



**John O'Gaunt School**  
SEND Information Report  
2025-2026

## The School SEND Information Report for John O Gaunt School

This should be considered alongside Excalibur Academies Trust SEND policy which is found on [www.excalibur.org.uk](http://www.excalibur.org.uk)

### 1. Roles and responsibilities

#### 1.1 The SENCO: Mrs Quigley

The SENCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.
- Provide training for teaching and support staff.

#### 1.2 Governors

The governors will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

#### 1.3 The Principal: Mr Hawthorne

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

#### 1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

#### 1.5 EAT SEND Lead: Mrs Hinks

The Trust SEND Lead works closely with SENCOs across the Trust to support and develop SEND provision.

## **2. SEND information**

### **2.1 The kinds of SEND that are provided for**

Our school provides additional and/or adjusted provision for a range of needs, including:

- Communication and interaction (for example, autism)
- Cognition and learning (for example dyslexia)
- Social, emotional and mental health difficulties (for example ADHD)
- Sensory and/or physical needs (for example visual impairments and hearing impairments)

### **2.2 Identifying pupils with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on the previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline,
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **2.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when ascertaining if they need additional support above and beyond usual practice. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty,
- We consider the parents' opinions,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a student will receive SEND support.

### **2.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student,
- Their previous progress, attainment and behaviour,
- The individual's development in comparison to their peers and national data,
- The views and experience of parents,
- The student's own views,
- Advice from external support services, when relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## 2.5 Supporting students moving between phases and preparing for adulthood

For those students joining us from Primary settings we will have a thorough transition process to ensure they settle into John O’Gaunt School. This will include:

- Visiting the students in their primary schools, talking to them and their current teachers and addressing any concerns they may have,
- All new students have the opportunity to visit John O’Gaunt School, have a tour and gain an insight into what life at John O’Gaunt will be like,
- Children who have been identified as having additional needs will also be offered further transition visits with their parents so we can discuss how we might meet their individual needs,
- Support materials such as maps, photographs and social stories will be provided as required,
- Draft SEND passports are set up prior to the beginning of the academic year outlining the students’ needs and how they can best be met. These are then shared with the teaching and support staff to ensure they have in-depth knowledge of the students before meeting them.
- Training is provided by the SENCO (and outside agency professionals when appropriate) to ensure best, up to date practice to support SEND students is in place.

For those students who leave us to move to another school, we always pass on the school records to the new school. If a child is a SEND student we also:

- Pass on additional SEND records to the new school including passports and/or Education Health and Care Plans,
- Liaise with the SENCO of the new school to share information,
- If needed, we can carry out transition work in preparation for move such as maps or photographs of the new school and/or social stories,
- Both settings are invited to transition reviews of a child with an EHC plan and a transition plan is established as part of this meeting.

Those students with additional needs who leave us to go onto college, 6<sup>th</sup> form or apprenticeships will also be offered a transition plan which may include

- Preparing and practicing the journey,
- Visiting the setting and meeting with the SENCO and staff to share information.

All paperwork is then transferred on request.

## 2.6 Our approach to teaching students with SEND

All teachers are responsible and accountable for the progress and development of every student in their class.

High-quality teaching is our first step to supporting all students. John O’Gaunt School embeds [The JOG Way](#) to teaching and learning. [The JOG Way](#) is underpinned by extensive research into supporting students with SEND and follows the EEF’s 5-A-Day principles. [The JOG Way](#) includes:

- Core routines
- Learning intentions
- Explicit instruction/ explanations
- Modelling and scaffolding
- Feedback loops
- Fostering independence
- High expectations

All teachers have a visualiser to support scaffolding and develop metacognition. All teachers have sets of mini-whiteboards to promote low-threat means of participation and support them to check for understanding.

Teaching assistants work in class alongside the teachers to support students as needed.

We will also provide several interventions/ SEND provisions to develop skills and support regulation. These include:

- Traffic Light Cards
- Fresh Start Phonics
- Precision Teaching
- Autism Champions
- Garden & Grow
- Greatwood Charity (Developing Confidence and Interpersonal Skills)
- ELSA

## **2.7 Adaptations to the curriculum and learning environment**

Our aim is to ensure all students can access the learning in class alongside their peers and make great progress. John O’Gaunt School embeds [The JOG Way](#) to teaching and learning. [The JOG Way](#) is underpinned by extensive research into supporting students with SEND and follows the EEF’s 5-A-Day principles. This is then adapted further for students with SEND as outlined on their individual passport.

