

Special Educational Needs and Disabilities (SEND) 2022/23

The web pages are our SEN report and comply with:

section 69 of the Children and Families Act 2014,

<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 (where applicable)

and

section 6 of the Special Educational Needs and Disability code of practice: 0 to 25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Who are the best people at school to talk to about my child's SEN?

- **Subject teachers** - responsible for planning the curriculum, differentiation and assessing your child's progress.
- **Form Tutor** - responsible for personal and social development and health education.
- **Deputy Head Teacher for Personal Development and Welfare** oversee the pastoral support for all tutees in the Year Group.
- **Ms A. Forrester, Special Educational Needs Coordinator (SENCO)** who has oversight of the day-to-day operation school's Special Educational Needs (SEN) provision to ensure that progress of pupils with SEN improves relative to those without SEN. Our SENCO co-ordinates support and interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the **SEN and Disability Code of Practice.**

TJA Special Educational Needs and Disability (SEND) Information Report

TJA Special Educational Needs and Disability (SEND) Information Report

Our commitment and Aspirations

The Jubilee Academy is a fully inclusive school which ensures that all students 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 needs.

This document is intended to give you information regarding the ways in which we ensure we support all our students, including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this, as these are continuously developed and used to modify our provision to meet the changing requirements for individual students.

Young people are identified as having SEND when their progress has slowed or stopped, and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs-based plans and referral systems which help support development and accelerate progress of our young people.

We aim to ensure that students with SEND at The Jubilee Academy make good progress and achieve in line with those that with no SEND. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our students

Students' views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies, who assess children and advise parents and schools.

Other useful documents such as our SEND/ Inclusion Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at The Jubilee Academy, then please do not hesitate to contact us directly.

The school's admission arrangements for pupils with SEN or disabilities

The Jubilee Academy is a free school alternative provision academy that offers a smaller-school experience and a more personalised curriculum than is possible in a mainstream high school.

The Jubilee Academy is committed to **meeting the individual and unique needs of every one** of its students so that they develop their full educational potential. We are committed to working in partnership with home schools and parents together with health and social services to enable them to achieve their best and become confident individuals living fulfilling lives.

The kinds of special educational needs for which provision is made at school.

We recognise many of our students face a range of special educational needs such as social, emotional, mental health and behavioural challenges. Furthermore, students face challenges such as complex family situations, social and emotional difficulties, experiences of failure and rejection.

The school's **Special Educational Needs and Disabilities (SEND) policy** outlines The Jubilee Academy aims to provide all groups of students with strategies which fully meet their strengths and needs in a nurturing environment, to give them relevant and appropriate access to a broad and balanced curriculum, and to provide extra support designated as part of EHC Plans (Education, Health and Care Plans) when this is possible.

Who are the best people at school to talk to about my child's SEN?

- **Subject teachers** - responsible for planning the curriculum, differentiation and assessing your child's progress.
- **Form Tutor** - responsible for personal and social development and health education.
- **Deputy Head Teacher for Personal Development and Welfare** oversee the pastoral support for all tutees in the Year Group.
- **Special Educational Needs Coordinator (SENCO)** who has oversight of the day-to-day operation school's Special Educational Needs (SEN) provision to ensure that progress of pupils with SEN improves relative to those without SEN.

Our SENCO co-ordinates support and interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the **SEN and Disability Code of Practice**.

If you continue to have concerns, should arrange to meet with the:

- **Head of School** - responsible for the day-to-day aspects of the school and all the arrangements for students with SEN. The Head of School must report to the Governing Body on all aspects of SEN in the school.

or

- **Safeguarding Governor** - responsible for making sure the necessary support is made for every student with SEN, who attends the school.

Leadership of SEND Provision

Our SENCO co-ordinates supports and oversees interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code of Practice sets out the following expectations:

- High quality teaching, differentiated for individual students, should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even when they have additional needs.
- High quality teaching, which includes effective assessment and target setting, which will identify students making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has a specific need.
- Where a SEND is established, the school, in partnership with families, students, the main school, will work through a four-step graduated response: assess, plan, do, review – with termly reviews leading to revisions in plans and interventions. Those with an Educational Healthcare Plan will also have a statutory annual review of their needs and support.
- Where a student with SEND is reaching a point of transition back to their main school or to Further Education the school will work with families, students, the main school to ensure a smooth and successful transition.
- Where there is sufficient evidence that a student's needs are still not being met through the graduated response and the school's own resources, a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP) in partnership with the main school.
- EHCPs are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), aged from 0 – 25. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will annually monitor and evaluate the effectiveness of its provision for students with SEND.

How will I know how well my child is doing?

In our school we have:

- Parents are welcome to make an appointment at any time with the school if they wish to discuss their child's progress
- A clear Home-School Agreement
- Access all student progress in the form of a report sent home on half termly basis in terms of:
 - Curriculum Progress against base line entry and KS2 trajectory
 - Attendance
 - Homework and work missing
 - Classroom Effort
 - Achievement points
 - Behaviour points
- Student planners ensure that comments can be responded to between parent and tutor

- Termly meetings parent's evenings provide an opportunity for parents to discuss their child's progress with their subject teachers, tutors and meet with the SENCo
- Termly with SENCO for students with an EHCP.
- If your child has an EHCP there will be formal meetings where progress is reported on, and a written report made.

The steps we take to prevent disabled pupils from being treated less favourably than other pupils

The school provides an inclusive environment and is committed to equal opportunities for all our students.

The schools Equal Opportunities Policy recognises our committed to giving all our students every opportunity to achieve the highest standards. We do this by taking account of their varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all young people that attend the school. The achievements, attitudes and well-being of **all** students matter deeply to us. This policy is in accordance with The Equality Act 2010.

The facilities you provide to help disabled pupils to access the school:

The Jubilee Academy takes its legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum very seriously. The School has a Disability and Access Plan Policy which aims:

- To ensure that all members of The Jubilee Academy community respects the rights of disabled students, to have equal access to the curriculum, extra-curricular opportunities and other services;
- Equally value and encourage all students;
- Foster positive attitudes towards disability within our community;
- Notwithstanding the above, and The Jubilee Academy's desire to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of the outside world and our values, The Jubilee Academy places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student.

The School's Access Plan

Prepared by the school under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) demonstrates how the school is:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the physical environment of the school for increasing the extent to which disabled pupils can take advantage of education and benefits, facilities and services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

What are the diverse types of support that may be available to your child at The Jubilee Academy

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● PSHRE curriculum ● Strong pastoral system ● Strong collaborative partnership with main schools 	<ul style="list-style-type: none"> ● Identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Peer Mentors ● SENCO mentoring and welfare check ● School Counsellor ● Pastoral Support plan ● Collaborative working with Safer Schools Officer 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed, and revised ● Work with parents to refer to CYPMHS ● Targeted intervention to promote social skills and emotional resilience ● Adaptations to physical environment e.g. time out ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan
Communication and Interaction	<ul style="list-style-type: none"> ● Training for staff to meet the diversity of communication language skills ● Strong emphasis on speaking and listening and phonics teaching ● Support a communication friendly learning environment ● Encourage inclusiveness- every child can learn; may it be at different pace ● Praise effort, great and small 	<ul style="list-style-type: none"> ● Learning support via our learning Champions ● Small group/1:1 literacy support ● Personalised support within the class ● Language monitoring systems upon entry follow up provision ● Fresh Start programme to support those working below age – related Expectations ● SENCO mentoring and welfare check ● Pastoral Support plan- mentor 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Alternative communication systems ● Access to personal ICT/ adapted ICT equipment ● Speech & Language Therapy planned and delivered by a qualified therapist or specialist as required ● Advice and support via Autism outreach team ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan

	<ul style="list-style-type: none"> ● Encourage team activity ● Allow time for questioning ● Embed SMSC in daily practice 		<ul style="list-style-type: none"> ● Fresh start where needed to develop phonics ● Additional support EP ● Academic mentor
Cognition and Learning	<ul style="list-style-type: none"> ● Personalised teaching where planning includes the learning needs of individual students ● Structured school and class routines ● Differentiated curriculum delivery VAK ● Increased visual aids ● Use of symbols/sign support ● Provide scaffold to support AFL ● SENCO provide CPD training on area of need to strengthen awareness and support for all 	<ul style="list-style-type: none"> ● Small group/1:1 literacy support ● Personalised support within the class ● Language monitoring systems upon entry follow up provision ● SENCO provide academic support and routine welfare check ● Opportunity given to develop subject vocabulary ● Use of diction software, immersive reader and or reading pen ● Life skills support, CV writing, college application ● Fresh Start programme to support those working below age – related ● expectations 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed, and revised ● Targeted intervention to promote subject vocabulary ● Adaptations to physical environment e.g. time out ● Work with parents to refer to CYPMHS if all intervention fails to provide progress ● Advice and support from CYPMHS and other support teams eg Centre for ADHD and Autism ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan ●

<p>Sensory and or Physical</p>	<ul style="list-style-type: none"> ● Personalised teaching where planning includes the learning needs of individual students ● Structured school and class routines ● Support a communication friendly learning environment ● Personalised support around organisation skills ● Differentiated curriculum delivery VAK ● Increased visual aids ● Use of symbols/sign support ● Provide scaffold to support AFL ● 	<ul style="list-style-type: none"> ● Opportunity given to develop subject vocabulary ● Support to develop Fine motor skills ● Support to develop Gross motor skills programme ● Use of laptops for extended writing, course work ● Fresh Start programme to support those working below age – related ● Expectations ● Networking with parents and professionals to provide support for medication where applicable ● Provide extra time to complete task ● Adapt writing equipment / provide alternatives to activities requiring handwriting 	<ul style="list-style-type: none"> ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan ● Academic mentor ● Provide assistance with organising
--------------------------------	---	---	--

What are the diverse types of support that may be available to your child at The Jubilee Academy

Intervention	Purpose	Outcomes
Reading Pens	Students who have a low reading age or difficulties reading would benefit from using this. You can move the pen over the writing, and it reads aloud or through headphones for the student.	This will minimise the need for access arrangements in exams, many students are unable to process information they read or suffer with dyslexia – therefore these pens allow the student time to comprehend the information being read aloud to them.
Handwriting pens	To improve the standard of handwriting and presentation across the curriculum	Many students with learning difficulties struggle with presentation and handwriting. By using a handwriting pen, they are specifically designed to encourage the user to hold it a certain way and write slower.
Overlays/ Coloured paper	Reading is more complex than people often make it seem, when a child struggles with dyslexia, reading becomes far more complicated because the letters on the page literally appear to move around, change order and may even appear wave-like to some. An overlay encourages the student to focus on what is being read.	Gain more confidence in reading aloud and minimises the possibility of ‘jumping’ or ‘mixed up’ words. Students with dyslexia or difficulty in reading long pieces of work can use these to improve their confidence with reading aloud in class and ensure they do not lose where they are.
Egg timers	Visual timers are ideal in assisting with transitions which can be especially difficult for those on the Autism Spectrum. Both transitioning from a preferred activity to another can be challenging. Many learners – especially those who have attention deficit disorder (ADD) – often forget what they have set out to accomplish or lose track of time and tend to “get lost” in their thoughts. Again, visual timers can be the ideal solution for staying on task.	To encourage those with ADHD, ASD or those who struggle to focus to have a visual timer to exceed their expectations and complete extended tasks.

Maze pens	To minimise the risk of disruptive distraction by providing a maze pen, something the students need to accomplish if they are taking a mini break from an extended task.	This should minimise students with ADD/ADHD or those who struggle to focus talking to others in the class when doing work. It's also an incentive to complete and start the work again.
Achievement/behaviour cards	These are provided to students with ASD or severe behavioural difficulties. These cards are to be filled in by the form tutor weekly to allow the students to visually see their achievement points and behaviour points and where they may need to improve.	This will allow students to want to improve their achievement scores for the incentives tutors discuss with them. Achievement assemblies also highlight achievement and positive effort towards this.
Fresh Start	Fresh Start is a successful intervention programme developed by Ruth Mishkin to rescue pupils age 9 and above who are below age-related expectations.	This allows students to improve their reading age which will benefit them across the curriculum, especially in exams.
1:1 intervention	1:1 intervention is to increase attainment in subject's students may be at risk of underperforming in. This can be due to gaps in learning, non-attendance or having additional needs that affects the student's access to the curriculum.	Students raise attainment and confidence in lessons, gain key skills to benefit them in all subjects.
1:1 SENCO mentoring	All students on the SEN register meet with me to discuss coping strategies and strengths and weaknesses – both towards learning and themselves.	By providing students with strategies and interventions we aim to ensure all students regardless of educational / personal needs achieves their best.
Time out bands	Students are provided with a wrist band which allows them very short breaks during extended writing tasks.	To minimise disruptive behaviour.
Subject Specific mats	Mats available to all students with subject specific key words, sentence starters and terminology associated.	This should encourage students to spell subject terminology correctly as well as have access to sentence starters to encourage them to write more. Students with SLD/MLD will sometimes struggle with knowing how to put words into sentences so this therefore provides some structure.

Where can I find additional information?

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

Further information of the SEND reports from all the commissioning schools can be found on the respective websites

Local Offers

Harrow Local offer

Harrow's Local Offer can be reached via this link: <http://www.harrow.gov.uk/localoffer/>

The contact details of support services are in the policy document. You can find further details of Special Education provision for children in Harrow:

<http://www.harrow.gov.uk/localoffer/services/education>

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

Hillingdon Local Offer

Hillingdon's Local Offer can be reached via this link:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

The contact details of support services are in the policy document. You can find further details of Hillingdon's services via this link : <https://www.hillingdon.gov.uk/4536>

Brent Local Offer

Brent's Local Offer can be reached via this link: <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>

The contact details of support services are in the policy document. You can find further details of Brent's services via this link : <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education/>

Ealing Local Offer

Ealing's Local Offer can be reached via this link:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

The contact details of support services are in the policy document. You can find further details of Ealing's services via this link :

https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability

Barnet Local Offer

Barnet's Local Offer can be reached via this link:

<https://www.barnetlocaloffer.org.uk/>

The contact details of support services are in the policy document. You can find further details of Barnet's services via this link:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

Hertfordshire's Local Offer

Hertfordshire's Local Offer can be reached via this link:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

The contact details of support services are in the policy document. You can find further details of Hertfordshire's services via this link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/support.aspx>

City of Westminster's Local Offer

Westminster's Local Offer can be reached via this link:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

The contact details of support services are in the policy document. You can find further details of Westminster's services via this link:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a student with SEN continues to make little progress despite the support provided by the school's SEN provisions including external support and advice, and there is evidence that the student has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- Governor involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every student who attends the school

If you need to complain

Parents have the following rights of redress, should the school, Governors or Local Authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)