

Excalibur Academies Trust (EAT) - John O Gaunt School (JOG)

Special Educational Needs and Disabilities (SEND) Information Record – updated September 2018 for JOG

The Ethos of Excalibur Academies Trust is one which values the individuality of every student. To this end, the staff and Governors are committed to a SEND policy which seeks to meet the individual needs of each student, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life. Each student is helped to achieve a feeling of success in some aspect of school life and every effort is made to instil a sense of pride in self and work.

The Academy Trust recognises that SEND students range across the spectrum and Able, Gifted and Talented students, as well as those requiring support to access the curriculum, also have special educational needs. See SEND Policy and AGT Policy.

We recognise that many of the learning difficulties of students are temporary and can be overcome, so students with special educational needs are given the opportunity to benefit as fully as possible from a challenging education in a positive, inclusive environment.

This information record is adapted to reflect the JOG position as a West Berkshire school.

<p>How does each EAT academy know if my child needs extra help?</p>	<p>Children with every type of need are supported in our academies and we make our best efforts to ensure that every child or young person makes good progress and is well prepared for the next stage in their education. As soon as we know they are attending JOG we start finding out more about them, so we can plan for their needs and ensure that they settle into school happily and make good progress. This is an important component of transition and JOG will attend the annual reviews of Year 6 students who are intending to join JOG in year 7 as well as arrange transition and extra familiarisation visits. Whilst on roll in our academies, we identify needs by:</p> <ul style="list-style-type: none"> • Listening to our children and young people • Acting on concerns raised by Teachers/TAs/Parents • Carrying out assessments, reviewing marking and giving feedback (DIRT at JOG); checking Flight Paths/Progress measures • Raising concerns which are discussed at parent meetings • Testing/screening to check criteria for support • Applying a graduated response – assess, plan, do, review • Contacting other external agencies when necessary e.g. the Educational Psychologist
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Contact your child's subject teacher/tutor or Progress Leader in the first instance who will then co-ordinate with the SENDCo/Director of Additional Educational Needs (AEN) to arrange a meeting to discuss concerns and plan a way forward. Alternatively contact the SEN manager or SENDCo directly: sffoulkes@johnogaunt.excalibur.org.uk and/or skirwan@johnogaunt.excalibur.org.uk</p>

<p>How will I know how EAT supports my child? How will I know how my child is doing? How will I be involved in discussions about and planning for my child's education?</p>	<p>We try to work closely with all our parents to ensure that all children are happy and make progress. Working in partnership with parents of children with Additional SEND is even more important so we:</p> <ul style="list-style-type: none"> • Communicate regularly through review meetings/parents' evenings • Have an open-door policy so regular discussions on progress and next steps can be held • Book regular Parents' evenings to feedback on progress and attainment as well as learning issues that may arise • Write an Annual report which outlines attitude to learning, progress made, and attainment compared to national expectations • Hold annual reviews for any child/young person with an EHCP (Early Health Care Plan)
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of all children in their class including where the child accesses support from teaching assistants or specialist staff.</p> <ul style="list-style-type: none"> • Teachers will deliver high quality teaching that is differentiated and personalised so that the individual needs are met. • Teachers will plan lessons to ensure there are no barriers to every pupil achieving. • Specific resources and strategies will used to support every child individually and in groups. • Teachers will use appropriate assessments to set outcomes which are challenging yet achievable. • Teachers will give children choice and control
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home. For example, in our academies we can:</p> <ul style="list-style-type: none"> • Provide information about their child's specific needs • Set up Family learning sessions for phonics, maths, English, numeracy and literacy • Share curriculum information via the school website • Give parents access to resources from school to use at home e.g. laptops with specific programmes, online learning opportunities, website links, reading and phonics packs on entry to school • Give access to individual support to further parents' knowledge and understanding of teaching methods where necessary and appropriate • Give advice on how to support children further at home through our parents' evenings and individual meetings • Ensure Parents receive agency reports which often include support material for home use e.g. reports from the ASD advisory teacher and the Educational Psychologist

