



## Context of John Chilton School

### General Information

- Ethos

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

*" At John Chilton School, we strive for 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 Y14 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 there are 150 pupils on roll with a planned place provision of 149. 19.5% of pupils come from surrounding LAs.
- Our secondary department is uniquely located within the all-age Alec Reed Academy (ARA) building on the Bengarth Site. This provides opportunities for inclusion and integration where appropriate for individuals. Pupils from both schools can share opportunities and advantages. Pupils from the Academy may attend lessons in JCS and if a JCS pupil is able to manage in a mainstream classroom with no learning support, they may have the chance to attend some sessions at ARA. There are no barriers between the schools and pupils have many opportunities to interact socially.
- Our primary department is co-located at Wood End Primary School (WEP) in Greenford, on the Orchard Site. As JCS expands the WEP site is being redeveloped for our pupils, with a view to total occupancy in 2024. JCS and WEP look for opportunities for social inclusion through events and curriculum integration opportunities are possible.

### Health

- The school provides a base for health staff including physiotherapy, occupational therapy, speech and language therapy that work across the two sites. Therapies are given a high priority within the provision to pupils.
- Each site has a school nurse and in addition- the Orchard primary site is supported by a health care assistant; the Bengarth secondary site is supported by two health care assistants.
- The school has privately commissioned educational therapy services. Advice, support and training is given by these services to school staff on student programmes. All therapists contribute to staff training. Regular meetings with therapists ensure therapies are integrated into the curriculum.
- The school has engaged the services of a part-time counsellor for students who works in close co-operation with staff.
- The school has engaged the services of a part time music therapist for students who works in close co-operation with staff.

## Types of SEND

- Over the last few years, the cohort of pupils has changed and we now have three distinct pathways through the school. Pupils can move into different pathways as their needs alter.
- In 2019 70% of pupils had a severe to profound learning difficulty; and 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.
- In 2024, this cohort has fallen due to growth in the SEMH/MLD group and changed in profile – together there are 50% pupils with PMLD/SLD which can be further categorised as: 12% PMLD; 39% SLD and more than 60% of these have a complex physical, sensory or communication need
- 50% of the pupils present with moderate learning difficulties with/without additional physical or medical needs, up from 30% in 2019- this is due to more pupils moving across from mainstream schools due to significant SEMH needs
- 68% of the pupils have medical, physical or severely physical difficulties that affect their health and wellbeing. This has reduced from 90% in 2019, reflecting the increase in SEMH and able-bodied pupils. The school arranges to ensure that these pupils are properly supported both physically and mentally so that they can play an active role in school life.
- 68% of pupils have significant SEMH needs that require intervention from the school's specialist Nurture Team, an increase from 39% in 2019.

## 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. In the present Phase 4 group of 42 pupils. In 2024 we noticed significant changes from previous years, demonstrating that the majority of our current pupils have not had the benefit of consistency of a JCS education and ethos:

2022-2023 intake	KS of joining school	2023-2024 intake
35%	EYFS/KS1	17%
30%	KS2	21%
26%	KS3	52%
9%	KS4	10%

- 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

- 67% of pupils are boys and 33% are girls, changing from 60% boys last year

## Ethnicity and EAL

- Pupils at John Chilton School come from 23 different ethnic backgrounds including White.
- 70% of pupils come from a family that speak a language other than English as their first language, an increase of 10% from 2017.
- 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. 50% of families are presently claiming FSM, up from 39% in 2019; 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.
- 24% of families are in poor or overcrowded housing or are currently homeless

### **LAC**

- There are four LAC at present
- There is one Post LAC pupil at present

### **Staffing**

- The school employs a range of staff including teachers, HLTAs, TAs at various scales and with different responsibilities, school meal supervisory assistants, administrative staff, specialist assistive technology and communication team, learning mentor and SEMH assistant, therapy liaison assistants, moving and handling specialist, DSL social worker and family worker.
- Effective arrangements are in place for induction of new staff.

### **Class Size**

- There are generally between 8 and 14 pupils in classes.

### **Recognised awards**

- School Sports Partnership Platinum Award
- Healthy Schools Bronze Award
- Ealing School and Family Partnership Award

### **Attendance**

- Attendance rate, 83.97%
- Attendance rate with CRA removed, 93.41%
- Pupils persistently absent (below 90%) 84
- Pupils persistently absent with CRA removed, 10

### **Behaviour**

- 1 fixed term exclusion January 2023
- 1 fixed term exclusion May 2023

- 1 fixed term exclusion July 2023
- 1 fixed term exclusion September 2023
- 1 fixed term exclusion November 2023
- 1 fixed term exclusion December 2023

These relate to three pupils