



Jubilee Park Academy

SEND Information Report 2016-17

in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Jubilee Park Academy?

Jubilee Park Academy is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

2. How do we identify children who may have a SEND need?

Children entering our nursery are screened using the WELLCOMM language assessment and baselined against Development Matters, as are new children to reception.

Other assessments are also used to identify needs based on discussions with new parents. Pupil progress meetings and discussions are held every half term from which we track and identify children who are not making expected progress. If in those discussions, children are identified to have a SEND need then they will feature in our provision mapping meetings to identify interventions and/or support programmes to be implemented and monitored half termly to ensure the child makes accelerated progress.

3. What provision is made for children with SEND; with and without an EHC Plan, in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at half termly pupil progress meetings. Our provision maps track progress over time and allow us to identify effective interventions. Interventions are monitored by both the SENCO and the Senior Leadership Team.

b) What are the school's arrangements for assessing and reviewing progress of children with SEND?

Our provision maps track progress over time and allow us to identify effective interventions and our half termly pupil progress meetings review the impact

interventions are having in the classroom on children's progress. We use a range of assessment tools at Jubilee, these include:

- Rising Stars Grammar Test
- Rising Stars Mental Arithmetic Test
- Wellcomm
- Phonic Screening
- Puma Maths test
- Pira Reading test
- Boxhall Profile
- The Orchard Curriculum Tracker

c) What is the schools approach to teaching children with SEND?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through in class differentiation, withdrawal for small group work or through 1 to 1 teaching, both in and out of the classroom.

d) How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum and teaching sequences are adapted to meet the needs of the individual, and the withdrawal for interventions are fed back into the classroom through the provision of in class actions that are put in place by the class teachers to maximize the work carried out in interventions. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEND?

We provide nurture group activities and other social emotional programmes through the deployment of a fulltime evolve learning mentor.

4. Who is the named SEND contact?

Mrs S Allard

Jubilee Park Academy

Highfield Road, Tipton DY4 0QS

Tel: 0121 522 2598

E-mail: shelley.allard@jubileepark.sandwell.sch.uk

5. What specific expertise is available to children with SEND?

We are supported by an outside team of experts from Inclusion Support - Sandwell's SEND Support Service. They are:

- Dr. A. Sultana - Educational Physiologist (EP)
- Mr C O Connor- Special Educational Needs Advisory Teacher - Learning (SENAT-L)
- Mrs Jenny Morris - Special Educational Needs Advisory Teacher - Behaviour (SENAT-B)

We can also access, through Inclusion Support, support from their very specialist services as and when we need them, which are:

- SEN Advisory Teachers for Specific Learning Difficulties
- Preventing Primary Exclusions Team
- SEN Advisory Team for Complex Communication Disorders
- Sensory Support Service (Hearing & Visual Impairment)
- Early Years Inclusion Support

For Speech and Language, Occupational Therapy, Physiotherapy and CAHMS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the service.

The school SENCO has vast experience of working with pupils with profound and specific learning difficulties and a team of dedicated LSPs and LSAs, who are led by the SENCO and trained to deliver interventions and support as and when required.

6. What specialist equipment and facilities are there for children with SEND?

We have a Multi-Agency centre on site with a purpose built nurture room and an intervention area within school that equips staff with resources they need to deliver interventions.

7. What arrangements are there for consulting and involving parents of children with SEND?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, provision map discussions, progress reviews, yearly written reports and termly parent meetings.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENCO or Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the SENCO or the Headteacher the parent will be directed to the school's complaints procedure, which is available on our school website.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an outside team of experts from Inclusion Support - Sandwell's SEND Support Service. They are:

- Dr. A. Sultana - Educational Physiologist (EP)
- Mr C O Connor- Special Educational Needs Advisory Teacher - Learning (SENAT-L)
- Mrs Jenny Morris - Special Educational Needs Advisory Teacher - Behaviour (SENAT-B)

We will also access Inclusion Support for their specialist services, as and when we need them, which are:

- SEN Advisory Teachers for Specific Learning Difficulties
- Preventing Primary Exclusions Team
- SEN Advisory Team for Complex Communication Disorders
- Sensory Support Service (Hearing & Visual Impairment)
- Early Years Inclusion Support

With regard to Speech and Language, Occupational Therapy, Physiotherapy and CAHMS we will work with whoever is deployed to work with our school staff, once parents have made a referral to those particular services.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32*?

Inclusion Support 0121 569 2777

Speech & Language 0121 612 2345

Occupational Therapy 0121 612 2345

Physiotherapy 0121 612 2345

CAHMS 0121 612 6620

Special Educational Needs Service 0121 569 8240

Parent Partnership Service 0121 552 0047

12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents or carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new situation.

13. Where is the Local Authorities Local Offer published?

Please click on the link below to access the Sandwell Local Offer.

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer