



Special Educational Needs and Disability (SEND) Information Report for children with SEND 2016

School Overview	Sen Support and EHCP
<p>John Locke Academy (JLA) opened in September 2014 with 24 Nursery and 38 Reception aged children. We are a mainstream school without any specialist units.</p> <p>We are a growing school and will have Nursery to Year 6 pupils by September 2020.</p> <p>December 2016 There are 249 children in our academy</p> <p>38 pupils in our Nursery 90 pupils in Reception 121 pupils in Key Stage 1</p>	<p>31 pupils (14.6%) receive Special Educational support / a personalised approach to support their attainment and progress.</p> <p>2 pupils have Education Health Care Plans - each receives personalised support via a private educational psychologist as well as local authority support via SALT teams and the Child Development Centre.</p> <p>3 Pupils are currently being assessed for an Education Health Care Plan.</p> <p>14.6% of our pupils need differentiated support due to a specific learning need.</p>

At John Locke Academy we value every child and family. We modify the curriculum for each child with SEN to enable them to achieve their full potential. Quality first teaching is vital for all children. However, some pupils need additional or different input for them to make good progress from their starting point.

Roles and Responsibilities of the Special Needs Coordinator (Senco)



Ms Rebecca Roebuck, the Senco, is responsible for the coordination and operation of the SEND policy to support individual children with SEN. She liaises with staff to monitor pupils' progress and plan for further interventions where progress is slower than expected. The Senco liaises with a wide range of external agencies that are able to give more specialist advice.

The kind of Special Needs for which provision is made at John Locke Academy

John Locke Academy is a mainstream school with no specialist provision. However, we are as inclusive as possible and will always work with the very best endeavours to support all pupils. All pupils with SEN are valued, respected and equal members of the community. Every effort is made to ensure that pupils are integrated into the daily life of the school and into mainstream classrooms and have access to a broad and relevant curriculum.

The definition of SEN given in the Code of Practice 2014 is

- A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made

We use the term "Special Educational Needs" if a child

- Has a greater difficulty in learning than the majority of his/her age in one or more areas of learning
- Has a disability which hinders or prevents him/her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority

JLA will meet the needs of children with difficulties / disabilities in the following areas

- Cognition and Learning (COLT)
- Communication and Interaction (CAIT)
- Mental, emotional, social health (MESH)
- Sensory / physical (PAST)

How does JLA identify if a child has SEN?

- Concerns raised by teachers, parents/carers / the child or external agencies
- Pupil progress meetings identifies limited progress and poor attainment even when the child has received Quality First Teaching
- Timely relevant interventions have no / very low impact
- Assessments administered by teachers / HLTAs / LSAs indicate lower than average scores, indicating a barrier to progress

What should I do if I think my child may have SEN?

- Please contact the class teacher and discuss your concerns direct. The



Senco will be involved if it is deemed necessary

- Parents of pupils who are new to John Locke who already have a SEN identified are encouraged to make an appointment to meet with the Senco and Class Teacher so that transition into JLA can be well managed

If my child has SEND, how will I know how JLA will support them?

- A child with identified SEND will have a SEND support plan / passport which will set out targets and what additional provision is provided for the child. The Senco will oversee the process and lead meetings for pupils with EHCPs and those pupils where progress / behaviour causes concern
- Targets will depend on the needs of the individual child
- Support Plan Meetings will be arranged at least twice per year and will include pupil and parent voice. Targets and provision will be reviewed at least termly at school level to ensure progress and well-being. Parental support and involvement is paramount
- At JLA most targets will be connected to learning - mainly literacy and numeracy. However, for some pupils they may be focused on social communication, physical skills (fine motor issues) emotional difficulties or behaviour
- Small focused groups / interventions will be used to target specific needs such as spelling, handwriting and other core skills. This will happen as and when there are the teachers / support staff available to lead these groups. Any such intervention will be time specific and reviewed half-termly to measure impact
- Parents will be informed via a letter if their child is to participate in any longer term intervention. This is so that parents are kept informed and so that aspects of the focused learning may be practised at home too

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

- Often learning and work for pupils with SEND **will be differentiated or additional work**. This is so that they can more easily access the curriculum and have every opportunity to reach their potential
- LSAs may be allocated to work with the child 1:1 or in a small group. Additional funding to finance this type of intervention is difficult to secure and is only available for pupils with EHCPs. ***Therefore, 1:1 support is increasingly rare. Like all schools, JLA has to work within budgetary constraints and has to find the most cost-effective but suitable way of supporting all of our pupils and at the same time develop their independence***
- Targets will take into account the individual SEN Support Plan and be monitored regularly

How will I know how my child is doing?



- Informal discussions can happen before or after school in agreement with class teachers
- Parents Evenings are the prime time to discuss your child's progress and attainment
- Your child's class teacher can be contacted via the office@johnlocke email if you need to make an additional appointment if your concerns are not being addressed
- During Support Plan reviews, the class teacher will let you know how well your child is doing in meeting their individual targets
- Your child will receive an end of year report showing their attainment and progress

How will my child be involved in their education?

