



## **THE JUBILEE ACADEMY**

*Aspire and Achieve*

**Title: Special Educational Needs and Disability Policy (SEND)**

**Date Approved: July 2013**

**Reviewed: September 2025**

**Status: Statutory**

**Delegation: Headteacher**

**Responsibility: Headteacher**

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**Next Review Date: September 2026**



# Special Educational Needs and Disability Policy (SEND)

## Statement of Intent

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.

We believe that every teacher and support staff should be equipped with the skills and expertise to effectively meet the needs of all groups of students. Our programme of CPD prioritises the development of a wide and effective range of practices and strategies so that all of our staff are supported to be innovators in this area.

Integral to our approach is both the curriculum design, and the organisation of teaching and learning, where a focus on 'good or better teaching first' (wave 1), places an emphasis on planning for progression through differentiated activities and resources to achieve often rapid and high levels of progress.

## Objectives

Some students will require more support than others to achieve the ECM outcomes. A significant proportion will, permanently, or for a period of time, have special educational needs, which impact on their learning and emotional well-being. The Jubilee Academy aims to provide all groups of students with strategies which fully meet their strengths and needs in a nurturing environment, in order 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. Information about differentiation is provided through student profiles, and in Appendix 1.

Our school aims to:

- Have the highest expectations of all groups of students including those with SEND;
- Enable every young person to experience success;
- Recognise and celebrate the efforts and achievements of all students;
- Identify barriers to learning and participation, and provide appropriately a diversity of needs effectively;
- Ensure that all students, whatever their SEN or disability, receives appropriate educational provision through a curriculum that is relevant, differentiated and challenging, and that demonstrates coherence and progression in learning;
- Promote individual confidence and a positive attitude to learning;
- Give students with SEND equal opportunities to take part in all aspects of the school's provision as far as is appropriate;
- Ensure that students with SEND are enabled to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and consistently review the progress and needs of all groups of students;
- Ensure that parents/carers are fully involved in planning and supporting the provision for their children;
- Work collaboratively with parents/carers and other professionals and support services;
- Ensure that the responsibility held by all staff and Governors under the terms of the provisions recommended by the 'Children's and Families' Bill is implemented and maintained to the highest standard.

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Inclusion Team: Staffing**

Designated Safeguarding Lead  
Deputy Headteacher Discipline and Conduct  
Deputy Headteacher Personal Development and Welfare  
Lead Governor Safeguarding, Health & Safety, PPM and SEN  
Attendance and Pastoral Officer  
Year Coordinator  
Counsellor/Mentors/External Services  
Form Tutors

### **Policy Development and Implementation**

This policy has been developed in consultation with the inclusion team and SENCO; and shared with all stake holders. This policy is reviewed annually and was approved by the Governors.

### **Responsibility for co-ordination of inclusion and SEND provision**

Provision for students with SEND is a whole school responsibility.

It is the responsibility of each **teacher** to:

- Plan and provide for students with SEND in their classes, and to be aware that these needs may manifest themselves in different ways in different learning situations;
- To meet the needs of students with SEND;
- Plan activities that enable students with SEND to make progress and experience successful learning outcomes;
- Follow and consistently implement the school's procedures and systems for identifying, assessing and making provision to meet those needs;
- Ensure that they consistently monitor and track the progress of students with SEND;
- Set and share realistic targets with students with SEND that enable them to make measurable steps of progress;
- Ensure that they regularly refer to the information provided by SENCO, and provide feedback when requested;
- Undertake regular training and development and implement these new or modified practices in lesson planning and delivery to achieve continuous improvement.
- Working closely with any learning champion or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

The **Governing Body**, in co-operation with the **Head of School** at The Jubilee Academy will:

- Be responsible for determining and reviewing the policy and provision for students with SEND, and ensure that these are implemented and reviewed;
- Ensure that provision for SEND is an integral part of the school development plan, and implement appropriate staffing and funding arrangements to provide for students with SEND;
- Monitor, evaluate and review provision as part of the school self-evaluation cycle, prioritising future action accordingly.

**The Special Educational needs and Disabilities Coordinator (SENCO)** is responsible for;

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work with the Deputy Headteacher/ DSL to provide strategic and day to day support for the most vulnerable students including those SEND
- Effective liaison with 'home schools' so that all information about students with SEND is received in a timely fashion on entry and on exit;
- Overseeing the day-to-day full implementation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Enabling staff to identify students with SEND; through publication of student profiles; and disseminating new information provided by health and social care services;
- Carrying out observations of students experiencing difficulties;
- Co-ordinating the provision for students with SEND;
- Supporting training and enabling staff to devise strategies, set targets appropriate to the needs of the students, advising on appropriate resources and materials, and on the effective use of resources and personnel in the classroom;
- Working closely with parents/carers, keeping them informed of provision, and how they can work in partnership with the school;
- Working in partnership with home schools, partners and commissioners, and with outside agencies, arranging meetings and providing a link between these agencies, staff and parents/carers;
- Maintaining the schools SEND register and up to date records.
- Assisting in the monitoring and evaluation of students with SEND using school assessment procedures and any additional assessment as may be required through the home school;
- Advise on the graduated approach to providing SEN support
- Contributing to the in-service training of staff;
- Ensuring that all appropriate personnel in the school are aware of the needs of the students and the strategies that they should adopt to support them;
- Working in partnership with home schools to share strategies and best practice to ensure smooth transitions;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Be the point of contact for external agencies, especially the local authority and its support services
- Provide professional guidance and training to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Delivering CPD on pedagogy and strategies to ensure that through effective differentiation, innovative and creative teaching and learning, all groups of students including those with SEND make good or better progress.

## Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Provision – Detail**

Teaching and learning is organised in a variety of ways to meet the varying needs of students through:

- Small classes and higher ratios of teacher/other adults to support learning;
- Nurture groups in KS3;
- Specialist additional specific provision including therapeutic approaches and specialist teaching (for example, including Freshstart reading programmes).

### **Identification of need**

Student needs are mainly identified prior to admission to the school. Other or new needs will arise and may be identified through assessments (for example, those conducted by subject teachers or through 'baseline' screening tests). The development of literacy skills is a high priority, and varied interventions, including corrective reading, programmes are utilised.

### **Assessment**

The whole school processes are used for all students including those with SEND. Additional assessment work may be carried out according to need. Information regarding eligibility for exam access arrangements is sought from home schools; students found to be eligible are assessed for exam access arrangements and are also supported in assessment situations leading up to this point.

All students undertake a reading test and subject assessment on entry to the school, in order to tailor and personalise the curriculum to fully meet their greatest needs and strengths.

### **Monitoring and review**

Progress is monitored through the data provided by the whole school and monitoring and tracking systems.

The Jubilee Academy places a high priority on the SENCO's role in monitoring and further enhancing classroom practice through involvement in school self-evaluation and joint-practice development (CPD) with staff.

Provision is reviewed on an ongoing basis and adjusted according to the needs of the students and the capacity of the school.

### **Access to the curriculum.**

- All students have full access to the curriculum, with support as appropriate;
- Some students have additional literacy, numeracy or social skills development lessons;
- Staff have access to information about student's needs, and are required to use data effectively to plan appropriately to include all groups of students in their lessons;
- Vulnerable students or those with very low levels of cognitive development have access to additional specific provision (developed around the needs of individual students).
- **Cognitive understanding-** being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

### **Inclusion of vulnerable students, those with SEND, or those with a disability**

- Staff are made fully aware of vulnerable students and those with SEND through the individual student profiles, the information on SIMS and additional information presented through the school's communication systems. It is the responsibility of all members of staff to refer to data to plan for, and to include, all groups of students with SEND in all lessons;
- All activities are available to all students. Additional provision of support is allocated to allow for this according to the needs of individual students;
- Some students may have an individual timetable or special arrangements to allow them to access school;
- The Pastoral System strongly supports vulnerable students and works closely with the SENCO;
- All students are expected to be fully involved in the life of the school, including in the 'Gifts and Talents' and 'After Hours' programmes.

### **Evaluating provision**

- The Governing body with the SENCO and Head of School is responsible for monitoring the effectiveness of the provision made for students with SEND through: the academic and social progress made by the students, the extent to which students develop independence, feedback from parents and students and the contribution to the school community made by the students.
- The school development plan will reflect the provision necessary to meet the needs of students with SEND;
- The Governing body will report annually to parents/carers on the above.

### **Links to support services**

The school works with a wide range of professionals, multi-agency partners and organisations to meet the needs, interests, aspirations and abilities of all students.

Further information on support for SEND children is available from specialist organization such as:

- **Child and young people's mental health services (CYPMHS)**- is used to as a term for all services that work with children who have difficulties with their emotional or behavioral wellbeing.
- **Mencap**- Represent people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Council for disabled children**- every local area has an information, advice and support service, providing information, advice and support to disable children and young people, and those with SEND, and their parents/carers.

### **Working in partnership with parents/carers**

Parents/carers:

- Will be expected to regularly discuss their child's academic learning and personal development;
- Are invited and will be expected to attend or request meetings to discuss provision for their child;
- Will be given advice and directed to other services as relevant;
- Are encouraged to work with their child at home and can be given strategies to help them in this.

Close liaison is maintained between home and school.

We will:

- Enable every student to experience success;
- Promote individual confidence and a positive attitude;

- Ensure that all groups of students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning;
- Give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and regularly review students' progress and needs;
- Involve parents/carers in planning and supporting at all stages of their children's development;
- Work collaboratively with parents, other professionals and support services;
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Roles and responsibilities of Head of School, other staff and governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class to ensure their progress, and to be aware that their needs may be need addressing in different learning situations. All staff are responsible for meeting an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head of school, has a legal responsibility for determining the policy and provision for students with SEND.

The **Head of School** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND;
- Keeping the Executive Head and governing body informed about SEND issues;
- Working closely with the SEND personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Headteacher/Deputy headteacher** will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan;
- Necessary provision is made for any pupil with SEND;
- All staff are aware of the need to identify, make provisions for, and to ensure the progress of, students with SEND;
- Students with SEND join in with school activities alongside other students, as far as is reasonably practical and compatible with their needs, and the efficient education of other students;
- They report to parents on the implementation of the school's SEND policy;
- They regard to statutory frameworks, including the Children's' and Families Bill;
- Parents are notified, if the school decides to make special educational provision for their child;
- They are fully informed about SEND issues so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND;
- The quality of SEND provision is regularly monitored;

- They, and the school as a whole, are involved in the development and monitoring of this policy.
- The SEN Governor will:
- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board on this
- Work with the Headteacher/ deputy headteacher in charge of safeguarding and extended services of school and SENCO to determine the strategic development of the SEN policy and provision in [each/their] school

The **Special Educational Needs Coordinator (SENCO)** is responsible for:

- Overseeing provision for students with current SEN statements, and future Education, Health and Care Plans (EHC Plans);
- Keeping abreast of the developments on the guidelines from Harrow LA on the change from SEN statements to EHC plans;
- Overseeing the smooth transition of students with EHC plans from KS3 – KS4, and KS4 – KS5;
- Training, developing, supporting and holding teachers accountable for utilising their knowledge and skills to innovate a practice, which ensures that all students with SEND make good progress from their individual starting points;
- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other staff;
- Helping staff to identify students with SEND through sharing the student personal profiles and relevant information provided by health and social services;
- Actioning detailed assessments and observations of students with specific learning problems with the Home School EP;
- Co-ordinating the provision for students with SEND, including administering reading test
- Supporting class teachers in devising strategies when necessary, assisting in the drawing up of personal student profiles (PSPs), setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND, and on the effective use of such materials and personnel in the classroom
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, including educational psychologists, Speech and Language therapists, Visual and Hearing Impairment specialists; arranging meetings, and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEND register and records;
- Assisting in the monitoring and evaluation of progress of students with SEND using school assessment information, e.g. class-based assessments/records and so on
- Contributing to the in-service training of staff
- Liaising with the SENCOs in partner schools to help provide a smooth transition
- Work in partnership with home and other schools within HCTSA to review and share good practice;

**Class teachers** are responsible for:

- The progress of students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion;
- Making themselves aware of this policy, and the procedures for identifying, monitoring, supporting, and ensuring the progress of, students with SEND;

- Giving feedback to parents of students with SEND.

**Learning support staff/Learning Champions** should:

- Be fully aware of this policy and the procedures for identifying, assessing, making provision, and ensuring the progress of, students with SEND;
- Use the school's procedures for giving feedback to teachers about students' progress and responses to tasks and strategies.

### **Arrangements for complaints**

Should students or parents/carers be dissatisfied with any aspect of provision, they should discuss the problem with a tutor/mentor in the first instance, or the SENCO.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities, such as:

- Monitoring of classroom practice by the SENCO and subject co-ordinators;
- Analysis of student tracking data and test results for individual students and cohorts;
- Value-added data for students on the inclusion register;
- Termly monitoring of procedures and practice by the SEND governor;
- Annual SEN/EHC plan reviews organised by the home school, evaluations of the success of the school's approach, and other parent/carer feedback.

### **Links with other policies and documents**

**This policy links to our policies on:**

- Safeguarding
- Behaviour
- Disability and Access Plan Policy
- Supporting pupils with medical conditions