



## **Jubilee Park Academy Special Educational Needs Report 2018-19.**

### **Introduction**

Jubilee Park Academy is a mainstream primary school with two Early Years classes: 1 Nursery and 1 Reception. There are two Key Stage One classes and four Key Stage Two classes. Classes are made up of mixed ability pupils, including pupils with special educational needs and disabilities (SEND). Our school is an inclusive setting where the needs of pupils with SEND are met, with pupil views highly valued to ensure every child has the opportunity to experience a broad and balanced curriculum. We also have branch out classes across the school to support pupils who are working slightly below their age related expectations. Our school also has a nurturing facility that supports pupils with ASD and SEMH needs working on a differentiated and creative curriculum and afternoon nurture groups working with children on communication and social skills. All children receive first quality teaching regardless of their specific needs, with the aim that they make the best possible progress within school. The range of pupils with SEND within our school includes pupils with communication and interaction needs, cognition and learning difficulties, social emotional and mental health difficulties and also pupils with sensory and physical needs.

### **What is the local offer?**

From September 2014, Local Authorities and schools are required to publish their local offer. This offer will keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. The Local Offer aims to improve choice and transparency for families. It is also a resource for parents in understanding services and provision in the local area.

For further information on the Local Authority local offer follow this link:

[http://www.sandwell.gov.uk/download/downloads/id/23977/inclusion\\_support\\_local\\_offer\\_2015-16.pdf](http://www.sandwell.gov.uk/download/downloads/id/23977/inclusion_support_local_offer_2015-16.pdf)

Written: September 2018

Review Date: August 2019

### **The School SEND Information Report**

At Jubilee Park Academy we are constantly reviewing how we can maintain and improve the provision for our pupils. Our policies and procedures are regularly reviewed and updated as necessary and in response to current guidance. Below is a list of frequently asked questions with appropriate information regarding the SEND provision at Jubilee Park Academy.

## **How are pupils with SEND identified at Jubilee Park Academy?**

At Jubilee Park Academy we believe that early identification of any child who may have Special Educational Needs is very important. The earlier the action is taken the more responsive the child is likely to be to the interventions put in place.

Teachers at Jubilee Park Academy work within a structured process of planning, teaching, assessing and reviewing. This takes account of the wide range of abilities, aptitudes and interests of the children. Teachers make provision for curriculum differentiation, curriculum adaptations, and pastoral or disciplinary procedures dependent on the individual child's strengths or weaknesses. We aim to use a variety of approaches to maximise the achievement of all pupils.

These arrangements apply to all pupils and are not just part of special educational provision for pupils with SEN. Differentiation of learning activities enables teachers to meet the needs of every pupil and the majority of children will learn and progress within this structure. The progress of individual children is recorded in line with Jubilee's assessment policy, which will highlight children who are not progressing satisfactorily even though the education delivery has been differentiated.

If further, specific support is required an assessment for an Educational Health Care Plan (EHCP) may be made. This will only be done after consultation with parents and the young person's views will be gained.

## **What should I do if I think my child may have a special educational need?**

If a parent and/or guardian has any concerns regarding their child's progress or feels they require further support or assessment they should liaise with the class teacher in the first instance in line with the school SEN policy. If a class teacher feels that the child is not developing as effectively as possible, they will consult with the Special Educational Needs Coordinator (SENCO) to review the situation and consider any actions that may be required.

The SENCO and class teacher will review the strategies that are already used and consider how these might be adapted. The review may lead to the conclusion that the pupil requires help, which is additional, or different from that which is normally available within the particular class. Consideration will then be given to helping the pupil through SEN provision.

The school employs a Special Educational Needs Coordinators (SENCOs) to support the staff and provide the relevant provision for pupils with special educational needs.

The named SENCO is: Hayley Lloyd Davis and the SENCO assistant is Dorothy Murphy.

