



Special Educational Needs and Disability Policy

Jubilee LEAD Academy - February 2016

Aims and Objectives

This policy explains how Jubilee LEAD Academy makes provision for children with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010, Children and Family Act 2014). It complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) as well as the school behaviour, attendance and safe guarding policies.

It has been written as guidance for staff, parents/ carers and children.

Jubilee LEAD Academy is a mainstream school that has a vision statement as follows:-

We believe that through positive attitudes and relationships, supportive teamwork and collaborative partnerships between colleagues, governors, parents and the wider community, it is possible to meet the needs of all our children.

In a safe, secure and stimulating environment, differences are celebrated and pupil's voices are heard. This is embedded by effective teaching which results in high standards, successful learning and good behaviour.

Through our strong leadership and creative curriculum we aim to equip each child with the skills they need for lifelong learning. We have high expectations of mutual respect and aim to develop confident learners, who are proud of their achievements and enjoy coming to school.

Equal Opportunities

At Jubilee LEAD Academy we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture, class, disability or special educational needs (see Equality Policy). Children with Special educational needs have a right to a broad and balanced curriculum and to be educated alongside other children.

If you require further information about the provision for SEND at Jubilee LEAD Academy please talk to the class teacher of your child or the Special Educational Needs Coordinator (SENCO).

Identification and Assessment of SEN

A pupil has Special Educational Needs if he/she has a learning difficulty, which requires special educational provision to be made.

A pupil has a learning difficulty if he/she –

- has a significantly greater difficulty than the majority of pupils of the same age.
- has a disability which prevents, or hinders, that pupil from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.

- is under compulsory school age and falls within the definitions above or would so do if special educational provision was not made for that child.

Pupils must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

There is a wide spectrum of individual needs that come under different areas such as communication and interaction, Learning and cognition, social, emotional and mental health and sensory/physical. Often children will have needs in more than one area that are inter-related.

Our Special educational Needs Coordinator (SENCO) is Julia Whitesides.

In addition to the day-to-day management of our special needs policy they are responsible for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- liaising with/ advising or signposting fellow teachers for support with SEND.
- managing teaching assistants
- ensuring appropriate Individual Education Plans or provision maps are in place.
- ensuring that relevant background information about individual children with special educational needs is collated, recorded and updated
- contributing to the in service training of staff
- allocating the SEN budget effectively and providing appropriate resources where possible.

Jubilee LEAD Academy follows the Graduated Approach to Special Educational Needs as recommended in the DfE's SEN Code of Practice. Actions and interventions will be carried out by school that recognise that there is a continuum of SEN and where necessary increasing specialist expertise will be sought to support a child with SEN.

All teachers are teachers of pupils with special educational needs, and take into account classroom organisation, teaching materials, teaching styles and differentiation when planning the curriculum.

Class teachers constantly monitor and assess all areas of the pupil's development and any concerns raised through Pupil Progress meetings will be discussed with parents where appropriate. If a child is working on P levels (below National Curriculum levels) or are making small steps progress due to their additional need they will be assessed using PIVATs.

Concerns will be noted by staff and appropriate support will be provided through intervention groups or TA support. Class teachers will inform the SENCO and parents to decide the appropriate action. Any adult involved with a pupil may identify a concern. If a High level of need (HLN funding) is identified review meetings will be held twice a year.

Provision

We aim to meet individual needs by planning the curriculum appropriately through differentiation. We use a range of teaching /learning styles and resources to ensure all children are able to access all activities. If it becomes apparent that there are further needs that are additional to or different from those provided as part of the school's usual differentiated curriculum to enable a pupil to learn effectively then a Provision map will be produced. The class teacher remains responsible for working with the pupil, planning and implementing the individualised programme. The programme will be recorded and kept continually under review.

Children with special educational needs will be fully included in all aspects of school life. When planning special events or outings their needs will be considered and arrangements made for them to be included.

Accessibility

The school building has wheelchair access from the car park. All rooms are accessible from the corridor but there are some problems for wheelchair users to access/exit from the classroom French doors facing the car park and two rooms overlooking the school quad area (see school access plan).

There are disabled toilets and changing facilities at the KS1 end of the school. We link with our local Special school for support if a risk assessment is needed and additional curriculum is required to support a child.

Effectiveness of SEN provision and Social and emotional well-being

There are a range of interventions used from Early Years to Year 6 to support learning these might include:

- Teacher or TA support in small group or classroom settings
- Provision of different learning materials or special equipment
- Other additional adult support where appropriate eg care assistant, learning mentor
- Advice from support services.
- Staff development or training.
- Intervention groups for maths or English eg switch on, over-coming barriers and extra phonics

SEND interventions are reviewed at Pupil Progress meetings on a half termly basis after each assessment week. At this point it will be decided by the class teacher whether that intervention is having an impact and therefore whether to continue or amend to different provision. Progress of SEND children will be tracked using PIVATs.

On occasions we will need to seek advice from professionals from support services. We will inform parents before contacting any agencies. This could include:-

Education Psychologists (CEPS)

Inclusive Education Service (IES)

Behaviour Support Service (BST)

Autism Team

School attendance officer / Educational Welfare Service (EWO)

Community Paediatrician / School Nurse

Speech and Language Therapy Service (SALT)

CAMHS – children and adult mental health service

Place2Be – school counselling service

Vulnerable children's team / family support worker

We recognise the value of working co-operatively with other professionals and sharing information, however our policy on confidentiality will still apply.

We have 2 Learning Mentor's that support children with challenging behaviour. They work on developing skills and strategies in dealing with social issues so that the children can remain in the classroom or in a supported environment to access the curriculum. This is the first step to avoid exclusions. A behaviour policy is adhered to by all staff which outlines processes to follow.

Place 2Be is also available for a small number of children every year with Place 2 Talk available for all children (unless parents choose to opt them out).

All of our children are encouraged to engage in all activities including extra- curricular activities which are run voluntarily by members of staff. In some cases for extra- curricular activities, if additional support is needed, parents may be asked to support their child if support within school is not available.

Training in SEND

We recognize the value of on-going training and staff are encouraged to attend training on special educational needs either in house or by attending courses provided by an external agency. Any information about special educational needs gathered by our SENCO will be made available to all staff.

Involvement of parents

If a parent has a concern about the needs of their child they should talk to the class teacher first who will pass it on to the SENCO if needed. Parents will be asked to support school by attending relevant appointments with other agencies such as the G.P, paediatrician, speech and language etc in order that school can then access support for the child through the relevant agencies.

We believe that children do best when staff and parents work together. Parents have a unique knowledge of their child and we encourage them to share this knowledge with their child's key worker or teacher. The key worker/ teacher will talk to parents regularly, to share their child's progress and to discuss any concerns they may have. Parents with children that have a higher level of special educational needs or an Education Health Care Plan (EHCP) will be invited to review meetings and to contribute to their child's Individual Education Plan or provision map.

Information on support agencies will be offered when relevant.

Involvement of pupils

Children who have an Education Health Care Plan (EHCP) will be invited to the meetings to share their opinions and feelings as to what helps them at school. Where relevant, children's views will also be gathered at other review meetings in order to meet their needs.

Transition

In order to ensure a smooth transition school will, with parent's consent, make arrangements to share all relevant information with the child's next school. This could include written records, visits and meetings.

If a child has a higher level of need extra transition visits and arrangements will be made to support the child – this may be within school or when moving on to a new school. If a child is admitted from another school with SEN then contact will be made with the previous school to ensure a smooth transition between schools and to make sure that relevant support is in place.

Complaints procedure

We value the partnership between parents and staff but should a problem arise parents are asked to discuss this fully with the Head teacher. Any complaints will be treated in accordance with our complaints procedure

and the same time lines will be adhered to (this can be requested from the school office or the Local Authority as we follow their guidelines).

Local Offer

Nottingham City Council is transforming the way it offers help and support to children and young people with Special Educational Needs and Disabilities (SEND). They are bringing together all of the information on services and support in one place – our Local Offer website. This can be found on www.nottinghamcity.gov.uk/localoffer. Here you will find everything you need to know about:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, playgroups and child-minders
- Support groups
- Leisure activities

In this page you can use the search engine above to look for services and organisations that offer specific services to disabled children and young people. Look out for services marked with the Local Offer logo (LO orange enlarger glass).

In this page you can also find advice and guidance webpages about forthcoming changes to services offered to disabled children and young people. Please see the bottom of this page for Useful Information regarding Education, Health and Care Plans and Direct Payments and Personal Budgets. Please visit this webpage regularly as information will be updated.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents/carers of children with additional needs or active CAF will be invited to discuss the provision that can be made to meet their identified needs.

Additional Info – Glossary of terms

SEND - Special Education Needs or Disability

SENCO – Special Educational Needs Coordinator

EHCP – Education Health Care Plan

SALT – Speech and language therapy

EWO – Education Welfare Officer

CAMHS - Children and adults mental Health support

BST – Behaviour Support team

CEPS – Community Educational Psychology Service

IES – Inclusive Education Service