

The School SEND Information Report for John O Gaunt School

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENDCo

The SENDCo is Lorraine Tovey Cooke

The SENDCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Provide training for teaching and support staff

1.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school.

1.3 The Principal: Richard Hawthorne

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

2. SEND information

2.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

2.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on the previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil is recorded as having SEND. 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 the wishes of the pupil and their parents. 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.

2.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when ascertaining if they need additional support above and beyond usual practice. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty,
- We take into account the parents' concerns,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and shared with their parents and any other professionals involved.

We will formally notify parents when it is decided that a pupil will receive SEND support.

2.4 Assessing and reviewing pupils' progress towards outcomes

We 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 to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil,
- Their previous progress, attainment or behaviour,
- The individual's development in comparison to their peers and national data,
- The views and experience of parents,
- The pupil's own views,
- Advice from external support services, when relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases and preparing for adulthood

For those students joining us from Primary settings we will have a thorough transition process to ensure they settle into John O Gaunt easily and happily. This will include:

- Visiting the students in their primary schools, talking to them and their current teachers and addressing any concerns they may have,
- All new pupils then have the opportunity to visit John O Gaunt School, have a tour and gain an insight into what life at John O Gaunt will be like,
- Children who have been identified as having additional needs will also be offered further transition visits with their parents so we can discuss how we might meet their individual needs,
- Support materials such as maps, photographs and social stories are provided,
- Passports are set up prior to the beginning of the academic year outlining the students' needs and how they can best be met. These are then shared with the teaching and support staff during the first Inset Day of the year, to ensure they have in depth knowledge of the students before meeting them.
- Training is provided by the SENDCo to share best practice to support SEND students.

For those students who leave us to move to another school, we always pass on the school records to the new school. If a child is a SEND student we also:

- Pass on additional SEND records to the new school including passports and/or Education Health and Care Plans,
- Liaise with the SENDCo of the new school to share information,
- If needed, we can carry out transition work in preparation for move such as maps or photographs of the new school and/or social stories,
- Both settings are invited to transition reviews of a child with an EHC plan and a transition plan is established as part of this meeting.

Those students with additional needs who leave us to go onto college, 6th form or apprenticeships will also be offered a transition plan which may include

- Preparing and practicing the journey,
- Visiting the setting and meeting with the SENDCo and staff to share information.

All paperwork is then transferred on request.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This is then adapted for individual pupils.

Teaching assistants work in class alongside the teachers to support students as needed.

We will also provide the following interventions to develop skills:

	Nessy-spelling	Precision teaching-spelling	Star Reader	Literacy skills	Precision maths	Maths booster	Numeracy Rainbow	COPE/BEAMs	Study skills	Social skills/ELSA	Homework club
KS3											
Y7	Yellow	Yellow	Yellow	Yellow	Yellow	White	White	White	White	Yellow	Yellow
Y8	Orange	Orange	Orange	Orange	Orange	White	Orange	White	White	Orange	Orange
Y9	White	White	White	Green	White	Green	Green	White	Green	Green	Green
KS4											
Y10	White	White	White	Blue	White	Blue	White	Blue	Blue	White	Blue
Y11	White	White	White	Purple	White	Purple	White	Purple	Purple	White	Purple

2.7 Adaptations to the curriculum and learning environment

Our aim is to ensure all students are able to access the learning in class alongside their peers. In order to do so, some adaptations have to be made to ensure all students can access the learning. For example:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson, etc.
- Providing resources and staffing to scaffold and support the learning,
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of the Incredible Five Point Scale to help students self-regulate,
- Use of green cards which allow students time out of lessons to reset when needed.

2.8 Additional support for learning

We have four experienced teaching assistants and a SEND manager who are trained to deliver intervention programmes outlined above.

A named pupil teaching assistant may be in place for those students with an EHCP who are unable to manage the school day independently.

Teaching assistants will support pupils within the classroom to scaffold the learning and to ensure they stay on task.

Small groups may also work together with the support of a teaching assistant to pre-learn topic specific vocabulary prior to lessons to prepare them and aid understanding.

