



**SPECIAL
EDUCATIONAL NEEDS
AND DISABILITY
INFORMATION REPORT**

November 2021

Our SEND Vision

At Jubilee Primary School, we pride ourselves in 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 about Respect, Excellence, and Friendship. At Jubilee, every child is valued and everyone counts.

Shaun Acharya is the school's Special Educational Needs Coordinator (SENCo).

Sarah Kissack is the Governor 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.

School Offer

What kinds 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, support staff or the child themselves
- 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?

- 1- Speak to your child's teacher and share your concerns
- 2- Speak to the school's SENCo, Shaun Acharya

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

Each pupil's education programme will be planned by their class teacher. Activities will be pitched to meet different learning styles and levels of ability and at times children may work in smaller groups with a teacher or a member of support staff.

Teacher Planned Intervention Groups

If a pupil has needs related to more specific areas of learning, such as spelling, handwriting, numeracy or literacy skills, 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 your child's teacher and phase leader to assess their effectiveness.

Additional Resources

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions or pen/pencil grips. Where appropriate, staff may use additional methods of communication such as Makaton and/or PECS (Picture Exchange Communication Systems).

Assessing Progress and Future Planning

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.

Specialist Support

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?

We assess provision and individual needs through:

- Pupil progress meeting
- School Support Plan (SSP) meetings
- Individual Behaviour Plan (IBP) reviews
- Annual reviews (for children with an EHC plan)
- 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 and how will I be involved in discussions around my child?

You will be invited to contribute at:

- Parents' Evenings
- School Support Plan (SSP) meetings with your child's class teacher, relevant support staff and SENCO
- Annual review meetings for children with Education, Health and Care Plans (EHCP)

You will also receive a school report detailing progress and areas for development at the end of the academic year.

How will my child be included in school life?

We aim to have children with SEND educated with children without SEND as much as possible. We make adaptations where possible to ensure there is equal access to afterschool clubs and extra-curricular activities.

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 will my child be included in discussions relating to their learning?

- Teachers are expected to continually discuss their targets with their pupils
- As appropriate, children with SEND are invited to their SSP meetings
- You will be able to speak for your child if they are unable to
- 'Pupil Voice' (a child's views) is included in annual review meetings where appropriate

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

- The class teacher may suggest strategies of how to support your child and stretch their learning at home
- If appropriate, additional work from class may be sent home to help consolidate learning
- 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 be available 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 behaviour 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 and personal, social and emotional development is a prime area of the early years curriculum
- We have a Clinical Psychologist fortnightly who works with the school on well-being and mental health

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

If a pupil has a medical need then a Medical 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 do the school work with?

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

What training have the school staff received?

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
- Attachment and Trauma
- Emotional Literacy and Zones of Regulation
- Autism Spectrum Disorder best practice
- Downs Syndrome best practice
- Makaton

What arrangements does the school have in place 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 the 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. Please see Complaint Procedure available on the school website.

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, available on the school website.

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

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 transferring 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
- Facilitating visits to secondary schools and other settings with support from Jubilee staff if appropriate
- Supporting parents with secondary applications
- Meeting with relevant professionals in order to build a better understanding of a child's needs
- 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. This forms part of the Transition+ Initiative.
- Inviting some children in to school before the start of term to meet their new teacher

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 School Support Plan review or if a concern has been raised at another point during the term. We have amazing support staff and view them as one of our most valuable resources.

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, such as Educational Psychologists, Speech and Language Therapists and Specialist Teachers.

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 your child's class teacher and/or the SENCo.

School phone number – 020 8806 5446

Email address – admin@jubilee.hackney.sch.uk

Other Useful Links:

- Access support on all matters SEND from [SENDIAGS](#).
- Find out about SEND services across education, health and social care are available on [Hackney's Local Offer Website](#).
- Read about secondary schools' SEND provision by accessing their [SEND Information Reports](#).
- Read the [SEND Code of Practice](#).