- Your child's opinions will be sought when their Support Plan is drawn-up - we record their ideas via a Pupil Voice sheet
- If your child has an EHCP / Statement they will complete a more detailed Pupils Voice section which will be updated at least termly and then in detail as part of their annual review

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

- JLA has two Welfare Managers who are available to work closely to support pupils and their families, teachers, LSAs and external agencies, where necessary
- The Welfare Managers, Class Teachers, Year Group Leaders and Senco are all readily available to meet with parents and pupils to discuss issues and concerns
- Termly well-being Pupil Voice samples are gathered to monitor pupils feelings and thoughts

Pupils with medical needs

- If a child has a medical need that impacts day-to-day on their behaviour / progress / school life then a detailed care plan will be compiled with the support of the school nurse in consultation with the parents. Plans should be discussed with all staff who are involved with the pupil and displayed in the staffroom and available in the classroom Inclusion File
- Epipen and Asthma training is carried out by all JLA staff annually - this is delivered by the school nurse
- Medicines will be administered in school only if they have been prescribed by a GP and only after written permission has been signed by the parent at the school office
- There are adequate numbers of designated First Aiders on site and one staff member with a Level 3 paediatric First Aid qualification.
- Please see Medical Needs Policy for more information

What training is in place for staff?



- An annual audit of staff training is conducted so that training can meet the needs of the current staff
- The Senco / SLT seek appropriate and relevant training courses from specialist services to ensure that all SEN needs are understood and addressed
- We have forged secure links with HACS (Hillingdon Autistic Support) and local, private Educational Psychologists, Speech and Language Therapists and Occupational Therapists. We are supported by Hillingdon Education Authority too
- Speech and Language training, Attention Hillingdon (ASD) training, Positive Handling Training , training in supporting pupils with Dyslexia and Dyspraxia is also available yearly
- JLA has two fully qualified SENCOs (Ms Roebuck and Miss Silk) both with a wealth of experience of supporting pupils with SEND

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

- JLA is a mainstream school with no specialist provision on site.
- At times it may necessary to consult with external agencies to receive specialised expertise and advice

- Agencies that work alongside JLA include
 - Hillingdon Autistic Centre
 - Jane Hayward - Educational Psychologist (private)
 - Northwood Speech and Language Practice (private)
 - Sparks Occupational Therapy (private)
 - Child Protection Advisors
 - Educational Psychologists
 - Child and Adolescent Support Team (CAST)
 - Child and Adolescent Mental Health Service (CAMHS)
 - Participation Officers
 - Social Services
 - Children's Therapy Team (speech, language and occupational therapy)
 - Hillingdon Hospital (paediatricians)
 - School Nurse
- JLA will complete a referral form to consult with outside agencies based on individual needs. The Senco will decide who needs to receive such a referral. Please be advised that the waiting times for specialist referrals can often be terms rather than weeks
- If the Educational Psychologist / Therapist does an assessment he/she will meet with parents to discuss the findings with the parents.
- A plan will be suggested on how to best support the child based on her findings



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

- Trips and school activities are available to all
- Risk assessments will be carried out in circumstances that may warrant one - e.g trips outside of school where there are behaviour / medical concerns
- At all times the aim will be to include each child unless the parent/child/school believes it may be detrimental to the child's needs or too dangerous

How accessible is the school environment?

- We are happy to discuss individual access requirements
- We are a newly built school so are fully compliant with recent regulations (see Accessibility Plan 2014-2016)

Facilities we have at present

- Level access to main reception
- Lift to ground floor
- Slope from car park into playground
- Accessible toilets on each level
- Hearing loop

How will the school prepare and support my child when joining JLA or transferring to a new class?

We work hard to ensure that transitions at JLA are well handled and we are mindful of pupils well-being and happiness

- Before entry to JLA pupils with SEN and their parents meet the class teacher and Senco
- Paperwork from previous settings is shared so that a transition plan can be agreed. This may be a verbal agreement. However, in more complicated cases a written plan will be approved by both parties. This may involve a phased entry to JLA and / or a reduced timetable. At all times, the needs of the child will be at the centre of what we do
- All pupils spend sessions in their new classes and, where possible, with their new teachers before transition at the end of the academic year
- Hand-over meetings occur between class teachers so that information is shared
- The Senco attends the hand-over meetings for pupils with EHCP / Statements so that Action Plans and Annual Review information can be disseminated
- If a child with SEND is transferring to a new school, JLA will support transition timetables of other schools to best support the child
- On transfer from Year 6 to Year 7, secondary schools organise transition



- meetings and visits. JLA will be fully supportive of these procedures
- The Senco from JLA will liaise with Sencos from secondary schools to ensure smooth transition of information. Where appropriate, parents will attend these cross-phase meetings too.

How are the school's resources allocated and matched to children's SEN?

- The school will use its best endeavours to ensure that the needs of all children who have SEN are met to the best of the school's ability with the funds available
- LSAs and HLTAs support class teachers in the delivery of specific interventions to groups or individual teachers
- The school will access external providers as required. These are funded from the school budget. Unfortunately, like all schools, JLA has a finite budget. The allocation of full-time 1:1 classroom support is rarely necessary and no longer a viable option in all but the most extreme cases because of budgetary constraints
- Only those pupils with an EHCP or Statement receive additional funding. The details of how the monies will be best spent will be decided in consultation with parents

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

This decision will be made by the Senco in consultation with child / parents and the class teacher.

Any concerns or complaints regarding pupils with SEND should be raised directly with the class teacher initially. If the issue is not resolved please contact the Year Group Leader or Senco.

If a situation is deemed serious, a complaint should be accelerated directly to the Head Teacher in writing. For further information please consult the Complaints Policy.

Who can I contact for further information?

If you wish to discuss your child's special educational needs or have any queries please contact your child's class teacher.

If your child is not currently at JLA, please contact the school office and discuss making an appointment with the Senco.

General Information - **Office 01895 590110**

SEND queries - *Rebecca Roebuck, Vice Principal / Senco*

Hillingdon Local Offer

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