Jubilee Park Academy,  
Highfield Road, Tipton,  
West Midlands,  
DY4 0QS.  
Tel: 0121 522 2598  
Email: [Senco.JP@summerpark.co.uk](mailto:Senco.JP@summerpark.co.uk)

## What SEND provision is available at Jubilee Park Academy?

Within the provision that Jubilee provides:

- Children with Special Educational Needs have their needs met within an inclusive setting,
- All staff are aware of the procedures for identifying Special Educational Needs,
- All teaching staff are informed of current developments and new legislation by the SENCO and have access to Special Educational Needs in-service training,
- There is involvement with parents at the earliest stage,
- There are adequate records which are clear, factual and up-to-date,
- A record of all children with Special Educational Needs is kept by the SENCO,
- There is equal access to the curriculum and equal opportunities for all the children with Special Educational Needs,
- The needs of all Special Educational Needs children are catered for in a positive way,
- There is liaison with external agencies such as Inclusion Support, speech therapists, medical services and social services so that agencies can participate in the review process,
- Any relevant advice or information is passed on to class teachers and learning support assistants by the SENCO,
- Governors are made aware of our school's Special Educational Needs Policy,
- Interventions for each child are reviewed regularly to assess their impact and the child's progress,
- The views of the child, their teachers and their parents are included within the review process.

The SENCOs are responsible for:

- Coordinating provision for children with Special Educational Needs,
- Liaising with and advising fellow teachers and the governing body,
- Managing learning support practitioners,
- Overseeing the records of children with Special Educational Needs including a record of children with Education, Health and Care Plans.

- Liaising with parents of children with Special Educational Needs,
- Contributing to the in-service training of staff,
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies,
- Monitoring and evaluating work regarding Special Educational Needs,
- Direction of LSP/A staff and interventions,
- SENCO holds annual reviews for pupils with Education, Health and Care Plans,
- SENCO gathers evidence and applies for Education, Health and Care Plans,
- SENCO is responsible for care plans,
- SENCO is responsible for Medical records and home visits.

Following initial investigations, the SENCOs may liaise with other agencies to obtain further information and ensure the correct support is available for a pupil. This may include the involvement of Speech and Language therapists, Occupational Therapists, Educational Psychologists or specialised teachers.

## **How is the decision made about how much support my child will receive?**

The SENCOs are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans. The Head of School informs the governing body of how the funding allocated to support SEN has been deployed.

SEN funding is used in the following ways:

- SENCO'S non-contact time,
- Management point for SENCOs,
- Learning Support Practitioners and Learning Support Assistants for SEN pupils,
- SEN resources, equipment, materials, books, IT and software,
- Minor adaptations to premises or furniture to aid inclusion,
- Funding to support pupils on a 1:1 basis.

The SENCOs will liaise with the SMT to deploy support staff appropriately to meet the needs of pupils with SEN. The support staff deliver the interventions outlined in the school provision map and IEPs.

## **How do we evaluate the provision available and its impact?**

Staff are made aware of training opportunities via LA bulletins and Inclusion Support publications. The SENCOs will arrange INSET training as required and any training required from Inclusion Support will be requested by the SENCOs at the School Agreement Plan meetings. External support services such as the Educational Psychologist and Sensory Teams play an important part in helping staff at Jubilee to identify, assess and make provision for pupils with Special Educational Needs, with the school team working closely in partnership with the providers of these services.

New staff will be introduced to the SEN policy, resources, records and procedures by the SENCOs. Teaching and support staff are regularly monitored and observed by the SENCOs.

and Senior Management Team (SMT) where they are provided with constructive feedback to develop their skills and knowledge.

The impact of additional provision is analysed according to target setting and intervention reviews termly. Staff are responsible for ensuring pupils make appropriate levels of progress which is assessed during these reviews to ensure interventions are achieving the appropriate outcomes. The school Governing Body are updated on SEN review progress and outcomes on a regular basis.

## **What is the school's approach to teaching pupils with SEND?**

All pupils are taught within their peer groups and the teaching is pitched at the appropriate level. Learning Support Practitioners (LSP) or Learning Support Assistants (LSA) often assist children who require additional support. This may consist of in-class support or withdrawal from class to work individually or in small groups to enhance their learning. Additional resources or equipment are used to support the child where appropriate, to ensure success in the classroom. Specific targets are set to measure their developmental progress and track the additional provision that is provided to help the child meet their targets.

A provision map outlines the available interventions within school and pupils are matched to the relevant resources. Some of interventions require a small group focus and some are delivered individually.

To support the individual needs of pupils, specialist target work may be set from the Speech and Language Therapist, Occupational Therapist, Physiotherapist or specialised teachers. These targets are closely monitored and reviewed by these external professionals to ensure sufficient progress is being made and ascertain if any further interventions may be required.

