



John Locke Academy

SEN Information Report 2019

John Locke Academy is an inclusive mainstream school. We believe that every child is able to achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEND. Within our school we have children with a wide range of special educational needs, including communication and interaction difficulties, learning difficulties, social and emotional difficulties and sensory and/or physical needs.

How does the school know if my child needs extra help?

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child
- Concerns will be discussed with the pupil and family
- Further assessments / observations may be carried out in school
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals
- The school will put additional support, interventions or resources in place as necessary

What should I do if I think my child may have special educational needs?

If you are concerned about your child's progress or development, you can:

- Talk to the class teacher
- Talk to the Special Educational Needs Co-ordinator (SENCo)
- Talk to your GP or health visitor

Parents know their children best and we will take your concerns seriously. Sometimes what we see in school is different from how your child behaves at home. Please be mindful that some things may be context specific.

If your child has already been identified as having SEN, it is your responsibility to let the school know so that the provision may be put in place.

How will the staff support my child?

The class teacher is responsible for the progress of all children in the class. At times, additional support staff support the progress of pupils with SEN needs in addition to the teacher.

Support is provided in a number of different ways depending on the needs of the child. It might include:

- Differentiated resources or equipment to help children learn
- Additional support in lessons or at lunch and break times
- Extra support to help children access lessons, such as pre-teaching subject vocabulary
- Smaller groups or individual teaching for some areas
- Additional interventions to help with reading, writing, maths, motor skills or social skills
- Extra emotional support or help with behaviour
- A bespoke workstation
- Before or after school clubs to help support learning

How will we know how my child is doing and how will you help me to support my child's learning?

The progress of all pupils is reviewed at least half termly, so that we can check they are making good progress, and see if there is anything else we need to do. The class teacher or SENCo is always happy to talk to you about how your child is doing, and what you can do to help. Some pupils have a home school book which they bring home each day, so that you can see how your child is getting on and let school staff know how they are getting on at home. This will only be put in place for very few children where there are complex needs.

Children with a high level of need have SEN support plans or APDRs (Assess, Plan, Do, Review plans) which are reviewed at least termly. These show what extra help the child is getting and how it is impacting on their learning. We may also use Target Ladders to track the progress of children with complex needs.

The school regularly reviews how well all pupils with SEN are doing. There is a governor with responsibility for SEN and inclusion, and the SENCo feeds back to the governing body when necessary.

How will the curriculum be matched to my child's needs?

All children learn a similar curriculum, but we may adapt or modify it so that it is more suitable for your child. This might mean using different resources to make it more

accessible, or working on the same areas but at a different level from peers. We always try and make the curriculum as interesting and as relevant as possible for our pupils.

How is the decision made about the type and how much support my child will receive?

The SENCOs are responsible for planning provision across the school. This is done by looking at the needs of all children with SEN, and the resources we have available. Children with the highest level of need will receive the most support. Some children will need support in some areas and not in others.

A few children will need additional support which the school is unable to provide in its entirety. These children may have an Education Health Care Plan which is issued by the local authority where the child lives. This provides additional funding which is attached to the individual child and used to support their learning. The school has little control over the level of funding assigned - the final decision lies with the LA.

The school has to report on the progress children make towards the targets in their EHC plans. However, the LA does not prescribe how a school uses the additional funds received. It is not best practice to use 1:1 support as a matter of course. The LA does not expect 1:1 support in mainstream schools - they expect schools to make best use of any additional funding to support pupil progress.

How will my child be included in activities outside the classroom including school trips?

Trips, after school clubs and other experiences are an important part of life at JLA. We do our best to ensure that all children are fully included. We take the needs of pupils into account when planning trips and events. Where necessary we will make reasonable adjustments so that all children can participate, such as providing extra adults, or alternative means of transport. Sometimes we will give priority to after school clubs for children we think will benefit the most from a particular experience.

If your child has an identified SEN, please speak with the class teacher well in advance of any trip if you believe reasonable adjustments will need to be made to accommodate your child.

What support will there be for my child's overall well-being?

We believe that confident and happy children achieve best. Our staff know the children well and are quick to act if they see that something is wrong. All teachers receive training in Mental Health Awareness and our values based curriculum help to underpin positive attitudes. We teach our children to ask for help if they are unhappy or worried, and to look out for each other. Pupils voice is noted during Circles Times,

Pow-wows and during PSHE sessions. We also gather pupil feedback regarding the curriculum and other aspects of school life. Children with EHC plans also contribute to their annual reviews where possible.

We have many different activities at lunchtime so that children have a choice about where and what they play. We have two play leaders in addition to the lunchtime supervisors.

We have very high expectations of behaviour. Where children are experiencing difficulties with behaviour, there is a clear plan for support. We will always try to find out why children are behaving inappropriately, and give them help to improve. We will also talk to families about how they can help.

The welfare team (led by Mrs Marsh) co-ordinates the care for children with serious medical needs or allergies. Children with significant health needs, such as severe allergies, diabetes or acute asthma, will have a care plan agreed with medical professionals and parents / carers. It is the responsibility of parents to ensure that appropriate medication and / or medical equipment is in school.

What specialist services and expertise are available at or accessed by the school?

The school has access to a wide range of expertise. The Senco, Vice Principal and Nursery Lead all have the national Senco qualification. Several staff members are members of the British Psychology Society. We have several members of staff who hold specific high-level qualifications for language and literacy support.

Many of our teachers have a wide range of leadership experience and have led initiatives both locally and nationally.

We are a Scerts school - SCERTS focuses on building competence in Social Communication and Emotional Regulation through the use of relevant and specific Transactional Supports. As a Scerts school we aim to deliver a broad and balanced curriculum, enabling learners to achieve outcomes by ensuring they are emotionally and actively engaged in their learning.

We have access to a wide range of external agencies locally, including:

Health – School nurse, Child Development Centre, Audiology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS (Child and Adolescent Mental Health Service).

Education – Private Educational Psychologist, Inclusion Team (advisory teachers for SEN).

Social Care – Children and Families, Family Support Workers, CAF team.

Social and emotional well-being - We also buy in additional support from Play Therapists and Emotion Coaches and a Counsellor. These are predominantly to support and deal with in-school issues that are preventing a child from making academic progress.

Please note that waiting lists for these additional services are managed by the school. Parents can ask for a child to be referred but it is at the schools discretion. Often parents will need to access Camhs and counselling services via their own GP unfortunately.

What SEN training have the staff had?

We have a rolling programme of staff training on how best to support the most frequent special educational needs. In the past three years our staff have had training on:

- Supporting children with autism spectrum conditions (ASC)
- Autism Education Trust Module - Good autism practise
- EAL - Working with beginner EAL learners and effective writing strategies to support EAL learners
- Adapting the classroom environment and learning opportunities to meet the needs of pupils with SEN
- Supporting children with speech and language difficulties
- Supporting children with specific learning difficulties (SpLD) and moderate learning difficulties (MLD)
- Managing allergies and Epipen training
- Lego therapy
- Attention Hillingdon
- Sign along training
- Identifying and supporting social, emotional and mental health needs in children and young people
- Keyworking, My Support plans and TAC / TAYP
- Early Help Assessment to support our families get the right help they need

Staff working with particular groups or individuals also attend specific training relevant to their particular role. Additional training is undertaken if any child comes to school with a need or condition we do not have previous experience of.

How accessible is the school both indoors and outdoors?

John Locke is a modern purpose built school which makes it easily accessible for people with mobility difficulties or in wheelchairs. Disabled toilet facilities are available on both floors, and there are dedicated parking spots close to the school entrance in the lower playground. There is a lift between floors. We make every

reasonable effort to provide additional or different resources, equipment or arrangements for children who need them, budget permitting.

There are a range of rooms available for learning. All our classes have breakout areas so that children can work in smaller groups or in a quieter less distracting environment. Individual workstations can be set up for children who need them.

We also have access to specialist advisory teachers who can help us support children with specific needs, such as autism, physical needs or visual or hearing impairments. These are organised via Hillingdon LA.

How are parents involved in the school? How can I get involved?

Class staff are available at the start and end of every day for brief conversations. Appointments can be made with the class teacher, phase leader or a member of the senior leadership team if you have anything you wish to discuss. Parent teacher meetings are held termly.

We hold regular coffee mornings and family events and a number of parents work as volunteers in the school. Parents are also represented on our governing body. If you would like to get involved, just talk to a member of staff.

We have a complaints policy in place if you have any concerns you wish to discuss. In the first instance, you should talk to the class teacher or SENCo. We can resolve issues via conversation and mutual understanding.

How will the school prepare and support my child to join the school, or transfer to a new setting?

Before your child starts at the school, we will talk to you about the best way to support them in settling in. We might visit your child in their current setting and speak to staff about strategies that have worked well that we can adapt in our setting. Some children start on a part-time timetable, if the behaviour or needs of the child shows that they are anxious. We will talk to you about how to support their transition into full time schooling if needed.

If your child moves to a new school, we may talk to the new school and share important information about your child. For children with complex needs, we may invite the new staff to visit your child in school and talk to staff already working with them. We may also arrange visits to the new school so your child knows what to expect.

Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be

used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have EHC plans.

Who can I contact for further information?

General information: School Office on 01895 590110

Senco - Mrs Choudhry via the school office 01895 590110

email via the school office

info@johnlockeacademy.co.uk

Other sources of information

Hillingdon Local Offer <https://children.connecttosupporthillingdon.org>

John Locke Academy SEND Policy on school website

Complaints Policy on school website