



Jubilee L.E.A.D. Academy Inclusion statement

Jubilee L.E.A.D. Academy is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to their learning, participation and achievement for a variety of reasons.

Jubilee's approach to teaching pupils with Special Educational Needs and Disabilities (SEND) is through the Quality First Teaching approaches and also via adaptive methods; 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, physical ability or educational needs.

We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

The teaching and learning requirements of all pupils with SEND is primarily the responsibility of the class teacher. This reflects the principle that SEND (provision for pupils with special needs and disabilities) is a whole school issue and a recognised aspect of all curriculum planning.

We aim for early identification of any special educational needs and disabilities, and this process starts from the first day pupils enter our school. If a pupil is attaining lower than age related expectations or progress is slower than expected/usual for the pupil, but it is felt that the pupil doesn't have any specific needs, then appropriate intervention is planned for within the classroom and are recorded in our intervention records.

Pupils with SEND receive highly effective help and support. Leaders want these pupils to learn as much as others, and they do. Staff have been well trained. Pupils with SEND are valued members of the school. They take on roles such as being members of the pupils' 'safeguarding team'.

Ofsted 2020.

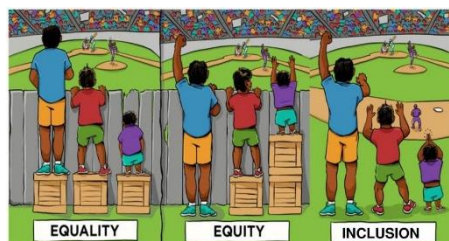
Miss Swan is our Inclusion lead with Mrs McIntyre being our SENCO; together they dedicated their time to removing barriers to learning regardless of the educational need of the pupil. They work together with the wider staff team and local professionals to ensure the highest possible outcomes and expectations for pupils with SEND at our Academy. The Inclusion lead will meet families to ensure needs are addressed and support is provided at the right time.

Please contact our Inclusion lead on 0115 915 5719 option 2 or email l.swan@jubileeleadacademy.co.uk

We aim to provide an environment in the school where all pupils can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

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Information, in relation to Jubilee L.E.A.D. Academy's policies for the identification and assessment of pupils with special educational needs SEND.

