individual need, communicated through T2Ls and reviewed regularly.

Targeted interventions

Targeted interventions support specific learning or social/emotional needs. These include examples such as:

Communication & Interaction - Social communication groups, turn-taking skills, body-language understanding, friendship skills. These are offered to students who may have communication and interaction needs identified in an EHCP or who may have a struggle with this socially.

SEMH - Decider Skills, mentoring, anxiety & anger management, resilience groups, exam stress support. These are offered to students as required based on a flexible model to facilitate support as it is deemed necessary.

Literacy & Learning - Direct Instruction reading programmes, guided reading, handwriting groups, comprehension programmes and phonics is delivered to students who are identified as having a literacy need based on relevant data.

All targeted interventions follow a structured cycle. Each has a baseline assessment, intended outcome and review point. Interventions are reviewed every 6–8 weeks by the SENCO/Assistant SENCO and Lead SEND staff who are delivering the intervention. A summary of progress is shared with teachers so that learning can be reinforced in lessons and the T2L is updated as necessary with any specific strategies required

Specialist interventions

At Sir John Hunt, we work in partnership with a range of external agencies and they will support with the planning and delivery of specialist interventions as appropriate. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support. Where appropriate, teachers are made aware of the focus of any intervention so that they can support students to generalise the skills learnt back to the classroom. Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in college. Our focus when seeking specialist advice is to build opportunities to tailor the students' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a T2L or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the college's graduated approach.

Adaptations to the learning environment

The college offers accessible routes with ramps and lift access, a low-stimulus space in the HUB and designated rooms for interventions, regulation and triage. Use of these spaces is planned, timetabled and personalised based on need.

Adapted curriculum pathways

All children in our college access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all students. All assessment points across the college include students with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all students, including students with special educational needs, and making adjustments to systems and practices to positively impact all students, including students with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review students' progress. Assessment and review is therefore built into whole-college processes.

Assessment is built into whole-college systems, with three formal data collection points per year. Curriculum Leaders, Raising Standards Leaders, pastoral staff and the SENCO analyse progress for all students, including those with SEND. Students who require further discussion are reviewed at Student Referral Panel meetings, where actions and adjustments are agreed. Targeted and specialist provision is reviewed every 6–8 weeks, with outcomes recorded and used to update T2Ls. Students with EHCPs receive statutory annual reviews, and interim reviews are held if needed. Some students on personalised pathways use additional assessment tools agreed with families and external specialists.

Consulting and involving pupils and parents

All parents of students with special educational needs are encouraged to attend and participate in all activities for parents and families. We encourage engagement from parents within our T2L review process, parents are encouraged to attend parents review events when SEND staff are available specifically for students and parents with SEND, we also actively encourage engagement with multi-agency meetings and maintain regular communication as much as possible. We offer coffee mornings for parents of SEND students to drop in for support and advice as required. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

Supporting pupils moving between phases / transition

Transition support includes liaison and discussions with primary college to plan and support enhanced Year 6–7 visits as appropriate. We will support with additional induction for students with identified needs as required and attend all In-year induction meetings if a SEND need has been identified. Activities such as additional small group sessions, 1:1 tours and visits and bespoke meetings and visits are offered on a needs led basis.

Preparation for adulthood

Students with special educational needs receive enhanced careers support. Visits to post-16 colleges as well as access to careers events are arranged to support students with SEND to make informed choices and prepare them for the transition into their next placement.

Training for staff

Our SENCO is an experienced teacher who has completed her SENCO qualification. The college prioritises time for the SENCO to be able to work alongside other staff in the college to build expertise in the classroom, via Learning Walks, delivering staff CPD and sitting on SLT impacting on strategic overview of the college. There is also a team of Learning Support Assistants who receive regular training from external agencies including CAMHS and MAST, with the key focus on building students' independence and resilience, whilst expanding knowledge and understanding of complex SEND needs.

Some staff also receive additional training in a particular specialism, such as Emotional Literacy Support, Emotional Logic and Lego therapy. We commission additional support from the Multi Agency Support Team (MAST) who are able to deliver training for the SEND team from Educational Psychologists, Family Support Workers and Counsellors alongside CAMHS and MHST.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student questionnaires
- Monitoring by the SENCO/ Assistant SENCO
- Holding annual reviews for students with statements of SEN or EHC plans
- Student and parent voice

Findings inform the College Improvement Plan and development of the graduated approach.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and college visits are available to all our students, including our lunch-and after-college clubs. All students are encouraged to go on all of our engagement trips, including residential trips. All students are encouraged to take part in all aspects of college life including sports day. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which students are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum

- Access to calm lunchtime clubs
- Support for families through our Attendance and Pastoral teams
- Access to a family support worker via our commissioning work with MAST.
- Support for families via our extensive Mental Health support networks which can be found on our college website eg CAMHS, MHST, Counsellor, KOOTH, The Zone, Young Devon, Livewell Children Mental Health. We offer weekly drop in visits from these teams which can be accessed through our Mental Health Lead.

The support provided will be informed by the student's specific needs and will be provided in agreement with the student. All students with special educational needs are encouraged to be part of the College Council as well as to take part in any and all extracurricular activities. There is a zero-tolerance approach to bullying.

Pupils with disabilities

We welcome students with disabilities and make reasonable adjustments to ensure equitable access. Adaptations may include specialist seating, mobility support, accessible routes and differentiated resources. Our Accessibility Plan sets out ongoing actions to improve access to the curriculum, environment and information.

Please visit our school policies and documents page here to view our accessibility plan.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Plymouth Information, Advice and Support for SEND (PIAS)
Website: https://www.plymouthias.org.uk
Email: pias@plymouth.gov.uk

Further services (Educational Psychology, CAMHS, advisory teams and voluntary organisations) can be found via the Plymouth Local Offer:
https://www.plymouthonlinedirectory.com/plymouthlocalofferhome