

SEN Information Report: The John of Gaunt School: updated June 2016

The SEN Information Report is to be read in conjunction with the SEN Policy

Type of school:	Academy
What types of SEN are provided for:	<p>We support students in all four areas of SEN:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • sensory and/or physical needs

General Information about the school

	Staff	Summary of responsibility
Who are the best people to talk to in the school about my child's difficulties with learning?	<p>Mrs Susan Whitehead-Whiting (Interim SENCO)</p> <p>Ms Claire Amor – SEN Teacher Leader of the Nuture Groups</p> <p>Miss Vicky Marshall – SEN Teacher Specialist in ADHD</p> <p>Mrs Linda Miller – SEN Teacher Specialist in ASD</p> <p>Mrs Emma Smith – Senior TA Mrs Lyn Smith – Senior TA</p>	<p>The SENCO is responsible for coordinating all the support for children with special educational needs (SEN) and developing the school's SEN policy to ensure all children get a consistent high quality response to meeting their needs in school.</p> <p>The SENCO ensures that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning. • Kept informed about the support your child is receiving. • Involved in reviewing how they are doing. • Part of planning ahead for them.

	<p>Mrs Helen Kerr, Assistant Headteacher</p> <p>Mr Mike Gunston, Headteacher</p> <p>Tutors/Subject Teachers/ Heads of House</p> <p>Mrs Rachel Martin & Miss Louise Hamilton, SEN Governors</p>	<p>The SENCo also liaises with the other people who may be involved with supporting your child's learning e.g. the Speech and Language Therapist.</p> <p>The SENCo and her team ensure that the SEN register is updated and the provision map (a system for recording the needs of all the students in the school and the provision and support that is in place for them).</p> <p>The SENCo and her team are also responsible for providing advice and guidance to teaching and support staff so they can help your child to make the best possible progress.</p> <p>Line manages the Individual Learning Department. Responsible for the achievement of all Vulnerable Learners including those with SEN and Pupil Premium.</p> <p>The day to day management of all aspects of the school.</p> <p>They check on the progress of your child and identify whether there are any areas of concern. They use the information provided by ILD when planning your child's lessons. Ensure that the SEN policy is implemented in their classroom</p> <p>The SEN Governor ensure that issues relating to SEN are brought to the attention of the full governing body.</p>
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What percentage of the school has SEN needs?	2015-16 Year 7 – 21% Year 8 – 16% Year 9 – 23% Year 10 – 21% Year 11 – 21%
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How can my child get help in school?

Students at the John of Gaunt School get support that is specific to their individual needs. This may be provided by the class teacher in the classroom or:

- Other staff in the school, including Teaching Assistants
- Local Authority staff, eg. Teachers for the Visually Impaired
- Staff from outside agencies such as the Speech and Language therapy service

	Type of support offered	What does this mean for your child?	Who can get this kind of support?
What different types of support are available for children with SEN in this school?	Class teacher input via excellent differentiated classroom teaching also known as quality first teaching.	All teachers have the highest possible expectations for your child and all the students in their class. Teaching is based on building on what your child already knows, can do and understand. Putting in place different ways of teaching so that your child is fully involved in the learning in the classroom. This may involve more practical ways of working. Teachers will put in place specific strategies, suggested and monitored by the SENCO, or outside agencies, to support your child to learn.	All students at The John of Gaunt School

	<p>Specific group work with a smaller group of students. This group will be run by a specialist teacher or TA, who has had training in delivering specific programmes.</p> <p>In class TA Support</p> <p>Support from External Services. This could include support from the Speech and Language Service, the Specialist SEN Service, the Educational Psychology Service, as well as other settings such as Rowdeford and Lark Rise Farm.</p>	<p>Based on information from primary school at transition or from your child's subject teachers your child has been identified as having gaps in their understanding / learning and needs extra support to make more progress</p> <p>Many classes at The John of Gaunt School are supported by a highly trained team of TAs. TAs work closely with class teachers to support students to access the mainstream curriculum. This may involve practical assistance, working with small groups of students within a class, as well as prompting and encouraging students. Many other strategies are utilised and will depend of the needs of the students in particular subjects.</p> <p>External professionals can be invited in to complete a more detailed and through assessment of your child's needs. They will provide the school with advice and strategies and, in most cases, will make follow up visits to monitor the student's progress.</p>	<p>Any student who has specific gaps in their understanding e.g literacy difficulties.</p> <p>Students whose reading and or spelling age is under 10 years will receive intervention during year 7.</p> <p>Groups are also run for students with ASD; social and communication needs; speech and language needs and those with difficulties with numeracy.</p> <p>Students who have been identified as having SEN.</p> <p>Students who are identified as having SEN and who have failed to make satisfactory progress despite excellent differentiated classroom teaching and in school support. Decisions about what support to access are made on a case by case basis and in consultation with parents and carers. For a very small minority of children who still fail to make any progress, despite external agency involvement, it may be</p>
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			appropriate to seek an assessment for an Educational, Health and Care Plan. The SENCO will discuss this in detail with parents if it is thought necessary.
How does the school know if my child needs extra help and what should I do if I think my child might have SEN?	The SENCo receives all the transition information for students who were on the SEN register at primary school. Reading, spelling and Cognitive Ability Tests are also completed with all students by the end of their first term with us.	The results from the testing will allow us to identify any students who may require additional support with us.	All students are tested on entry to the school. Parents of students who are a concern will be contacted and a plan will be implemented for their support. Should you have any concerns about your child's learning then please contact your child's tutor in the first instance.
How will I know how my child is doing?	Interim reports are issued every term which show what progress students are making towards their targets grades. Year 7 students will have two parents' evening: one with their form tutor and one with their subject teachers.	Close monitoring of student progress allows staff to swiftly intervene if any students are causing concerns.	All students. Heads of House closely monitor the progress of students in their House and raise any concerns with the SENCO.
How will the school prepare and support my child to join the school?	School staff visit every primary school which has children transitioning to us. All Year 6 children transitioning to us are offered the chance to attend a taster day in June. Students with specific needs are invited to participate in a special induction programme. Please contact the SENCo, via the school office, if you feel this will apply to your child.	Discussions are held with the Year 6 teachers and all students complete a form about themselves. Students experience a range of practical and academic lessons. They also have the opportunity to meet key staff.	All students All students

How accessible is the school's environment?	<p>The John of Gaunt School is made up of a mixture of old and new buildings. There is ramp access to classrooms on the ground floor.</p> <p>We ensure that all equipment used is accessible to all students, regardless of their needs.</p> <p>Key words and literacy resources are used across the school to support learning.</p>		
What social / out of school opportunities are there?	<p>There are a wide range of extracurricular activities offered from sports' teams to ICT clubs. . There is something to suit everyone. All the details about specific clubs and groups are available on our website.</p>		

Curriculum and Learning

How will the curriculum be matched to my child's needs?	<p>All departments have a responsibility to ensure that their curriculum offer meets the needs of all the students in their class.</p> <p>The National Curriculum Inclusion Statement states that, 'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'</p> <p>Please see the individual department information on the school website for more specific information about particular subjects.</p>		
How can I let the school know I am concerned about my child's progress in school?	<p>If you have concerns about your child's progress you should speak to your child's tutor or Head of House initially. If your child is still failing to make progress they may refer your child to the SENCo for further investigation.</p> <p>If you are not still happy that your concerns are being managed and your child is still not making progress you can speak to the Headteacher.</p> <p>If you are still unhappy you can speak to the SEN Governor.</p>		

Training and Resources

<p>How are the settings resources allocated and matched to my child's needs?</p>	<p>At The John of Gaunt School resources are allocated on a purely needs led basis and do not always require a specific diagnosis.</p> <p>TAs are allocated to classes where the SENCO feels they would add the most value to the students' educational experience.</p>
<p>What specialist services are available to my child?</p>	<p>The following services are currently used by The John of Gaunt School:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service • Specialist SEN Support Service – Cognition and Learning, Social Communication and Interaction and Visual and Physical Impairment Service. • From September 2014 County will provide an SEND Leader worker for all students who have Statements or EHCPs who will co-ordinate the support for your child. • Educational Psychology Services • Child and Adolescent Mental Health Service (CAHMS) <p style="text-align: center;">Off-site Provision</p> <ul style="list-style-type: none"> • Larkrise Farm • Rowdeford Special School <p>These services are accessed by a referral service and these services can only be involved with your child's education if you agree.</p>
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • It is the SENCO's job to support the teachers in planning for students with SEN and to ensure they have the relevant information to do so effectively. • Teachers receive training several times a year on issues relating to SEN. This year staff are initially receiving training on using TAs and differentiation.
<p>What can I do if I am unhappy with the training or expertise available to my child?</p>	<p>If you have any concerns you should speak to your child's tutor or Head of House initially. They may refer your concerns to the SENCO.</p> <p>If you are not still happy that your concerns are being managed and you are still unhappy you can speak to the Headteacher.</p> <p>If you are still unhappy you can speak to the SEN Governor.</p>
<p>What support do we have for you as a parent of a child with SEN?</p>	<p>We would like you to talk to your child's teachers, tutor and Head of House regularly so we know what they are doing at home and you know what they are doing at school. This is why we strongly encourage parents to attend Parents' Evenings. We will be organising additional times during the year when you will be able to meet with school staff if your child has been identified as having SEN.</p>

	<p>The SENCO, Heads of House and Pastoral Support Managers are available to meet with you at any time throughout the year to discuss any concerns you may have.</p> <p>Homework is differentiated and adjusted to meet the needs of your child.</p>
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<p>How are students involved in their education?</p>	<p>Students with Statements of Special Educational Needs are always encouraged to participate in their annual reviews and their views are always requested and listened to.</p> <p>Student voice is regularly carried out by ILD staff with all SEN students to gather student views on their interventions and their mainstream lessons.</p>
<p>How are students supported with preparing for adulthood?</p>	<p>All students with a Statement or EHCP have an SEND Lead Worker who coordinates all the agencies involved with a child and helps support them on the next stage of their life.</p>