



JOHN MADEJSKI
ACADEMY

John Madejski Academy

SEN Information Report

John Madejski Academy is part of the Greenshaw Learning Trust.
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John Madejski Academy

SEN Information Report

This report describes John Madejski Academy's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Mr Jonathan Heap

This report was reviewed and updated on: 1st January 2025

This report was approved by the School Governing Body on: January 2025

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo*

SENCO:

Mr Mark Mayne (Interim/Maternity Cover)
mmayne@johnmadejskiacademy.co.uk

Mrs Emily Collins (Maternity Leave)
ecollins@johnmadejskiacademy.co.uk

Headteacher:

Mr Jonathan Heap

SEN link governor:

Charlie Clare & Sonia Hood

SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- 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 pupil is recorded as having SEN.

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 pupil 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 additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' 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 pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At John Madejski Academy we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

7. Adaptations to the curriculum and learning environment .

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as ELSA, Reading, Handwriting, Lexia, SALT

Teaching assistants will support pupils on a 1:1 basis.

Teaching assistants will support pupils in small groups

9. Expertise and training of staff

Our Interim SENCO has four years' experience in this role and has worked as a senior leader for twenty five years.

They are allocated 6 a week to manage SEN provision.

We have a team of 4 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in Speech and Language Therapy, ELSA and Lexia

10. Securing equipment and facilities

The school is part of a Multi Academy Trust and is advised on specialist training and provision.

11. Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

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

Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

14. Working with other agencies

- *Educational Psychologists*
- *Speech and Language Therapists*
- *Occupational Therapist*
- *CLASS – Cognition and Learning Advisory Support*
- *ASC Advisory Service, (ARC)*
- *CAMHS*
- *Visual impairment advisory services*

- *Hearing impairment advisory services*
- *Assistive technology Service*
- *Advisory Teacher for Physical Disabilities*
- *Health Care professionals (School Nurse, community paediatrician and physiotherapists)*
- *IASS- Parent Partnership*
- *Early Help Hub*
- *Looked After Children Education Services (LACES)*
- *Special Educational Needs Assessment Team*
- *Education Welfare Officer*
- *Reading Families' Forum*
- *SEMH outreach team (Social Emotional and Mental Health)*
- *Women's aid*
- *Brighter Futures - Young Carers*

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Interim SENCO in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils 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

16. The local authority local offer

Our contribution to the local offer is as outlined on our website.

17. Contact details of support services for parents of pupils with SEN

Parents can also seek advice and support from the Reading Information, Advice and Support for SEND (IASS) <https://www.readingiass.org/>.

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact the Interim SENDCo in the first instance