## **How do we review the progress of pupils with SEND?**

Teachers at Jubilee work within a process of planning, teaching, assessing and reviewing, with the same process followed for pupils with SEN. Teachers regularly update assessment records and review progress against pupil targets, this is then shared with parents at least three times a year.

As a school we feel it is important that pupils and parents are included within the review process and targets are reviewed and discussed during parents evening meetings. Parents of pupils with an Education, Health and Care Plan also attend a yearly review meeting to discuss progress with a wider range of professionals, including education and health care specialists.

Additional communication methods are used to provide regular contact with the parents of pupils with more complex needs, these include:

- Daily staff to parent discussions
- Home/school dairies
- Reward charts

## **How is the curriculum matched to pupil needs?**

All children have an entitlement to a broad and balanced curriculum, which is differentiated. The amount of support given depends on the needs of the child however IEPs are designed to coordinate the support for each child. IEPs employ a small step approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that all children experience success.

Teachers select appropriate resources and materials for the individual needs of the children in their class and organise their classrooms to enhance the learning environment. Staff aim to create stimulating classroom environments using many visual prompts and supporting visual prompts delivered in phonics lessons are also used to support other curriculum lessons.

Lessons are planned around topics that are interesting and exciting for pupils. Some pupils are taught within the Nurture Group where the learning is specifically child-centered and matched to pupil social and emotional needs.

## **How will my child be involved in out of school activities or trips?**

Pupils with Special Educational Needs are able to attend any of our after school clubs.

Including:

- Creative arts
- Football
- Multi Sports
- Dance
- Reading focus clubs
- Maths focus clubs
- Cheerleading

Staff will also ensure that equipment adaptations have been considered.

All pupils, including those with SEN participate in external school trips and all activities are planned well in advance of the visit to provide sufficient time for staff to complete pre-visits, relevant paperwork, route planning and risk assessments. Staff to pupil ratios are increased during a visit to ensure pupil safety and to support accessibility arrangements when additional support is required. During school break and lunch times it is necessary that some pupils have additional support to manage their social skills, behaviour needs, medical or hygiene needs, therefore additional adults are available to assist the pupils where needed.

## **What support is available for pupil well-being?**

Some pupils require support for social, emotional and mental health needs. For those pupils who require additional support for pastoral, medical or social reasons, there are range of trained professionals within our setting who can support appropriately, these include:

- A Designated Safeguarding Lead,
- A Social Worker,
- A Parent Support Officer,
- A Behaviour Manager,
- A Learning Mentor,
- Counsellor.

A consistent behaviour strategy with colour coded zones is used to help pupils manage their behaviour in school alongside individualised reward systems, stickers, charts, behaviour books, carpet mats, positive praise and golden time.

To further support pupils with social, emotional and mental health difficulties we run a number of Nurture Group. Key Stage One and Key Stage Two pupils attend the group which is staffed by a consistent school based mentor.

For pupils with medical needs or physical disabilities requiring specialised care and treatment, staff liaise with health care professionals regarding the administration of medicines and treatment delivery. All staff are trained appropriately by key professionals before administering care.

## **How accessible is the school building?**

Jubilee Park Academy is fully wheelchair accessible. All classroom areas are situated at ground level and there are three disabled toilets, two is fitted with a changing bed.

Other agencies work alongside the SENCOS to secure suitable equipment for pupils with SEN.

## **What training is available for staff working with pupils with SEND?**

Staff attend regular training sessions. Training days and twilight events are opportunities for staff to develop knowledge or gain new skills linked to SEN. Staff are made aware of external training opportunities via bulletins, and the SENCOs will arrange training required from Inclusion Support when needed.

Staff have received the following training:

- Child Protection,
- Health and Safety,
- Curriculum and planning,
- Interventions (Sandwell Numeracy Intervention, Fun Fit, etc),
- Phonics (Read, Write, Inc.),
- Reading,
- Visual Maths,
- Speech, Language and Communication tools,
- Makaton,
- Manual Handling,
- Management of Actual or Potential Aggression,
- Behaviour strategies,
- Attachment Theory,
- Nurturing in the classroom,
- Attachment and Trauma,
- Anger Management,
- Autism awareness training,
- EpiPen delivery,
- Asthma,
- Diabetes,
- Epilepsy,
- First Aid,
- Peer massage.

Training is reviewed regularly to ensure staff have the appropriate skills to work effectively in their role. Other professional also work alongside our school team to provide effective support.

