



The John of Gaunt School

- A Community Academy-

'Creating an irresistible climate for achievement'

**The John of Gaunt School SEND Information
Report**

2017-2018

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1. What kinds of Special Educational Need are provided for at The John of Gaunt School?

At The John of Gaunt School we believe that our students' individual needs are a whole school responsibility. All teachers are teachers of students with Special Educational Needs & Disabilities who, supported by the Individual Learning Department, make a valuable contribution to successful inclusion for all.

The John of Gaunt School is an inclusive mainstream environment which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

- ❖ Communication and Interaction needs
- ❖ Cognition and Learning needs
- ❖ Social, Emotional and Mental Health needs
- ❖ Physical, sensory and medical needs

2. How does the school identify students who need support?

Our systems for identifying students who need support begins before students join us in year 7 and continues throughout students' time at school.

Prior to joining The John of Gaunt School

We liaise closely with the local primary schools in an effort to identify students who may require extra support when they join us in year 7. We run extra transition mornings for students identified by the primary schools so that we are able to get to know students earlier and start considering the type of support we may offer. We visit primary schools and, when invited, we attend Annual Review meetings for students who are intending to join our school.

Upon joining The John of Gaunt School

In the initial weeks of year 7, we carry out screening tests for reading and spelling for all year 7 students. This highlights to us the students who need support in these areas and then parents/carers are contacted and informed about the type of support that will be put into place. In addition, we use Cognitive Ability Tests to help provide a fuller picture of the learning profile of a child.

If a student in any year group joins us part way through the year, we carry out these same initial screening tests to assess what support that student may require.

Throughout students' school years

The Individual Learning Department monitors students' academic attainment across the curriculum. We are able to identify underachievement using an online data package and then we can begin to assess whether there are any underlying reasons behind this lack of progress. We will contact parents/carers before we begin this assessment process so that they are aware of our concerns and we will keep them involved at every stage of the process.

3. What should parents/carers do if they think their child needs support?

If parents/carers have concerns about their child and feel that they need support, they can contact the child's teacher (if it is specific to one subject) or the SENCo (ymarshall@jogschool.org). We encourage parents/carers to get in touch with school as early as possible if they have concerns, no matter how little they may seem. Early communication from parents/carers regarding concerns allows us to implement strategies and solve problems as quickly as possible.

4. What provision is available to students with Special Educational Needs at The John of Gaunt School?

We strongly believe that all teachers at The John of Gaunt School are teachers of Special Educational needs and that many students' needs can be met through quality first teaching and differentiation. It is our aim that, where appropriate, all students are included in all areas of the curriculum. The provision that we offer for students at The John of Gaunt School is organised into waves of support. Our wave 1 and 2 provision is designed to go alongside the support that is offered to all students at our school. There will be students whose needs cannot be met by the support offered within waves 1 and 2. In this instance, parents/carers will be involved in consultation with staff at school and if both parties are in agreement, then support at waves 3 or 4 will be put in place for the student concerned.

Details of the support offered in each wave of provision can be found in the appendix to this document.

5. How do we monitor the effectiveness of provision for pupils with Special Educational Needs at The John of Gaunt School?

Class teachers are responsible for the progress of all the students in their classes including those with SEND. Teaching staff meet regularly in their teams with their head of faculty to discuss the progress of all students within their classes. Where students are not making progress in line with their expected targets, staff will implement strategies to support students and/or seek advice from the Individual Learning Department. The SENCo maintains an overview of the academic progress of all students with Special Educational Needs across the school. The SENCo analyses student data after each tracking point to monitor the progress of students with Special Education Needs. The SENCo will then communicate with staff/students/parents/carers as necessary to decide on a course of action to improve progress. The school's Senior Leadership team are also involved in monitoring the progress made by pupils with Special Educational Needs.

The effectiveness of provision for individual students is also monitored at My Support Plan reviews and Annual Review meetings for those students with an EHCP or Statement of Special Educational Needs. At these meetings, the student's progress and the provision they receive is monitored. Any necessary amendments are suggested at these meetings and then implemented afterwards.