For example:

- Adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style and content of the lesson, etc.
- Providing resources and staffing to scaffold and support the learning, for example
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching self-regulation strategies

All teachers have a SEND Toolkit. This includes aids and resources for them to adapt the learning to support students following the guidance on their SEND Passport. Each SEND Toolkit includes:

- Coloured overlays
- Lesson Checklist templates
- JOG Oracy Mats
- JOG Literacy Mats
- Fidget aids

## **2.8 Additional support for learning**

We have nine experienced teaching assistants (some of whom have experience working in primary schools as well as secondary) and a Lead TA all who are trained to deliver intervention programmes and additional SEND provision as outlined above.

When supporting in the classroom, teaching assistants are assigned to a year group to prioritise building positive relationships and to ensure they know the profiles and needs of the students they support well.

Named student teaching assistants may be put in place for those students with an EHCP who are unable to manage the school day independently. 1-1 teaching assistant support would need to be outlined provision in the students EHCP.

Teaching assistants will support pupils within the classroom to scaffold the learning and to ensure they stay on task.

We access further support and guidance from external agencies and within Excalibur Academies Trust.

## **2.9 Securing equipment and facilities**

All academy trust schools have a delegated budget for children with additional SEND and this is used for providing effective provision for individual children. The SENCO will work to allocate resources and deploy members of staff according to need. The resources will be evaluated during review meetings and modified to ensure effective support

is maintained to maximise the learning and progress for individuals. The SENCO will apply for additional funding to support children with an EHCP and complex needs through statutory assessment or the annual review meeting. Tracking progress on a regular basis will ensure the provision matches the need.

### **2.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term,
- Reviewing the impact of interventions each term,
- Using student questionnaires,
- Observing and monitoring by the SENCO,
- Discussions with teaching staff,
- Using provision maps to measure progress,
- Holding annual reviews for pupils with EHC plans,

### **2.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils. We also offered a Study and Support extra-curricular programme available to students with SEND and their peers.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in extracurricular activities such as sports day/school plays/special workshops/challenge day.

No student is ever excluded from taking part in these activities because of their SEND. Potential adaptations may be made, such as:

- Writing risk assessments,
- Liaising with venues to ensure they have an accessibility plan that works for our students,
- Ensuring after school clubs are accessible,
- Students may be accompanied by a Teaching Assistant if they struggle to cope in new environments.

### **2.12 Support for improving emotional and social development**

At John O'Gaunt School our priority is to support the wellbeing of our students.

We provide support for students to improve their emotional and social development in the following ways:

- All students have the opportunity to be part of the Student Leadership Group,
- All students have the opportunity to attend after-school clubs in sports and the performing arts where teamwork and friendship building are promoted,
- We have a zero-tolerance approach to bullying,
- Intervention programmes are in place for those students who have communication and interaction difficulties,
- We work closely with several outside agencies that provide counselling and emotional support including Time to Talk, West Berkshire Mental Health Support Team and Berkshire Youth.

### **2.13 Working with other agencies**

We work closely with external agencies to ensure we are providing the best possible provision for our SEND students and support for their families.

- The SENCO and Lead TA refer students for whom we seek support and guidance from external agencies,
- We refer to agencies who carry out assessments to form student profiles,
- We also refer students to CAMHs for Autism and ADHD diagnosis,

- We may source provision provided by national and local charities when needed,

#### **2.14 Contact details for raising concerns**

Please contact the school office on [01488 682400](tel:01488682400) if you have concerns about your child and they will put you in touch with the appropriate member of staff.

#### **2.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. Failing a resolution, parents can refer complaints to the Principal and / or use the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions,
- Provision of education and associated services,
- Making reasonable adjustments, including the provision of auxiliary aids and services.

#### **2.16 The local authority offer**

For detailed information of what SEND students and their families can access locally please see West Berkshire's local offer at: [www.westberks.gov.uk/kb5/westberkshire/directory/localoffer](http://www.westberks.gov.uk/kb5/westberkshire/directory/localoffer)

### **3. Monitoring arrangements**

This information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **4. Links with other policies and documents**

This policy links to our policies on:

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions