

John Locke Academy

Our Local Offer for pupils with Special Education Needs and Disabilities (SEND)

John Locke Academy is a fully inclusive school. As such, we offer a broad range of additional and differentiated provision to support pupils with SEND. This input is over and above the universal 'Quality First Teaching', which is the entitlement for all pupils. This provision is in accordance with the Children and Families Act (2014).

All senior leaders, teachers and learning support staff at John Locke Academy are accountable for the progress, academic achievement and well being of all pupils.

Pupils at John Locke Academy receive appropriate support that is specific to their needs.

This may be provided solely by the class teacher or may involve:

- Advice and support from the school's Special Education Needs Coordinator (Ane Choudhry)
- Advice from other members of staff within the school with particular specialisms

- Small group or 1:1 interventions delivered by the Senco, specialist TAs, support teachers, HLTAs, TAs or NNEBs
- Educational Psychologists employed by the Academy to help with assessments and further support
- Specialist teachers for pupils with ASD
- Staff who visit from the Local Authority Sensory Service for pupils with a hearing or vision impairment
- Speech and Language Therapists Private and from the Local Authority
- Occupational Therapist from the Local Authority
- School Nurses and other Healthcare professionals
- Behaviour support from the Local Authority and / or private therapists

The following diagram gives an overview of provision, intervention and the professional who may be involved when pupils present with different levels of difficulty or more complex issues.

The Graduated Response at JLA

Speech and language therapist

Play therapy

Emotion Coaching

Lunchtime and Playtime support

Turn-taking games

SALT groups

Social skills group

Reading catch up

Differentiated lessons in class

Maximising TAs in class

Whole school training

Workstations

Learning Mentor

Stronger families

Children with an EHCP or a specific complex need - requires specialist support.

Targetted:

These interventions are implemented to

meet the needs of individuals and small

groups of children. Children will return to

universal provision once the intervention is

complete and it has had the desired impact.

Equipment might be issued to support

children who have a specific need.

Specific:

APDR cycles

Lunchtime SEN support

SEN Passport

SAS Team

CAMHS

Occupational Therapy

Lego therapy

Mindfulness check in's

Daily readers

SEN passport

5 minute literacy and numeracy box

Outdoor learning

Maximising TAs through intervention

Nessy – Reading and Spelling

Universal:

This is the expectation for every child across the school. Classrooms, corridors and playgrounds will be communication friendly and accessible to all. Sensory and physical needs will be accommodated for within the environment.

Staff will have access to training and other additional support to ensure good outcomes for all children.

High quality teaching and support will be at the heart of universal provision.

Calm / Sensory spaces

Learning skills

Growth Mindset

Values based Education

Sensory and Emotional support

Interpersonal supports

PHSE and Circle times

Preparation for transition

Learning and practice stations

Visual supports and timetables