6. What training have staff had and/or what training will they be undertaking?

Continued Professional Development plays a key role in developing staff's understanding of Special Educational Needs and the strategies that can be used to support students. Members of the Individual Learning Department run training sessions throughout the year on various types of Special Educational Needs. Staff are also kept updated about students' needs through the newsletter 'Spotlight on SEND'.

The SENCo is currently undertaking the National Award For Special Educational Needs Coordination.

One of the SEN teachers has a Post Graduate Certificate in teaching and Assessing Students with Dyslexia and is an Associate Member of British Dyslexia Association. She also has a Post Graduate Certificate in Special Educational needs. Another of the SEN teachers has a Post Graduate Certificate in Speech and Language Difficulties and has also gained the National Award For Special Educational Needs Coordination.

Teaching Assistants are receiving training from an experienced SENCo on a variety of topics including promoting independent learning of students with Special Educational Needs. Some of the Teaching Assistants have also successfully undertaken the Advanced Professional Teaching Assistant Certificate (APTAC). A number of Teaching Assistants have also received training on Attachment Disorders. We also have a Higher Level Teaching Assistant within the faculty.

7. How are parents/carers involved and consulted about their child's education?

At The John of Gaunt School we welcome communication from parents/carers at any point during the year and we ensure that we maintain regular contact between home and school. There are a number of opportunities during the school year for staff and parents/carers to meet to discuss and get more information about their child's education. These are listed below:

- ❖ Parents information evening (for students joining in year 7)
- ❖ SEN information evening
- ❖ Transition group information evening
- ❖ Open evenings
- ❖ Open days and tours
- ❖ Parents evenings (A member to the Individual Learning Department is present at each of these evenings for different year groups)
- ❖ Year 8 Options evening
- ❖ Post-16 Information evening
- ❖ Annual reviews
- ❖ My Support Plan reviews

Individual meetings with staff can also be arranged.

8. How are students involved and consulted about their education?

It is our belief that students play a crucial role in determining the provision that is needed for them to reach their full potential. We seek to involve students in discussions about their education in a number of ways.

All students with Special Educational needs are supported to complete a One Page Profile which details the ways in which they feel they learn best and that strategies that they think can be used to support them. These One page Profiles are shared with the students' teachers.

Students are expected to attend parents evenings so that they can be part of the conversation about their progress and achievements. Attendance at these meetings allows students to contribute their views about their education.

Prior to Annual Reviews, students are given the opportunity to put forward their views about their education. Students are also invited to attend the review meetings to contribute their thoughts.

Where appropriate, students are invited to attend any meetings held between staff and parents/carers.

9. What specialist services are accessed by the school?

The school accesses services from:

- ❖ Adolescent Support Project
- ❖ Educational Psychology Service
- ❖ Education Welfare Service
- ❖ Specialist SEN service (SSENS)
- ❖ Child and Adolescent Mental Health Service
- ❖ Hearing Impairment and Visual Impairment team
- ❖ Speech and Language therapy
- ❖ Wiltshire Families First
- ❖ Social Care and Multi-Agency Safeguarding Hub
- ❖ Virtual Schools
- ❖ School nursing team
- ❖ Thrive Project

We access these services through the Wiltshire SARF, CAF and My Support Plan process. We ask parents/carers to be involved in these processes to enable us to make referrals to the correct services to support our students. We will consult parents/carers prior to making a referral to these services. These services provide schools, students and their families with support that schools alone cannot provide. There are times that the school will ask for additional advice on how to meet a particular child's needs or for more assessment than we are able to carry out in school. Specialist Services are utilised in more complex cases of SEND.

10. How does the John of Gaunt School support students to improve their emotional and social development?

The primary way in which we support the our students' emotional and social development is through the school's pastoral system. The John of Gaunt School employs a vertical tutoring system with students from years 7-11 in each tutor group. This allows for informal peer mentoring within the tutor group. The tutor is students' first port of call for emotional and

social support. There are also Heads of House and Assistant Heads of House who students can go to for support.

Beyond this, additional support offered includes:

- ❖ Peer Mentoring
- ❖ Adult Mentoring
- ❖ The Student Development Team
- ❖ Counselling (at The Hub)
- ❖ Anger Management
- ❖ Social Communication groups
- ❖ Lunch Club (aimed at students who are socially vulnerable for a variety of reasons)
- ❖ Referrals to CAMHS where appropriate

11. How does The John of Gaunt School support children and young people in moving between phases of education and in preparing for adulthood?

We liaise closely with the local primary schools in an effort to identify students who may require extra support when they join us in year 7. We run extra transition mornings for students identified by the primary schools so that we are able to get to know students earlier and start considering the type of support we may offer. We visit primary schools and, when invited, we attend Annual Review meetings for students who are intending to join our school. The SENCo is available at open evenings to communicate with parents and students in order to enable a smooth transition into secondary school.

The John of Gaunt School has Transition Group classes in years 7 and 8 to support students who have complex SENS needs to bridge the move between primary school and secondary school. The aim of the group is to equip students with the skills they need, in a nurturing environment, to successfully transition into mainstream lessons. For some students, this transition will occur in year 9 when they start their GCSE options subjects, and for other students this may happen before this time if school and parents/carers agree the student is ready to make this transition. In year 9, the students who have been in these transition groups have Study Skills and Life Skills lessons. This aims to prepare students for their next phase of education and their life outside of and beyond school.

In year 8, the Individual Learning Department support students with making their GCSE options choices. The SENCo attends the year 8 options evening and is available to meet with parents/carers to offer them and their child to make the right choices for their future education.

We aim to support students transition into Post 16 education/training in a number of ways. Through our Annual Review and My Support Plan process, we meet with students and their parents/carers to discuss their choices after finishing year 11. As part of this process, we arrange appointments for our students to meet with the careers advisors and members of the Individual Learning Department will support these meetings as necessary. When students are planning to leave John of Gaunt at the end of year 11 and move onto another institution, we will invite the SENCo (or a representative from the SEN team) from that institution to attend. This allows us as a school to ensure that the student's future setting are fully aware of their needs and can ensure the necessary support is put in place. We also consult with any appropriate outside agencies where necessary in order for the necessary provisions to be in place at the next phase of education.

12. Where can parents and carers find out more information about the services provided in Wiltshire for young people with SEND?

As part of the new Code of Practice, local authorities are required to set out their “Local Offer.” Wiltshire’s Local Offer can be found here: <https://www.wiltshirelocaloffer.org.uk/>

Appendix

John of Gaunt School SEND Offer 2016/17 V2 For Review July 2017

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4 Wave 1,2,3 and... (old statement)
Communication and Interaction	<ul style="list-style-type: none"> • Classroom differentiation • In class support • Access to Lunch Club • Exam Access • Arrangements 	Wave 1 plus: <ul style="list-style-type: none"> • Small group work 	Wave 1/ 2 plus: <ul style="list-style-type: none"> • Individual assessment • ASD referral • SaLT referral • EP referral • Access to Lunch Club • Forest school 	EHC Plan
Cognition and Learning	<ul style="list-style-type: none"> • Classroom differentiation • In class support • Homework Club • Exam Access Arrangements • Group literacy screening 	Wave 1 plus: intervention groups: <ul style="list-style-type: none"> • Reading • Comprehension • Spelling 	Wave 12 plus: <ul style="list-style-type: none"> • Basic Literacy • Basic Numeracy • EP Referral • SSENS Team referral 	EHC Plan Transition Group Y7-9
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Tutor monitoring • Tutor Target Card • Seating plan – position in classroom • In class support • Exam Access Arrangements • Peer mentor 	Wave 1 plus: <ul style="list-style-type: none"> • Referral to HoH – HoH Target Card • Anger management • Adult mentor • Referral to Thrive Project 	Wave 1/2 plus: <ul style="list-style-type: none"> • Sessions/alternative provision off site • The Falcon Centre • Skills Centre • Multi Agency Meeting • CAMHS referrals • OSA Referral • Access to Lunch Club • SLT target card • Forest school 	EHC Plan

Sensory and/or Physical	<ul style="list-style-type: none"> • Seating plan – provision in classroom • In class support • Exam Access Arrangements 	Wave 1 plus: <ul style="list-style-type: none"> • Escort • Scribe • Reader • Access to laptop for some tasks • Access to Lunch Club 	Wave 1/2 plus: <ul style="list-style-type: none"> • Specialist equipment • Some alternative provision 	EHC Plan
		With reference to Vision Impairment/Hearing Impairment descriptors – see SENCo		