

SEND Information Evening For Parents/ Carers

Thursday 12th September 2024

JOG Values

Ambition

Care

Courage

SEND Team

- Mrs Rebecca Quigley- Assistant Vice Principal (SENCO and Inclusion)
- Miss Mandy Burrow- Lead TA
- Mrs Kelly Lawson- TA & Fresh Start Reader Leader
- Miss Jennie Drew- TA
- Mrs Rachel Patterson- TA
- Mrs Zuzana Barnett- TA
- Mrs Joelene Wheeler- TA
- Mrs Suzie Croft- TA
- Mrs Jemma Burford Yeo- TA
- Miss Hayley Murray- TA
- Miss Rebecca Ford- TA

This year, teaching assistants have been assigned a year group and key students to support when they are in the classroom.

This is to achieve more consistency and build stronger relationships.

SEND Context

Nationally:

- 12.9% of students in secondary schools have SEN needs
- 2.7% of students have an EHCP

At John O'Gaunt:

- 30.2% of our students have SEN needs
- 5% of our students have an EHCP

JOG Vision for SEND

- Students with SEN are fully included in lessons, access the curriculum and engage in wider school life.

Ambition

Care

Courage

- Students without SEN are SEN allies.
- Golden thread of SEN:



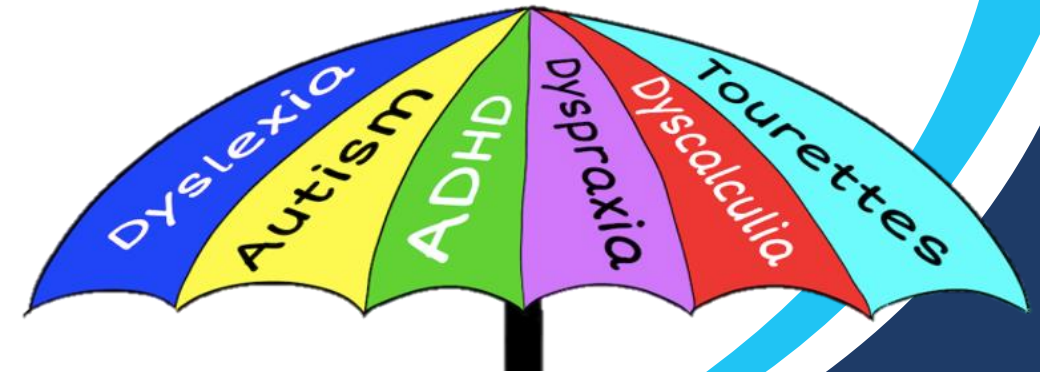
The Neurodiversity Umbrella Project

Every Umbrella Project installation helps to raise awareness and understanding of neurodiversity.

Thousands of colourful umbrellas are displayed together over public spaces, in schools, and in company buildings around the nation.

Each display is designed to represent the one in five of us who have a neurodevelopmental condition, such as ADHD, Autism, Dyslexia, Dyspraxia, Dyscalculia or Tourette's syndrome.

These conditions fall under the **umbrella** term of neurodivergence/neurodiversity.



High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



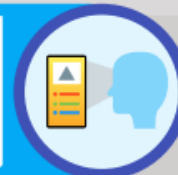
4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

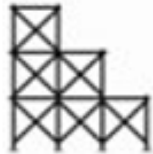
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Reasonable Adjustments & Inclusion

The first step in supporting all students, including those with SEN, is **high-quality teaching that is differentiated for individual students.**

- Explicit instruction
- Metacognitive strategies
- Scaffolding
- Flexible groupings
- Using technology



T&L AT JOG
Non-negotiables

SEND **classroom tools** you have been given:

- Lesson checklists
- Overlays
- Duel-coding icons
- Mini whiteboards
- Reading trackers
- Visualizer
- 'Today we are learning' & 'so that' prompts
- Fidget toys



SEN Toolkits



Lesson Checklist

1

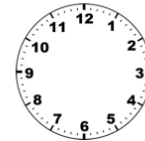
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3

Lesson Checklist

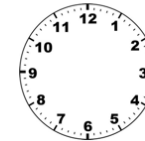
1

Time to complete:



2

Time to complete:



3

Time to complete:



Student Passports

- This will be sent to/ discussed with you three times a year.
- If you have any comments or suggestions, please let the SENCO know via email.

Name

DOB

YEAR GROUP

| | |
|--|--|
| | Area of need: |
| | What is important to me: • • • • |
| | My strengths (what people like and admire about me): • • • • |
| Areas of difference that impact my learning: 1. 2. 3. 4. | Strategies to help me: 1. 2. 3. 4. |
| Intervention: | Access Arrangements: |

Assistive Technology

Some students need assistive technology to support them in lessons. If required, students may be loaned a laptop, headset or iPad.

This year we will focusing on normalising assistive technology for students with SEN and increasing their confidence with how to use it.

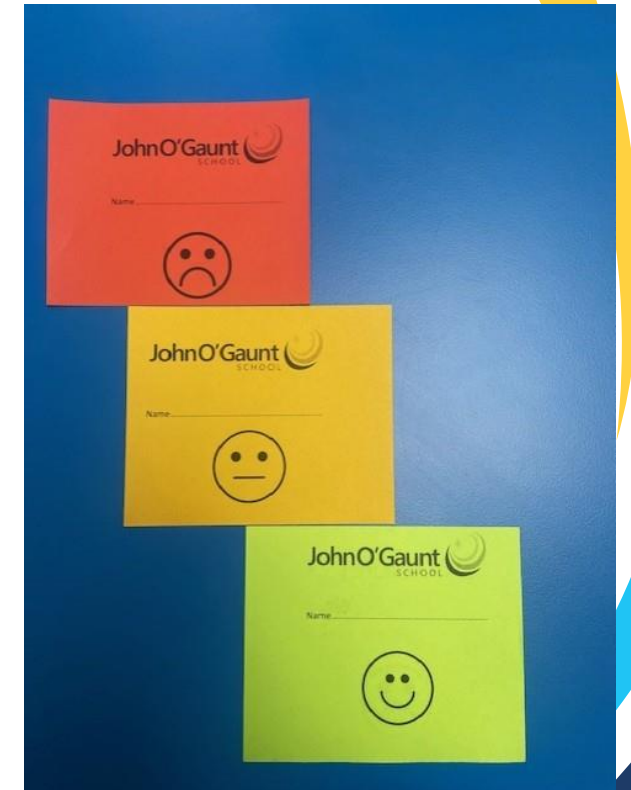
Staff training this year included:

- Dictate (speech to text)
- Read aloud (text to speech)
- Reader pens (text to speech)
- Seeing AI
- SmartArt



Traffic Light Cards

- Issued only by the SENCO to certain students with SEN that need this additional support.
- **Green**= everything is good within the lesson.
- **Amber**= the student is beginning to struggle (academically/emotionally/ sensorially). They may support themselves at this point using taught strategies or need additional input from a teacher/ TA. Teachers check-in on a student used their amber card.
- **Red**= the student is/ is going into crisis. They need to leave the classroom and go to Study and Support. The student will show an adult their cards (or tell the adult) then leave.



SEND Interventions/ Provisions

| Area of Need | Provision/ Intervention | When does it run? |
|-------------------------------|-----------------------------------|--|
| Cognition and Learning | Fresh Start (reading) | Tutor and period 1 |
| Cognition and Learning | Precision Teaching (spelling) | Tutor |
| Communication and Interaction | Autism Champions (social skills) | Tutor |
| SEMH | ELSA | PSHE lessons |
| SEMH | Greatwood Developing Confidence | 10-week off site AP Autumn Term (Thursdays 10-12pm) |
| All | Garden & Grow | Core P.E. lessons and PSHE lessons |
| All | Touch typing practice & check-ins | Tutor |

Compulsory intervention
based on student data.

Fresh Start Phonics Intervention

- A rapid *learn to read* programme.
- Supporting students in becoming fluent readers and empowering them to fully access the school curriculum.

Read Write Inc.
Fresh Start

Compulsory intervention
based on student data.

Precision Teaching

- A spelling intervention.
- Interactive, short sessions 1:1 to teaching spelling rules and teach commonly used vocabulary.



Letters have been sent to all parents/carers of children with ASC/ on pathway.

Autism Champions- *new for 2024-2025*

- A social skills provision for students with autism (or on the autism pathway).
- Helping autistic students to be themselves but to engage in society successfully.
- Team building games/ activities- lots of discussion.



ELSA

- Emotional Literacy Support Assistants
- 1:1 intervention for 6 weeks

What areas does an ELSA help with?

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

Greatwood Developing Confidence

- Off-site intervention, 2 hours per week for 10 weeks

Letters will be sent to parents/carers of children who are invited to attend this intervention during the Autumn Term.



Letters have been sent to
all parents/carers of
children with an EHCP.

Garden & Grow - *new for 2024-2025*

- Engaging with nature to combat anxiety, promote sensory integration and develop social skills.
- Building self-esteem and developing teamwork skills.
- Working towards a portfolio of AQA Unit Awards.
- Only for students with an EHCP.



Time to Talk & MHST referrals

- Alongside the Welfare Team, we make referrals to Time to Talk and the West Berkshire Mental Health Support Team.
- Get in touch if this is something you'd like to discuss.



Study and Support Extra Curricular Timetable

When: 3.10pm – 4pm



| Day | Activity |
|-----------|------------------------------------|
| Monday | Craft Club and Board Games |
| Tuesday | Independent Learning |
| Wednesday | Mindful Colouring and Get Outdoors |
| Thursday | Independent Learning |



These clubs are for students with SEN and their friends. All year groups are welcome. We look forward to seeing you.

Contacting the SEN Team

- If you would like to share information with us, talk on the phone or arrange a face-to-face meeting this is best done/ organised via email.
- If you need to speak to someone urgently, please call the JOG office team.
- As per our communications policy we will get back to you as soon as we can and within 48 hours.

rquigley@johnogaunt.excalibur.org.uk and
aburrow@johnogaunt.excalibur.org.uk

- Please remember that your child's tutor, teacher and head of house are also experienced teachers of students with SEN. They should often be your first point of contact.

SEND Information Evening Comment Card

Student name:

Parent name:

Contact details (phone or email):

Comment/ question:

Someone will be in touch soon.

Study and Support Tour