## **How will the school prepare and support my child through transition periods?**



All children are fully integrated members of the school irrespective of: Social background, Physical disabilities, Academic abilities, Cultural background.

When a child begins in Reception, every effort is made to obtain nursery records and liaise with the SENCO from nursery schools regarding information on children who have already been identified as having difficulties.

When children transfer from other Primary Schools to Jubilee, records must be obtained from the previous school to ensure continuity in the Special Educational Needs provision. Similarly, if a child with Special Educational Needs transfers from Jubilee to another Primary school, records will be passed on and liaison with the SENCOs will take place if appropriate. Extra visits and meetings may be arranged to gather further information.

During Secondary Transfers, visits to secondary schools are to be encouraged and Year 6 teachers will, wherever possible, meet staff from secondary schools. The SENCOs will be involved whenever appropriate. As necessary, information and records will be passed on to secondary schools.

## **How will I be involved in discussions about planning for my child's education?**

At Jubilee Park Academy we aim to develop, positive and constructive relationships with parents/guardians. We believe that parents have a critical role to play in their child's education and we value the contributions of the parents of children with special needs. Parents will be informed immediately if their child is recognised as having a special educational need by a meeting with their class teacher. They will also be invited to meet with one of the SENCOs to discuss their child's needs.

Parents of pupils with SEN have the opportunity to discuss their child's progress during review meetings and at parent's evenings with class teacher, one of the SENCOs. Parents have an opportunity to express their views at any time as the SENCOs are available for parental meetings when required. Formal meetings are scheduled during yearly review meetings where forms are also available for completion to provide feedback.

New parents are invited to induction meetings to find out about school procedures, and home visits can be made to allow staff to make further observations of a child where necessary.

Other opportunities for parents or guardians to get involved in school include:

- Nurture group information sessions,
- Play and stay sessions
- Class workshops,
- Open evenings,
- Class performances,
- Discos,
- After school events such as the Christmas performance.

## How will my child be involved in making decisions about their education?

At Jubilee Park Academy we believe that pupil views are extremely important therefore all pupils are offered the opportunity to be a part of the school council. We have 'Buddies' who support peer pupils and younger pupils at break times.

Pupils are supported during transitional periods and transition booklets are completed before the end of term to prepare pupils for change. Pupil views are collected and shared in meetings and pupils make personal comments within their IEPs. Pupils who have difficulties with communication and language are supported using additional resource materials and use symbol, pictures or photographs to share their views. Other forms of IT can be used to make recordings or short video clips to collect pupil views when appropriate.

## What specialist services and expertise does the school access?

Jubilee Park Academy is lucky to have a hard-working and experienced team of staff working to support Pupils with SEN.

Job Title	Staff Member
Executive Head Teacher	Miss. K Rochestor
Head of School	Mrs. H Kumar
SENCO	Mrs. H. Lloyd-Davies/Mrs. D Murphy
Behaviour Manager	Mrs. C Burgess
Designated Safeguarding Lead	Mrs. H Kumar
Parent Support Officer	Mrs. C Green
Counsellor	Ms. Natalie Wilson
Learning Mentors	Mrs. C Gordan

In addition to the professionals listed above Jubilee staff work with a variety of external agencies including:

- Educational Psychologists,
- Specialist teachers of pupils with hearing, visual and speech and language impairment,
- Special Needs Advisory Teacher for language (SENATL),
- Special Needs Advisory Teacher for behaviour (SENATB),
- Complex Communication Teams,
- Occupational Therapists,

- Physiotherapists,
- Child and Adolescent Mental Health Services,
- Social Services,
- Other Health Care Professionals,
- The Albion Foundation.

## **Who can I contact for further information or if I want to make a complaint?**

In the first instance, any concerns parents have should be discussed informally with the class teacher.

Class teachers will signpost parents to the SENCOs if further discussions are required.

The named school SENCO is:

Hayley Lloyd Davies/ Dorothy Murphy.

Jubilee Park Academy, Highfield Road, Tipton, West Midlands, DY4 0QS Tel:

0121 522 2598.

Email: [Senco.JP@summerpark.co.uk](mailto:Senco.JP@summerpark.co.uk)

Concerns from parents should be discussed informally with the class teacher, SENCOs or Head of School. The concern will then be recorded on a parental contact form. If parents are still dissatisfied then they can follow the schools complaint policy which is on the school website.