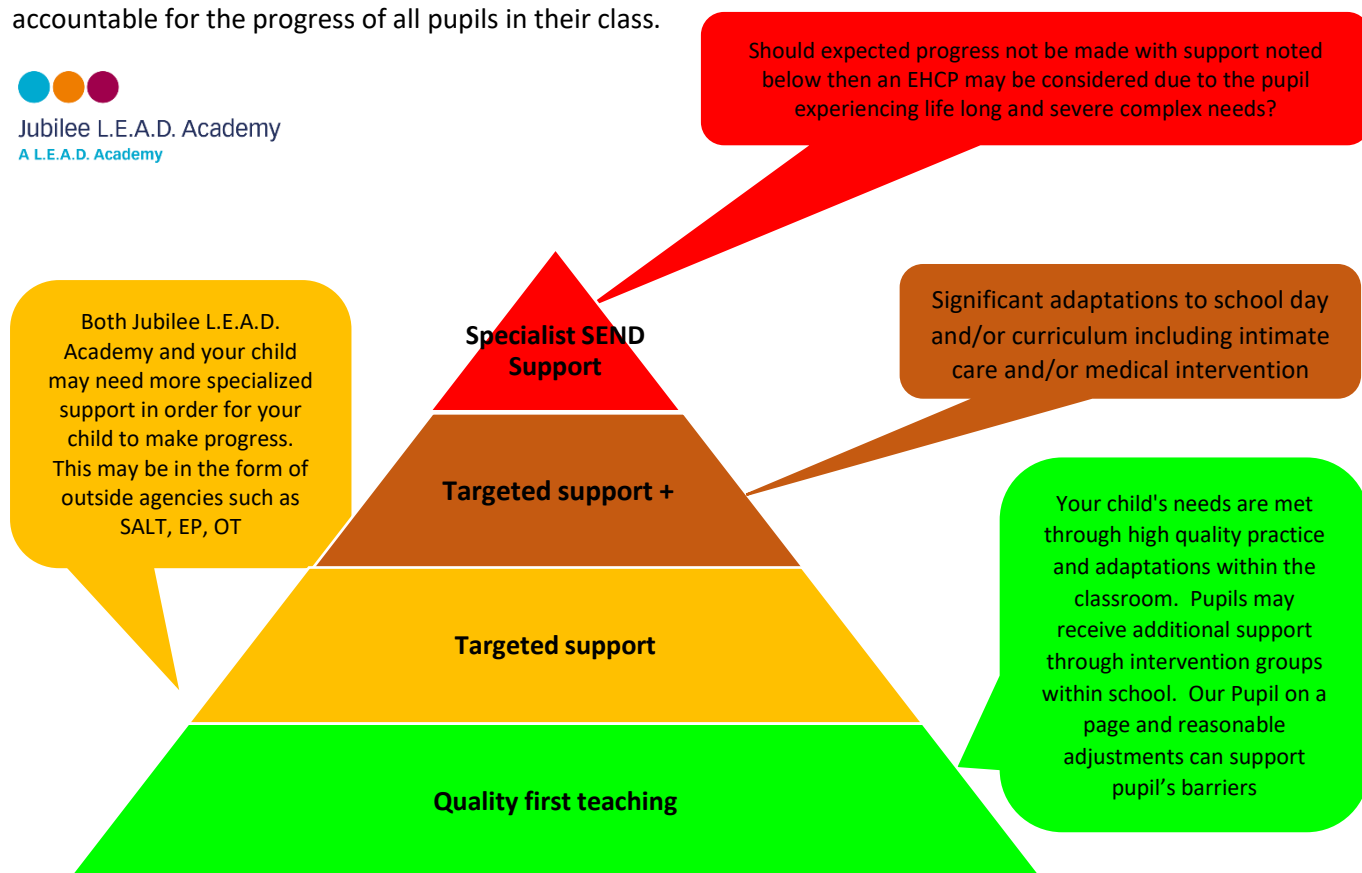
At Jubilee L.E.A.D. Academy we aim for early identification of any special educational needs and disabilities, and this process starts from the admission meeting that will be had with your family. As your child joins us we will complete a number of academic assessments to ensure that we are able to identify whether any reasonable adjustments need to be implemented to support your child's development.

If a pupil is attaining lower than age related expectations or progress is slower than expected/usual for the pupil, but it is felt that the pupil doesn't have any specific needs, then appropriate intervention is planned for within the classroom and are recorded in our intervention records.

The Special Educational Needs and Disability Code of Practice makes it clear that provision for our pupils with special SEND is a matter for the Academy as a whole. As such we continuously plan, teach and assess to ensure that all our pupils make progress, whatever their abilities, aptitudes and interests. All of our teachers are responsible and accountable for the progress of all pupils in their class.



Jubilee L.E.A.D. Academy
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Types of support available at the different stages of support

Quality first teaching

Small intervention group support
Reasonable adjustments to support learning
Routes to Inclusion initiated
Teams available to support;
School Health

Outcome – Gaps close with normally available intervention and support.

Targeted support

Pupil on a Page regularly reviewed
Provision map developed
HLN funding requested

Teams available to support who can carry out further assessment of the pupils needs. They will provide advice to staff and our academy and advise on how best to support the pupil, including suggest resources that would help the pupil make progress.:

- Neurodevelopmental pathways (BEMHS)
- Behaviour Support Service
- Educational Psychology team
- Learning Support Team
- Inclusive Education Service
- Speech and Language Services
- Sensory and Physical Support Service (visual or hearing impairment)

Outcome – Support from outside agencies help to further identify needs of learners. Structured support leads to good progress. Needs are provided for through additional funding.

Targeted Support +

All of the above +

Bespoke support in school

Individual timetable

Personalised curriculum

Multi agency meetings

Elements of small group and 1:1 support

Blended national curriculum and Equals curriculum goals

Outcome – Support is focused on individual learning goals specific to the learner. Goals include a range of advice provided from different services.

Specialist SEND Support

An Educational and Health Care Plan is sought by very few learners and is only applicable in the most significant of circumstances. Should you believe your child requires a needs assessment, please get in touch with the Inclusion lead.

How do we evaluate the effectiveness of the provision made for our pupils with SEND?

Provision for SEND is focused on delivering high quality first teaching. We assess the quality of this through the quality assurance of the leadership team.

We use the graduated approach to support our pupils; Assess, Plan, Do, Review.

Your child will be assessed to ascertain where their strengths and areas to develop are. Provision would be carefully planned, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period. For pupils identified as requiring additional support the Inclusion lead and class teacher will track the progress of those pupils half termly through the review of the Pupil on a Page, academic data and through the Pupil Progress meetings that are held in school.

Professional's meetings take place throughout the year to discuss the effectiveness of provision and glean further advice from outside agencies that are implemented to inform future targets.

The inclusion lead will submit termly reports the Academy Governing Body every term.

The link Governor will carry out monitoring visits every term with the Inclusion lead to evaluate the provision for all SEND Pupils.

What is the Academy's approach to teaching pupil's with SEND?

Quality first teaching, by the class teacher, is delivered to all pupils. Support for learning within the classroom is the most important factor in helping pupils with SEND to make good progress alongside their peers. Learning would be scaffolded or differentiated in line with the pupils needs. Where possible pupils are always based in the classroom with their teacher.

Teaching assistants are deployed where the need is, and this can be done on a lesson basis in order to respond flexibly and swiftly. This may be in the form of in class support or an intervention.

For a small number of pupils, more support may be required. Should this arise, the Inclusion lead would work alongside the teacher and in partnership with the parent. The Academy, parents and other agencies may decide that it is necessary to request higher needs funding or a statutory assessment through the local authority. Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you.

This information may well be recorded in a document for you and your child. This will include: details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed. We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can explain to you:- what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.

What sort of adaptations are made to the curriculum and the learning environment of pupils with SEND?

Quality first teaching is delivered across all classrooms. Each teacher will make appropriate adaptations to the curriculum so all pupils have full access. We have a clear ambition for all strategy at school. The teachers may scaffold or differentiate in order to make it accessible. These could include; visual aids, writing aids, coloured overlays, wobble cushions, writing frames, speaking frames, adult support. In addition to this, some pupils may require a personalised space. Each class has a reasonable adjustment map which details strategies and adjustments to the curriculum for a variety of needs. In line with the equality act, we ensure we meet the needs of all pupils if the need arises and will work alongside all stakeholders to remove those barriers to ensure inclusion.

Subject Leaders in Jubilee have pupils with SEND at the forefront of their mind when looking at their subject area. Together with the class teacher, they will ensure there are suitable support strategies in place for all their lessons. This could be in the form of additional or specific resources, visual aids, and alternative means of recording, use of signs and symbols or pre/post teaching sessions.

What sort of expertise for supporting pupils with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support pupils is current? How do we access additional support?

The school provide bespoke, personal learning programmes for staff; this is a mixture of internal and external providers.

An on –going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND. Our Inclusion lead actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Teaching staff seek support and guidance from the Inclusion lead as required. The academy also seeks advice and guidance from the local authority's support services (Educational Psychologists, Learning Support Team, Autism Team, Physical and Sensory Team, Behaviour Support Team) and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs, you will be informed and asked to give your consent.

Identified staff are trained by medical agencies to ensure they have a sound knowledge of individual medical procedures and requirements.

What support do we have available for pupils with SEND to improve their emotional and social development?

Training is given to staff on all areas of social, emotional and mental health in order to offer excellent support for pupils. Lorraine Swan is the school mental health lead and Kirsty O'Connor is our mental health first aider for the pupils. We are a school that promotes restorative approaches and all behaviour is monitored and support is personalised based on needs.

In school we work with Mustard Seed who provide us with a counsellor to work with pupils struggling to cope with a wide range of issues such as relationship difficulties, parental separation, bullying, bereavement, domestic violence and low self-esteem. Each pupil is offered one-to-one sessions that enable them to use the imaginary world of play to release pent-up emotions, clarify how they see their situation and move on with new coping skills.

Jubilee L.E.A.D. Academy is a Mental Health Support Team School (MHST) This have been developed to increase earlier access to support with mental health and wellbeing. MHST offer interventions that have been shown to help support pupils and young people overcome difficulties with their mental health and wellbeing. These may be offered on a 1-1 basis or with our parents/caregivers. The majority of their interventions use Cognitive Behavioural Therapy approaches.

There is also a dedicated quiet area on the playground where social chat, games and reading can take place.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress or attainment then speak to your child's class teacher in the first instance as they will know your child the best. The Inclusion lead is Miss Swan and can be contacted on 0115 915 5719 option 2.

Information about how equipment and facilities to support pupils with SEND will be secured.

Our Academy site is fully accessible for all users; whether that is in Keystage 1 or 2. There are accessible toilets in keystage 2 and a first aid room with changing facilities. We currently have one disabled parking space on school grounds near the main entrance gates. We have ramps where needed to ensure access to all areas of the building. Jubilee L.E.A.D. Academy will purchase and provide all low cost specialist equipment. In some instances, a request to the Inclusive Education Service for highly specialised and costly equipment may be required and will be carried out by the Inclusion lead.

A risk assessment will be completed for any pupil who needs specific access arrangements or adaptations in school.

What are the arrangements for consulting parents of pupils with SEND, and involving parents in, the education of their child.

Pupils on the SEND register as SEN support have reasonable adjustments in place to ensure that they can access the curriculum and these are recorded on a class reasonable adjustment map. Pupils on the register as Additional SEND support have a Pupil on a page. These are updated termly with the views of the pupil, teacher and parents. Termly review meetings take place for all pupils with parents.

We have two parents' evenings during the year where you will be able to find out about what your child is doing and how they are progressing in correlation to their targets. We also send home reports during the term where parent's evenings are not held. The academy also operates a policy whereby parents can contact the school to make an appointment to meet the class teacher or the inclusion lead.

Any arrangements made by the Academy Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

If you have a complaint, please speak to the class teacher in the first instance and if this is not resolved speak to the Inclusion lead Miss Swan or the Head of School / Executive Headteacher. If it still cannot be resolved, please follow the academy's complaints procedure.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting our pupil's needs with SEND?

We work in close collaboration with a range of bodies to support pupils with SEND. School maintains excellent relationships with all relevant bodies and regularly accesses what is needed for pupils at Jubilee L.E.A.D. Academy.

The Inclusion Team works closely with; educational psychologist, Autism team, learning support team physiotherapy, speech therapy, school nurse, sensory team and community paediatricians.

Support for families through the local offer and a wide range of family support is available.

SEND IASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. They may also be able to put you in touch with other organisations or parent support groups.

Support will be accessed from the virtual school for support of children who are looked after by the local authority. The school designated teacher is Ross Brooks.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Ask us: www.askusnotts.org.uk/support/parents-and-carers

National Association of SEN: www.nasen.org.uk

Department for Education: www.dfe.gov.uk

Information on Nottingham City LA's Local Offer can be found on the local authority's website:

www.nottinghamcity.gov.uk/localoffer

Information on Nottinghamshire's LA Local Offer can be found on the local authority's website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

SEND: apps and games

Website: <http://www.brainparade.com/products/see-touch-learn-free/>

Description: a visual instruction app, including flash cards and picture-choosing games, for children with autism and special needs.

HelpKidzLearn

Website: <https://www.helpkidzlearn.com/>

Description: a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

Sensory App House Ltd

Website: <https://www.sensoryapphouse.com/>

Description: a range of apps are available for pupils with Profound and Multiple Learning Difficulties (PMLD) or Severe Learning Difficulties (SLD). All are interactive and many do not require significant coordination abilities.

Visuals2Go

Website: <https://www.visuals2go.com/>

Description: an all-in-one app created to support people with communication and learning difficulties. For verbal and non-verbal learners.

What are Jubilee L.E.A.D. Academy's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?

We recognise that transitions can be a challenging time for our pupil's with SEND and we take steps to ensure that any transition is as smooth as possible. All pupils with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs.

We make visits to the Early Years settings when appropriate and carry out home visits. When any pupil joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

When pupils leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the pupil to have a few sessions at their new school whilst staying with us so their transition is planned smoothly and for the benefit of the individual.