<p>What support will there be for my child's overall well-being?</p>	<p>The academy trust promotes a positive behaviour ethos as outlined in our Behaviour for Learning Policy. We also:</p> <ul style="list-style-type: none"> • Teach children strategies to help them socially and emotionally through our creative curriculum and tutor programme • Offer opportunities for children to participate in after school enrichment activities. • Give all children equal opportunities to participate in all activities via pupil premium funding and bursaries. • Offer mentoring by TAs, teachers and Study and Support where appropriate 			
	<p>Communication and interaction</p>	<p>Cognition and learning</p>	<p>Social, mental and emotional health</p>	<p>Sensory and/or physical</p>
<p>What specialist services and expertise are available at or can be accessed by the school?</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Team • Behaviour Support • Education Psychologist • ASD Advisory teacher 	<ul style="list-style-type: none"> • LA CALT team • Teaching assistants • Higher Level Teaching assistants • Educational Psychologist 	<ul style="list-style-type: none"> • Educational Psychologist • Counsellor • CAMHS • School nurse • Social Care • ELSA 	<ul style="list-style-type: none"> • Visual Impairment services • Hearing Impairment Services • Mobility Support • Occupational Therapist • Physical Therapist
<p>What training have the staff supporting children and young people with SEND had? (Or what are they having?)</p>	<ul style="list-style-type: none"> • Higher Level Teaching Assistant • Bereavement Training • Reading Wise Training • National Award in SEN 	<ul style="list-style-type: none"> • Reading Wise • National Award in SEN • Level 3 supporting students • Dyslexia Friendly teaching 	<ul style="list-style-type: none"> • SEAL • Boxall Profile • Team Teach Physical Restraint • Anxiety and Mental Health • ELSA • De-escalation strategies • National Award in SEN 	<ul style="list-style-type: none"> • National Award in SEN
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Activities and school trips are available to all. Risk assessments and procedures are in place to enable all children to participate in school activities and events. If it is deemed that a child needs one to one support, then resources and appropriate provision will be allocated.</p>			
<p>How accessible is the school environment?</p>	<p>EAT has a disability and equality policy and an accessibility plan in each academy – the physical environment varies, and it is advised that parents discuss with the SENDCo the needs for their child within the school.</p>			

<p>How will the school prepare and support my child when joining an EAT School or transferring to a new school or post-16 provision?</p>	<p>Before any child moves to any of our schools we try and find out as much about them as possible to help them settle in quickly. We have close links with our feeder pre-schools in the case of Primary academies, and with our feeder primaries in the case of John O Gaunt.</p> <p>All our new children have the opportunity to come and visit the school and spend a short time in their new class/tutor group so they know the expectations, they can be allocated a buddy/mentor and we make sure they understand the procedures and school routines.</p> <p>Once we know a child has Additional SEN we will meet with parents to decide on the desired outcomes we will all be working towards and develop a plan to support each child to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a transition plan to help a child settle into the school easily and happily.</p> <p>If appropriate a one-page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on and provide teaching and learning strategies bespoke to need.</p> <p>Whenever a child moves to another school we always pass on the school records to the new school.</p> <p>If a child has Additional SEND we also:</p> <ul style="list-style-type: none"> • Pass on Additional SEND records to the new school including Support Plans/EHCP documents or Statutory My Plans and one page profiles • Liaise with the SENDCo/headteacher of the new school to clarify any information necessary • If needed, we can include ways to support a child to have a settled move to a new school or do transition work in preparation for the move; maps or photographs of the new school or working on a new one page profile • Both settings are invited to transition reviews of a child with an EHCP and a transition plan is established as part of this meeting
<p>How are each academy's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>All academy trust schools have a delegated budget for children with Additional SEND and this is used for providing effective provision for individual children. The SENDCo will work to allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during review meetings and modified to ensure the effective support is maintained to maximise the learning and progress for individuals.</p> <p>The Director of AEN/SENDCo will apply for additional funding to support children with complex needs through statutory assessment or the annual EHCP meetings.</p> <p>Tracking progress on a regular basis will ensure the provision matches the need.</p>
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's educational needs please contact:</p> <p>Mrs Sarah Cardy – Director of Additional Special Educational Needs for Excalibur Academies Trust - scardy@stjohns.excalibur.org.uk; 01672 519575 / 518899</p> <p>Mrs Wendy Chadwick - Primary SENDCo for Easton Royal Academy, Burbage Primary School and Excalibur Academies Trust - wchadwick@stjohns.excalibur.org.uk; 01672 810 477 or 01672 810452</p> <p>Mrs Sharon Kirwan - SENDCo for John O'Gaunt School skirwan@johnogaunt.excalibur.org.uk; 01488 682400</p>