



Jubilee L.E.A.D. Academy

A L.E.A.D. Academy

## SEND OFFER

## Information Report

Our SENCO is

Miss Julia Whitesides

## 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).

## What is a SEND report ?

A SEND Offer / Information Report is information for parents/carers of children who have Special Educational Needs. The offer outlines the support and provision that they can expect to receive from Jubilee LEAD Academy.

## SEND Offer Statement

At Jubilee LEAD Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all pupils to reach their full potential. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this steps may be taken to support young people through their learning journey.

## 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.



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## 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 due to a small step. 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.

## What can I expect if I send my child to Jubilee LEAD Academy?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.

## How do we define Special Educational Needs?

At Jubilee LEAD Academy we keep a detailed up to date register of all pupils who receive additional support in the following three categories :

SEN support—your child is receiving additional intervention to support them in making academic progress and to help meet their targets.

Additional SEN support—your child has an outside agency working with them and school to assist in making the best provision for them.

Education Health Care Plan—your child has significant and complex needs and has been identified as requiring support to access the curriculum.

## Links with Nottingham City Local Authority

Jubilee LEAD Academy works closely with Nottingham City Local Authority in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014)

- Communication and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, Dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical



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## SUPPORTING PUPILS WITH SEND

Your child is the responsibility of his/her class teacher. They plan and deliver the majority of your child's lessons and learning.

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, tracking and collaboration with outside agencies.

## How do we support parents and pupils with SEND?

### SUPPORTING PARENTS

Your child's class teacher will be able to support or answer any queries you might have regarding your child. However, the SENCO, who has responsibility for inclusion, or the Headteacher are available to meet with you to discuss your child's progress or any concerns/ worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by the outside agencies with you. You will be informed if a new support measure is put in place.

The SENCO is also available to signpost you to any relevant support organisations or websites that could assist you.

## How can I let the school know that I am concerned about the progress that my child is making ?

- If you have any concerns about your child's progress, you should speak initially to your child's class teacher. They will address your child's needs through the normal school procedures.
- If your child is continuing to cause you or the school concern then they may be referred to the SENCO for further investigation.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the SENCO or the Headteacher.



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## UNIVERSAL PROVISION

This is what Jubilee LEAD  
Academy provide to all pupils

All pupils will be :

- Supported by the schools pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported by a safe , happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a variety of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs



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## SEN SUPPORT and ADDITIONAL SEN SUPPORT

If your child is in need of additional support,  
these are some of the support systems currently  
being offered in our school

## COMMUNICATION AND INTERACTION

- Adult in class support
- One to one support (for identified pupils) / small group support
- Maths and English intervention programmes/ impact sessions
- Writing aids e.g. pencil grips, writing slopes, posture cushions
- Use of ICT software
- Nurture and pupil support rooms
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies and SEN Team e.g. ASD Team, Educational Psychologist (CEP's), Behaviour support team (BST), Speech and language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



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currently being offered in our school

## COGNITION AND LEARNING

- Adult in class support
- One to one support (for identified pupils)/ small group support
- Maths and English intervention programmes/ impact sessions
- Writing aids e.g. pencil grips, writing slopes, posture cushions
- Use of ICT software
- Nurture and pupil support rooms
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
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- Extra time for completion of tasks
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## SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

- Adult in class support
- One to one support for identified pupils) / small group support
- Maths and English intervention programmes/ impact sessions
- Identified safe/ quiet area
- Use of sensory space
- Nurture and pupil support/ reflection rooms
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies and SEN Team e.g. ASD Team, Educational Psychologist (CEP's), Behaviour support team (BST), Speech and language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



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### SENSORY and/or PHYSICAL needs

- Adult in class support
- One to one (for identified pupils) / small group support
- Use of specialist equipment as advised by external agencies
- Identified staff provided with training from specialists e.g. physiotherapy/ sensory teachers
- Writing aids e.g. pencil grips, writing slopes, posture cushions/chairs
- Use of ICT software
- Use of nurture room and pupil support room
- Access to sensory space
- Identified safe area
- Additional support in practical lessons e.g. PE
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps
- Extra time for completion of tasks
- Liaison with Local Authority external agencies and SEN Team e.g. ASD Team, Behaviour support team (BST), Speech and Language Therapy (SALT), Educational Psychology (CEP's), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies
- Reasonable adjustments made to aid learning e.g. modified language, enlarged resources
- Reasonable adjustments made to the school environment e.g. hand rails, door handles, marking steps, ramps
- Personalised risk assessment and evacuation plan





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How do we ensure that your child has a successful transition from one key stage / phase to another?

- Successful transition is ensured through transition days in the summer term with additional visits and flexible timetables to suit the needs of SEN children.
- Extra transition is arranged with secondary schools for identified Year 6 children
- Meetings are held with relevant agencies and parents prior to admission to our school or during transition times to ensure school are aware of any additional needs so that provision can be put in place to meet them.
- Class teachers liaise with relevant staff to share information when pupils are moving on to a new class and discuss strategies they have found to be successful to support the child
- Key information is kept in the class SEN file so that professionals can access it to meet the needs of all children