



The John of Gaunt School



“Excellence every day”

The John of Gaunt School SEND Information Report

2023-2024

Written by Vicky Marshall (SENCo)

vmarshall@jogschool.org



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 sessions 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.

As part of the year 6 induction programme, we carry out screening tests for reading comprehension for all 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.

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), their tutor or the SENCo (vmarshall@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. 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 agree, 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 Educational 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 SEND Support Plan reviews and Annual Review meetings for those students with an EHCP or a SEND Support Plan. 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 information available on Class Charts and through information shared on the Individual Learning Department's bulletin.

The SENCo has successfully undertaken 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.

Some of the Teaching Assistants have also successfully undertaken the Advanced Professional Teaching Assistant Certificate (APTAC). A number of Teaching Assistants and Teachers have also received training on Attachment Disorders. We also have a Higher Level Teaching Assistant within the faculty. Two TAs have received training to deliver Emotional Literacy interventions. One TA has received training and is qualified to deliver a Forest School programme. One TA is a trained Thrive Practitioner.

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)
- ❖ Open evenings
- ❖ Open days and tours

- ❖ Parents evenings
- ❖ Year 9 Options evening
- ❖ Post-16 Information evening
- ❖ Annual reviews
- ❖ SEND 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.

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:

- ❖ Educational Psychology Service
- ❖ Education Welfare Service
- ❖ Specialist SEN service (SSENS)
- ❖ Child and Adolescent Mental Health Service
- ❖ Hearing Impairment and Visual Impairment team
- ❖ Physical impairment team
- ❖ Social Care and Multi-Agency Safeguarding Hub
- ❖ Virtual Schools
- ❖ School nursing team
- ❖ HCRG Care Group
- ❖ **Speech and Language Therapy Service**

We access these services through the Wiltshire DART, Early Support Assessment (ESA) and SEND Support Plan process. **We also make direct referrals to paediatricians at HCRG Care Group.** 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 our students' emotional and social development is through the school's pastoral system. There are Heads of year and Assistant Heads of year who students can go to for support. As well as this, **each key stage has a designated Pastoral Support Managers who are non-teaching members of staff.**

Beyond this, additional support offered includes:

- ❖ Adult Mentoring
- ❖ The Student Development Team
- ❖ Counselling (at The Hub)
- ❖ Emotional literacy intervention

❖ Thrive intervention

- ❖ 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 sessions 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 SEN 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 to consider 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 10, the students who have been in these transition groups have the option to take Study Skills lessons as one of their GCSE option subjects. This aims to prepare students for their next phase of education and their life outside of and beyond school.

In year 9, the Individual Learning Department supports students with making their GCSE options choices. The SENCo attends the year 9 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 SEND 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.wiltshire.gov.uk/local-offer>

Appendix

John of Gaunt School SEND Offer 2022/23

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4 Wave 1,2,3 and...	Wave 4 +
Communication and Interaction	<ul style="list-style-type: none"> • Classroom differentiation • Access to Lunch Club • Exam Access Arrangements 	Wave 1 plus: <ul style="list-style-type: none"> • Small group work • In class support 	Wave 1/2 plus: <ul style="list-style-type: none"> • Individual assessment • SaLT referral • EP referral • Forest school 	EHC Plan Transition group Y7-8 if academically appropriate	Placement in the school's Communication and Interaction Resource Base. Places within the Resource Base are for students who have an EHCP and for whom the Local Authority has determined that Resource Base provision is required.
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 • Maths 	Wave 1/2 plus: <ul style="list-style-type: none"> • EP Referral • SSENS Team referral 	EHC Plan Transition Group Y7-8	N/A
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Tutor monitoring • Tutor Target Card • Seating plan – position in classroom • Exam Access Arrangements • Access to lunch club 	Wave 1 plus: <ul style="list-style-type: none"> • Referral to HoY – HoY Target Card • In class support • Anger management • Adult mentor • Referral to Thrive worker • Social skills group • ELTA support • Forest school • Thrive intervention 	Wave 1/2 plus: <ul style="list-style-type: none"> • Skills Centre • Multi Agency Meeting • CAMHS referrals • SLT target card 	EHC Plan Access to off site alternative provision	N/A

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