

JUBILEE PARK ACADEMY LOCAL OFFER

This document explains what Jubilee Park Academy offers all their pupils and highlights procedures and additional support given to those children who have a special education need and a statement of special educational needs.

*Universal Offer
and Special
Educational and
Statement Offer*

Jubilee Park Academy

Local Offer

Universal Offer - What Jubilee Park Academy provides for all its children:

- Jubilee Park Academy is an inclusive school catering for the needs of all children. We are fully committed to supporting individual children who may need to overcome a variety of barriers to achieve their potential, including supporting children who have particular gifts or talents.
- All our teaching staff are part of a performance management cycle, and are encouraged and supported to continue their professional development. They have high pupil expectations in order to ensure that all children receive quality first teaching.
- Pupil progress meetings are held each half term between the class teacher and a member of the senior leadership team to consider the progress all children in the class are making.
- Groups of children are targeted for focused guided teaching in class on a need basis and following outcomes from the pupil progress meetings.
- Parents are fully informed on the progress their child is making. This is done formally through parent's evenings and learning passports each term and pupil reports at the end of the year. In addition to this, informal conversations between the adults working with individual children and the parent are held on an as required basis. We offer an exciting curriculum for all children between 3 and 11 years of age. We understand that reading, writing and maths are of paramount importance for children, however we ensure that our curriculum offers much more than these subjects alone. Our aim is that our innovative curriculum engages all children to foster a curiosity and excitement for learning.
- Transition between year groups is planned for, particularly at the end of the foundation stage and at the end of KS2.
- The parent support officer and senior leadership team offers help and advice to children and families with a variety of personal matters.
- We work closely with the children's centre to offer support and early help (CAFs) to families.
- The school employs a learning mentor - further advice on this service can be sought from our parent support advisor
- The school employs the services of other professionals that work with the children including an artist, musicians and sports coaches.

Additional Special Educational Need or Disability (SEND) Support

What the school provides for children not making expected levels of progress

- Children with SEND work closely with the class teacher and the SENCo and where necessary the learning mentor.
- Individual Education Plans (IEP) are implemented for children on a need basis and parents are given a copy.
- The SENCo in conjunction with the class teacher will plan for withdrawal sessions to be put in place to support the pupils learning need. The support will vary from a booster to a targeted intervention and will be delivered by an experienced LSP either on a 1:1 basis or in a small group.
- We currently offer group interventions to support the acquisition of phonics, reading, writing, spelling, maths, social skills, gross and fine motor skills and provide an individualised education plan for some pupils.
- All our Learning support assistants (LSP) are trained to plan and deliver an intervention programme and a system is in place to support LSPs continuous professional development.
- Home/school contact books are in place for children who have a statement of special needs or where it has been required by parents/carers.
- The school has links with a number of other professionals whom we regularly seek advice from. They provide input in the form of speech and language programmes and individualised programmes for children with a specific learning disability. With your consent they will make recommendations to the school on how best to support your child's needs.
- The SENCo will inform the family before withdrawing their child from class for an Intervention and inform them of the progress made at the end of the intervention.
- Where the school feel it is necessary to seek support from outside agencies, the SENCo will seek parental consent. The SENCo will keep the family informed of advice given by outside agency.

Educational, Health and Care Plans

The school may seek a statement in order to provide additional support for children with severe and complex needs.

- Children with complex needs that consistently need additional support may result in the school applying for additional funding.
- In Nursery, additional funding can give the teachers and the SENCo time to work with the child and their family to determine if the child's developmental needs can be supported, leading to the child catching up with their peers by the end of the foundation stage, or if a statutory assessment needs to be requested.
- If required the school (or the family) can request that the local authority carry out a statutory assessment.
- If an Education, Health, Care Plan (EHCP) - previously known as a statement - is issued, it will outline the educational needs of the individual and the resources needed to ensure the child is able to access the curriculum.
- Where possible the school will put into place the recommendations of the EHCP. Where this is not possible, the SENCo will support the family in finding suitable alternative provision.
- The school has a formal reporting process based on the annual reporting required by the EHCP. In addition, both the class teacher and the SENCo will keep the family informed of assessment, interventions and general well being of the pupil.
- Where children are not making progress or accessing the national curriculum Jubilee Academy work closely with Orchard Special School to assess them on P Level statements using the Orchard Tracker.

Jubilee Park Academy - Local Offer

September 2016

Ofsted 2015 recognised

'Disabled pupils and those who have special educational needs make good progress from their different starting points, and some make rapid progress. Teachers and teaching assistants work well together to ensure that the work is carefully tailored to meet their specific learning needs. This has a positive impact on their confidence and self-esteem.'

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the special educational needs coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once every half term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support.
- Inform you how to make a complaint if you are not happy with what we are doing to support your child.
- Talk to you if we think we need to consider asking the local authority to make a statutory assessment of your child's needs because more advice/resources are needed to help your child make progress.

Link to Parent Partnership Services - www.sandwellparentpartnership.co.uk

Link to autism west midlands - www.autismwestmidlands.org.uk

Link to the British dyslexia society - www.bdadyslexia.org.uk

Link to dyspraxia Dore society - www.dore.co.uk