

AN OVERVIEW OF OUR PROVISION AT JOHN LOCKE

EDUCATION HEALTH AND CARE PLAN	SEN support coordinated by SENCO where SEN need identified	Coordinated plan with SENCO / Inclusion manager	HIGHLY SPECIALIST	Where a child's needs are highly complex and require a bespoke placement or highly individualised long term arrangements. John Locke Academy is a mainstream school without this level of specialist provision.
			SPECIALIST	Where a child's need is long term and complex. These children are supported by a range of outside agencies and professionals. These children may be educated in a mainstream setting with relevant support from specialist services through consultation, advice or intervention as appropriate. Currently John Locke does not have the provision to cater for this level of complex need.
			TARGETTED SPECIALIST	<p>Pupils present with a specific or range of needs that need close and regular monitoring and specialist training and support.</p> <p>Support needs to be explicit and understood by all stakeholders.</p> <p>Intervention Plans are in place and reviewed half termly.</p> <p>Pupil Progress meetings must designate adequate time to review the progress of these pupils.</p> <p>An enhanced resource base may be available for these pupils – sensory needs, fine-motor needs, social needs, and cognitive needs.</p> <p>Outreach teams – Autism (HACS), Occupational Therapy, Speech and Language Therapy, Ed Psych teams, Inclusion team, CAMHS.</p> <p>Gain specialist support from private consultation where necessary.</p> <p>Share expertise across The Elliot Foundation Academy Trust.</p> <p>Multi-agency support, co-ordinated by lead professional.</p>
			TARGETTED	<p>Pupils cause concern in terms of their progress, behaviour, ability to concentrate, social skills, cognition, speech and language or physical difficulties (or a combination of these).</p> <p>Parents are closely involved with the class teacher and Senco at this stage.</p> <p>Support needs to be explicit and understood by all stakeholders.</p> <p>Senco gives class teacher support and together devises an intervention plan.</p> <p>Involvement with professionals from outside of school (Ed Psych, Speech and Language therapists, Paediatricians).</p> <p>Consultation, assessment and training as appropriate.</p> <p>Time specific interventions are needed which are reviewed half-termly by the class teacher and Senco.</p> <p>Pupil progress meetings highlight the progress of these targeted pupils.</p> <p>Raise status if concerns persist beyond a term.</p>
			UNIVERSAL TARGETTED	<p>Quality First Teaching. Schools best endeavours. Differentiated, relevant curriculum.</p> <p>Senco support for the class teacher. Evidence based, time specific interventions run in class and small groups (Assess, Plan, Do, Review cycle). Personalised learning.</p> <p>Consultation with parents if intervention is not having impact.</p> <p>Training given to teachers / TAs where necessary.</p>
			UNIVERSAL – CORE OFFER	Quality First Teaching – an entitlement for each and every pupil at John Locke Academy.