

Special Educational Needs and Disabilities (SEND) Information Report

At Jubilee Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps have been taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Inclusion Manager is Nessian Quiery. Special Educational Needs Coordinator (SENCO) is included in this remit.

Michael Brown is the Governor with responsibility for SEND. SEND is discussed on the school's Teaching and Learning committee.

School Offer

What kind of Special Educational Needs are provided for at Jubilee Primary School?

There are 4 categories of SEND that we strive to cater for. They are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Needs;
- Physical and/or Sensory Needs.

How does Jubilee Primary School know if children need extra help?

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a significant change in the pupil's behaviour or progress.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns.

How will Jubilee Primary School plan, deliver my child's additional provision?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class or the work being scaffolded in some way.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc., then the pupil may be placed in a small focus group. This intervention would be run by the class teacher or a member of support staff. The duration of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Where appropriate staff may use additional methods of communication such as Makaton and/or PECS (Picture Exchange Communication Systems).

Pupil progress meetings are held each term. In these meetings the class teacher meets with members of the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need an additional assessment from outside of school such as Educational Psychology or Speech and Language Therapy. Where this is the case, a referral will be made, with your consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers.

How is the effectiveness of my child's provision assessed?

- Pupil progress meeting.
- School Support Plan meetings.
- Individual Behaviour Plan (IBP) reviews
- Annual reviews.
- Whole-school assessment systems.
- Review by external agencies e.g. Speech and Language Therapist or Educational Psychologist.

How will I know how my child is progressing?

You will be able to discuss your child's progress at Parents' Evening.

Appointments can also be made with the class teacher and/or the SENCO if further discussion is required.

Children on the SEND register will have additional meetings to review their School Support Plan (formerly IEPs).

Home school book where appropriate;

Annual Reviews (for children with an EHCP);

End of year reports.

How will I be involved in discussions about and planning of my child's education?

All parents/carers are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher;
- Discussions with SENCO, Senior Leadership Team or other professionals;
- SSP reviews.

How do we make sure that children with SEND are engaged with activities with young people who do not have SEND?

- We aim to have all children educated with their peers as much as possible.
- We make adaptations where possible to ensure equal access to afterschool clubs and extra-curricular activities.

How do we consult with young people with SEND and involve them in their education?

- Teachers are expected to continually discuss their targets with them.
- As appropriate, they are involved in their SSP (School Support Plan) reviews.
- Other methods of accessing 'pupil voice' for those unable to articulate their thought on their provision.

How will you help me to support my child's learning?

- The class teacher may suggest strategies of how to support your child.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- The school has a learning mentor with an open door policy for children with friendship and emotional difficulties.
- The school employs a behavior mentor.
- Classes hold 'Circle Time' activities that address specific concerns and worries relevant to the class.
- The school delivers a Personal, Social and Health Education Curriculum.

What provision does the school make for children with medical needs?

If a pupil has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are implemented by staff working with that child.

Members of staff receive training on how to use medical equipment when necessary (e.g. EpiPens, epilepsy medication).

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both the child and the staff member.

What specialist services and expertise are available at or accessed by the school?

These services are accessed depending on the level and type of need, which can change through their school career. Included amongst the services we access are:

- Educational Psychologist
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- School Nurse
- School Doctor
- Inclusion Team
- Young Hackney – pastoral, behaviour support

What training have the staff supporting children with SEND completed or are currently completing?

Different members of staff have received training related to Special Educational Needs and Disabilities, these have included:

- How to support children with speech and language difficulties
- How to support children on the autistic spectrum
- How to support children with behavioural, social and emotional needs
- How to support children in literacy and numeracy.
- ASD best practice
- Downs Syndrome best practice
- Makaton

What arrangements has the school for handling complaints from parents/carers about SEN provision at the school?

- Issues with policy or inconsistent application of the policy should be addressed to SENCo.
- If issues are not resolved the parent/carers should make an appointment with the Head Teacher.
- Parents/carers also have recourse to the school's complaints procedure.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Where appropriate, risk assessments are carried out and procedures are put in place to enable all children to participate.

How are adaptations made to the learning environment for children with SEND?

- As a school we are happy to discuss individual access requirements.
- Presently the school is fully accessible without the need to navigate steps or stairs. See also the school's [accessibility policy](#).

How will the school prepare my child when joining Jubilee Primary School, transferring to a new school or transferring between classes?

- Many strategies are in place to enable the pupils' transitions to be as effective as possible. These include:
 - Discussions between the previous or receiving schools prior to the pupil joining/leaving.
 - All pupils attend a transition session in which they spend time with their new class teacher.
 - Secondary school staff visit pupils prior to them joining the new school.
 - The SENCO liaises with SENCOs from the relevant other schools to share information regarding SEND pupils.
 - Arranging enrolment at Summer Schools where possible.
 - Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO and other relevant SENCOs, parents/carers and pupil if appropriate.
 - As appropriate, the school implements 'transition+' where children have an extra session or sessions with their new staff and may have a transition book sent home also. Children have also been invited in before the school term begins for a brief reorientation session.

How are the school's resources allocated and matched to the pupil's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at a SSP (School Support Plan) review or if a concern has been raised at another point during the term.

Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENCO and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENCO.

If you have any other questions, please do not hesitate to contact the school. **School contact number:** 020 88065446

Other Useful Links:

[Jubilee Primary School SEND Policy](#)

Parents can access support on all matters SEND from [SENDIAGS](#).

Parents and carers can find out what SEND services across education, health and social care are available on [Hackney's Local Offer Website](#).

Report reviewed 10/11/17