Post learning may also take place to consolidate the learning after the lesson.

We can access further support and guidance from the following agencies to provide additional support for pupils with SEND:

Cognition and Learning	Communication and interaction	Social, mental and emotional Health	Sensory and/or physical health
LA SEND support team Cognition and Learning Team Dyslexia Association Paediatrician	Speech and Language Therapy Team ASD advisory teacher Educational Psychologist Paediatrician	Educational Psychologist Time to Talk counsellors CAMHS Mental Health Support Team Emotional Health Triage School nurse	Visual Impairment services Hearing Impairment Services Mobility Support Occupational Therapist Physiotherapist Riding for Disabled Paediatrician

2.9 Expertise and training of staff

Our SENDCO has 20 years' experience as a teacher and 8 years' experience as a SENDCO in both primary and secondary phases. She has worked at John O Gaunt School since September 2020, is also the SENDCO at Lambourn Primary and works in a supporting role for SENDCOs across Excalibur Trust.

She is allocated 3 days each week to manage SEND provision at John O Gaunt.

Our department includes a team of 4 teaching assistants, a named pupil teaching assistant and a SEND manager who all work to support both in class and in Study and Support.

In the academic year 2021-2022 we will be training staff in Precision Teaching, ELSA and STRAW writing programme. The whole school teaching and support staff recently had training in supporting students with Autism and an introduction to the Incredible Five Point Scale. Training sessions are provided by the SENDCO, Excalibur Trust and West Berkshire SEND Team.

2.10 Securing equipment and facilities

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 and SEND manager will work to allocate resources and deploy members of staff according to need. The resources will be evaluated during review meetings and modified to ensure effective support is maintained to maximise the learning and progress for individuals. The SENDCO will apply for additional funding to support children with complex needs through statutory assessment or the annual review meeting. Tracking progress on a regular basis will ensure the provision matches the need.

2.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term,
- Reviewing the impact of interventions each term,
- Using pupil questionnaires,
- Observing and monitoring by the SENDCO,
- Discussions with teaching staff,
- Using provision maps to measure progress,
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in extracurricular activities such as sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND. Potential adaptations may be made, such as:

- Accessible transport,
- Liaising with venues to ensure they have an accessibility plan that works for our pupils,
- Ensuring all after school clubs are accessible to everyone.
- Students may be accompanied by a Teaching Assistant if they struggle to cope in a new environment.

2.13 Support for improving emotional and social development

At John O Gaunt School our priority is to support the wellbeing of our students.

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

- All pupils have the opportunity to be part of the school council,
- All pupils have the opportunity to attend after school clubs in sports and the performing arts where teamwork and friendship building are promoted,
- We have a zero-tolerance approach to bullying,
- Intervention programmes are in place for those students who have communication and interaction difficulties,
- We work closely with several outside agencies who provide counselling and emotional support.

2.14 Working with other agencies

We work closely with external agencies to ensure we are providing the best possible provision for our SEND students and support for their families.

- The SENDCo and SEND manager refer students for whom we seek support and guidance from external agencies,
- We refer to agencies who carry out assessments to form pupil profiles,
- We also refer students to CAMHs for ASD and ADHD diagnosis,
- We will source provision provided by national and local charities when needed,
- We will seek funding from the Therapeutic Thinking Team when possible.

2.15 Contact details for raising concerns

Please contact the school office on [01488 682400](tel:01488682400) if you have concerns about your child and they will put you in touch with the appropriate member of staff.

2.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance and then to the Vice Principal if the issue is not resolved. Failing a resolution, parents can refer complaints to the Head of School and/or use 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.

It is recommended that parents contact SENDIAS who can provide independent support and advice.

2.17 The local authority offer

For detailed information of what SEND students and their families can access locally please see West Berkshire's local offer at: www.westberks.gov.uk/kb5/westberkshire/directory/localoffer

3. Monitoring arrangements

This information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

4. Links with other policies and documents

This policy links to our policies on:

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives