



SEND Information Report

2020-21

At Jubilee Primary School we pride ourselves on supporting all children to make achievements and progress in their learning. 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 times when additional support may be needed to help them achieve their targets.

We support all children in making positive friendships throughout their time at Jubilee, teaching them to respect each other, school staff and the wider community.

We set high standards, expecting children to strive for excellence when faced with challenges.

Our staff model and teach our school values of **Respect**, **Excellence**, and **Friendship**. At Jubilee, every child is valued and everyone counts.





Steven Hodson is the school's Special Educational Needs Coordinator (SENCO).

Mary Walker is the Chair of Governors, with responsibility for special educational needs and disability (SEND).

SEND is discussed on the school's Teaching and Learning Committee.

The Special Educational Needs and Disability Policy is reviewed annually by the Governing Board.

The SEN Code of Practice (2015) outlines four broad areas of need and examples of supporting provision:

Area of need	Description	Examples of extra provision we provide
Communication and interaction	<ul style="list-style-type: none"> - Communicating with others - Understanding instructions and concepts - Understanding social rules and interacting with others - Attention and listening - Specific conditions: Autism, Developmental Language Disorder 	<p>Speech and language therapy Lego Therapy Colourful Semantics Exciting Bucket Playground games Picture exchange (PECS)</p> 
Cognition and learning	<ul style="list-style-type: none"> - Slower pace of learning even with appropriate differentiation - Specific conditions: Dyslexia, Dyscalculia, Dyspraxia 	<p>Differentiated lessons Numicon and other concrete resources Read, Write Inc phonics Mathletics Maths Shed Spelling Shed Teach Your Monster to Read</p> 
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> - Becoming withdrawn, anxious or depressed - Displaying challenging behaviour - Specific conditions: Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Attachment Disorder 	<p>Social stories Comic strip conversations Learning Mentor/Behaviour Mentor Circle of Friends CAMHS/First Steps/CAMHS Disability WAMHS</p> 
Sensory and/or physical needs	<ul style="list-style-type: none"> - Disability that hinders or prevents the use of educational facilities generally provided - Visual impairment - Hearing impairment - Multi-sensory impairment - Physical disability 	<p>Specialist Teacher for Hearing Occupational therapy Write Dance Hand Gym/Dough Gym</p> 

Identifying Children's Individual Needs

- All pupils are monitored regularly to ensure they are making progress
- A range of evidence is collected through assessment, monitoring and observations
- Pupil progress is discussed formally between class teachers, phase leaders and the SENCO
- If a pupil is not making expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCO
- The class teacher and parents/carers will work with the SENCO in order to decide if, or how, additional provision is implemented

School Contacts for SEND

- Your child's teacher should be the first person you speak to if you are concerned with your child's progress or change in needs. They will be more than happy to speak to you
- Email the school at admin@jubilee.hackney.sch.uk, highlighting in the subject box the name of your child's class teacher, to arrange a time to meet or a phone call
- If required, your child's teacher will liaise with the school's SENCO, Steven Hodson, and arrange a parent consultation

Support Available at Jubilee Primary School

Individual Programmes

Individual programmes are taught on a 1:1 basis. A pupil is supported by a learning support assistant, delivering a curriculum planned by a teacher with guidance from external professionals

Small Group Support

Small groups will happen in addition to lessons taught in class. These groups will be linked to specific areas of learning, such as phonics, maths, developing motor skills and communication and language. Targets may be set by external agencies

In Class Focus Support

Teachers will focus on a particular child, or group of children, in class in order to achieve specific targets

Graduated Response to SEND

The diagram above shows the three-tier approach used to classify educational needs that are additional to, or different from, everyday classroom provision. The SEN Code of Practice (2015) states that a graduated response to SEND should be used to meet each child's individual needs.

External Support

Our teachers are supported by external professionals to identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services:

- Educational Psychologist – Jen Pickles
- Specialist Teacher – Christine Radcliffe
- Speech and Language Therapist – Emily Coetzee
- Wellbeing and Mental Health in Schools Clinician – Hannah Morgan
- Educational Mental Health Practitioner – Sadia Khan

If the school and professional need further support, referrals can be made to:

- Occupational Therapy
- CAMHS/First Steps/CAMHS Disability
- Young Hackney

Multi-agency liaison and planning meetings are held termly to ensure effective collaboration in identifying and planning to provide appropriate support for our pupils.

Medical Needs

Jubilee has a designated school nurse who can be consulted if there are concerns around a child's health. The school nurse visits the school regularly and carries out routine health checks as well as consulting parents in order to write care plans and train staff to support pupils with medical needs.

Measuring Pupils Progress and Involving Parents/Carers

Parents and carers will be informed of their child's progress and involved in target setting throughout the year in the following ways:

- Informal meetings with teachers
- Parents evenings
- School support plan meetings (for pupils receiving SEN support)
- Annual review meetings (for pupils with Education, Health and Care Plans)
- Multi agency meetings involving external professionals
- Termly pupil progress meetings between phase leaders, class teachers and SENCO



Inclusion

As a school, Jubilee prides itself on its level of inclusion and strives to ensure all pupils receive a balanced and broad curriculum. As part of this, pupils have access to educational trips, sports competitions, residential visits, breakfast club and after school club. Risk assessments are conducted to ensure pupils with SEND are fully included in all curriculum and extracurricular activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.



Transitions

At Jubilee we support transitions by:

- Conducting home visits to meet your child in an environment that is familiar to them
- Providing settling in periods for children starting in nursery and reception
- Arranging class swap sessions, enabling all children to meet their new teachers
- Liaising with the SENCOs at the schools children are transfer to in order to pass on relevant information
- Liaising with the SENCOs at the schools children are transferring from in order to give our staff a better understanding of our pupil's needs
- Encouraging visits to secondary schools during their open evenings
- Supporting parents with secondary applications
- Providing some children with transition books to read at home during the summer holidays. These transition books show children who their new teacher will be and who else will work in the class. There will also be information on where to line up and what day PE will be
- Inviting some children in to school before the start of term to meet their new teacher

Wellbeing and Mental Health

Jubilee is committed to supporting the wellbeing and mental health of all of our pupils. During a child's academic career, they may experience some emotional difficulties. These could include, but are not limited to, bereavement, parental separation, friendship issues, bullying and difficulties with transitions.

Our staff receive training from training and have access to support through our WAMHS clinician, Hannah Morgan, who advises on strategies to support and referral pathways for further support if needed.

Sadia Khan is the school's Educational Mental Health Practitioner and is based at Jubilee for half a day each week. She supports parents of pupils with mild to moderate anxiety and challenging behaviour and can work with groups of pupils and parents as well as preparing pupils for secondary school.

We are really lucky to have a proactive and caring pastoral team, made up of Salima Dowe and Selina Griffiths. Salima supports pupils with through individual sessions, working on discussing emotions, friendships and building confidence, using creative practices. Selina supports pupils with behavioural needs, supporting them in and out of class when needed.

Contact Details and Useful Links

School phone number - 020 8806 5446

Email – admin@jubilee.hackney.sch.uk

[Hackney Local Offer](#)

[Hackney SENDIAGS](#)

[SEND Code of Practice](#)

Complaints

- Speak to Steven Hodson, the school's SENCO
- If unresolved, speak to Norma Hewins, the Head Teacher
- If still unresolved, follow the school's [complaints procedure](#)

