General Information

- **Ethos**
  The staff and Governors of the school share the ethos and vision that:

  "At John Chilton School, we strive to promote the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships."

- We are an all age Reception to Y13 Community Special School (London Borough of Ealing) for pupils with moderate to severe and complex learning difficulties as a primary need or as a dual diagnosis to their medical, sensory and/or physical needs.
- Presently (October 2018) there are 109 pupils on roll with a planned place provision of 90. 20% of pupils come from surrounding LAs.
- Co-located with all age Alec Reed Academy since 2005 offering opportunities for integration for both schools. ARA is a significant partner.
- The school is organised into three pathways: Engagement (Blue), Nurture (Purple) and Structured (Red). The approaches used differ in order to meet the needs of the diverse cohorts.
- The school is organised into two departments; Primary and Secondary. Primary groupings are arranged depending on numbers in year groups: in 2018-2019 there are two R/1/2 classes and three classes in KS2. Secondary is divided into Phase 3 (P3) (Y7 & 8) and Phase 4 (P4) (Y9, 10 and 11) and Phase 5 (Y12 and Y13, as of September 2017) This is flexible depending on the numbers of pupils in each phase. In year 2018-2019, four Y11 pupils are being educated in Phase 5 due to large numbers in Y9.

Health

- The school provides a base for health staff including physiotherapy, occupational therapy, speech and language therapy and a school nurse assisted by two health care assistants. Therapies are given a high priority within the provision to pupils and are embedded into the day (e.g. through positioning and fine motor activities) and also as discrete sessions (e.g. sensory circuits and stretch programmes). All therapists contribute to staff training. Regular meetings with therapists ensure therapies are integrated into the school day.
- The school has privately commissioned educational therapy services. Advice, support and training is given by these services to school staff on student programmes.
- The school has engaged the services of a part-time counsellor for students who works in close co-operation with staff.

Types of SEND

- Over the last three years (since September 2015) the cohort of pupils with severe learning difficulties has increased from 30% to 70% of the school population. Half of these pupils have additional complex sensory, physical and communication challenges to learning that need further resources, equipment and support. The school has successfully adapted to accommodate this development by developing and implementing a bespoke curriculum, assessment system and approach to learning.
- 30% of the pupils present with moderate learning difficulties with/without additional physical or medical needs
- More than 90% of the pupils have medical, physical or severely physical difficulties that affect their health and wellbeing. The school makes arrangements to ensure that these pupils are properly supported both physically and mentally so that they can play an active role in school life.
- 31.5% of pupils have significant SEMH needs that require intervention from the school’s specialist Nurture Team, this is an increase this year from 24% in 2017. Across the school, 36 (33%) pupils have come to the school after a mainstream placement has broken down.

Updated October 2018
Entry and mobility

- Pupils join and leave the school at different points and in different year groups. There is generally an increase in admissions in year 7. The secondary department is increasing in size - Phase 4 has grown from 21 to 37 pupils from 2017. In the present Phase 4 group of 37 pupils:
  - 51% joined the school in R/KS1
  - 24% joined in KS2
  - 18% joined in KS3
  - 5% joined in KS4
- Attainment on entry for pupils starting at the school at any point is low compared to national expectations; with some pupils needing a bespoke and personalised assessment framework.
- Pupils in EYFS (Reception) assessed against the Early Learning Goals are in the emerging category.

Gender balance

- 53% of pupils are boys and 47% are girls

Ethnicity and EAL

- Pupils at John Chilton School come from 23 different ethnic backgrounds including White.
- 60% of pupils come from a family that speak a language other than English as their first language; 10 (9%) pupils arrived in the UK having had no previous school experience.
- 17 different languages are spoken including English.
- Many of the learning needs of pupils who are learning English as an Additional Language are similar to those of other pupils in our school. However, these pupils are learning in and through another language and they may come from cultural backgrounds and communities with different understandings and expectations of education and learning.
- Increasingly some come with no previous formal schooling, little physical support and equipment; and some come after experiencing trauma in their home country

FSM

- Many pupils come from disadvantaged families who are eligible for free school meals. 32% of families are presently claiming FSM although there are a number of families who are eligible and not claiming – a reason for this may be that their child does not eat regular food due to their physical/medical needs and has supplements instead or is tube fed. Families are supported by the school to claim for FSM.
- 40% of pupils and ex pupils are Ever6 FSM

LAC

- There is one LAC at present
- There is one Post LAC pupil at present
- Two additional pupils have been in the care system abroad or for a significant time before returning to a family member

Staffing

- The school employs a range of staff including teachers, HLTAs, TAs at various scales and with different responsibilities (including two teaching and learning apprentices, and one sports apprentice), school meal supervisory assistants, administrative staff, ICT Network Manager, Assistive Technology Team, Learning Mentor, Moving and Handling Specialists and Family Worker.
- Effective arrangements are in place for induction of new staff.
- The school has two NQTs and an UQT amongst its teaching staff.

Class Size

- There are generally between 7 and 15 pupils in classes.

Updated October 2018