



## **The School SEND Information Report for St John's, Marlborough**

**This should be considered alongside Excalibur Academies Trust SEND policy which is found on [www.excalibur.org.uk](http://www.excalibur.org.uk)**

### **I. Roles and responsibilities**

#### **I.1 The SENCO**

The SENCO is Mrs Sarah Cardy.

The Assistant SENCO is Mrs Alison Caplat

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

#### **I.2 The SEN governor (Mr George Fox)**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO/Assistant SENCO to determine the strategic development of the SEN policy and provision in the school

#### **I.3 The Principal (Mr Ian Tucker)**

The Principal will:

- Work with the SENCO/Assistant SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN / disability

## **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 SENCO/Assistant SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Making referrals to the SEN Team highlighting concerns and providing initial evidence to support further investigation.

## **2. SEN information**

### **2.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 SEN and assessing their needs**

St John's will assess each pupil's current skills and levels of attainment on entry (baseline assessments), which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who:

- Are significantly slower than that of their peers starting from the same baseline
- Fail to match or better their previous rate of progress
- Fail to close the attainment gap between them and their peers or it is noticeably widening

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 SEN.

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 (solution focused meeting with SENCO/Assistant SENCO) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parental 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 also given to their parents.

We will communicate with parents if/when it is decided that a pupil will receive SEN 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 SENCO/Assistant SENCO/ Senior HLTA will carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous progress and 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, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs (either via a OPP/Emails to teacher of) detailing 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

St John's will contact the previous school/setting the pupil is moving from to collect information to support transition. If appropriate, additional transition visits are arranged both from us to the former school and the new pupil to this school.

All pupils have transition visits as part of our core offer.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

#### 2.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Individual Dyslexia specific programme of study
- Literacy and Numeracy programme – Corrective Reading, Corrective Maths
- Individual Speech and Language programmes
- Individual Social Communication programmes
- Group Homework support
- ELSA
- Mentoring/study skills including 6<sup>th</sup> Form

## **2.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources (e.g. height appropriate work stations) and staffing (specialist training to support where required).
- Using recommended aids: 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, alternative ways of recording information etc.

## **2.8 Additional support for learning**

We have 1 TA manager, 1 HLTA, 1 HLTA in training, 2 full time TAs and 6 part time TAs.

Teaching assistants will support pupils on a 1:1 basis for Speech and Language programmes, dyslexia programmes, supporting our PD pupils in PE, DT, Science and general moving around school as necessary, mentoring.

Higher level teaching assistants will support pupils in small groups when delivering intervention sessions.

We work with the following agencies to provide support for pupils with SEN:

Local Authority HI, VI and PD specialists

Local Authority EP services and SENSS services

Virgin Care Speech Therapy service

CAMHS

Private Educational Psychologists

## **2.9 Expertise and training of staff**

Our SENCO has 8 years' experience in this role and has worked as a primary SENCO and Headteacher prior to this. They have been a local authority Leading Teacher and Leading SENCO and trained as a SLE in SEND.

Our Assistant SENCO has 1 year of experience and has recently completed the NASENCO award.

They are allocated 10 hours a week (SENCO) and 5 hours a week (Assistant SENCO) to manage SEN provision.

We have a team of 11 teaching assistants, including 1 +1 in training higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

## **2.10 Securing equipment and facilities**

We work with the Local Authority specialist teams to secure specialist equipment and services to support our students with Physical Disabilities and Hearing and Visual Impairments.

Where we feel the need for additional support with alternative provision, we work with local providers recommended and approved by the Local Authority; this includes outreach programmes with local Specialist Schools.

## **2.11 Evaluating the effectiveness of SEN provision**

The SEN team will evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each data drop
- Reviewing the impact of interventions each new data drop
- Using pupil questionnaires
- Monitoring by the SENCO/Assistant SENCO/ TA manager
- Holding annual reviews for pupils with EHC plans

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

All extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs, with additional TA support provided if needed.

All pupils are encouraged to go on any of our residential trip(s) like Fieldwork trips, Theatre trips and including those abroad eg Battlefields Trip, Skiing Trip, Water Sports Trip, Classics Trip

All pupils are encouraged to take part in sports day/school plays/career's workshops/ DT days

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All of our pupils with disabilities have access to a number of accessible toilets and changing facilities around school, lifts to ensure access to all four floors. If for any reason a lift is out of action, we quickly re-room lessons where appropriate, to ensure access.

Additional transition visits are arranged for our pupils with disabilities, with relevant Local Authority specialists to ensure we have the correct adapted equipment to support individuals' needs.

Our Accessibility Plan can be found here:

<https://www.stjohns.excalibur.org.uk/about-us/policies-finance/>

## **2.13 Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the school council and any other student voice opportunities
- Our SEN pupils are allocated mentors when they start in Year 7
- We have trained ELSAs and counselling support.
- We have a zero-tolerance approach to bullying.

## **2.14 Working with other agencies**

St John's works closely with Local Authority SEND services to support the needs of our pupils.

Where we feel a pupil is not making progress with targeted support, we will seek further specialist support from a range of services including:

- Speech and Language Therapy Team
- SENSS Team for Social Communication and SENSS Team for Cognition and Learning
- Local Authority Education Psychologists and Private Educational Psychologist services
- Virgin Care Autism Pathway and ADHD referral team
- Local Authority Physical Disabilities Team, Hearing Impairment Team and Visual Impairment Team
- CAMHS
- Therapeutic support from alternative providers (e.g. Greatwood/Herd Thyme/Faux Arts)

## **2.15 Contact details for raising concerns**

Concerns can be raised with Mrs S Cardy SENCo, Mrs A Caplat Assistant SENCo or Mrs H Cardwell SEN Admin using the enquiries email address – [enquiries@stjohns.excalibur.org.uk](mailto:enquiries@stjohns.excalibur.org.uk)

## **2.16 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO/Assistant SENCo in the first instance. If unresolved, they will 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

## **2.17 Contact details of support services for parents of pupils with SEN**

We work closely with the Wiltshire SEND Information, Advice and Support Service (SENDIASS) who provide free, confidential and impartial information, advice and support for parents, carers, children and young people

<https://www.kids.org.uk/wisa>

## **2.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.wiltshire.gov.uk/local-offer>

## **3. Monitoring arrangements**

This information report will be reviewed by Mrs S Cardy SENCO and Mrs A Caplat Assistant SENCo 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 board.

## **4. Links with other policies and documents**

This policy links to our policies on Excalibur SEND policy

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions