

Jubilee Primary School, Lambeth

Special Educational Needs and Disabilities (SEND) Information Report

Introduction

As part of the Children and Families Bill 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Jubilee Primary School is an inclusive school of over 400 pupils aged 3 -11. We strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer comprehensive provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We aim to meet the needs of all pupils with Special Educational Needs and Disabilities and work to ensure that all pupils, regardless of their specific needs, make the best possible progress. As an inclusive school, we believe that the needs of pupils with SEND should be met in a mainstream setting wherever possible.

The school will meet the needs of children with the following areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The Special Educational Needs Coordinator (SENCO) manages and coordinates all aspects of SEND. The SENCO works closely with the Senior Leadership Team, class teachers, learning support assistants (LSAs), additional teachers, outside agencies and parents/carers. The SENCO oversees the assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs.

The SENCO works with staff regularly and monitors the progress that children make in their termly assessments and every day class work. Through careful analysis of data and in close liaison with teaching staff, the SENCO makes sure that pupils who require additional support, receive it

The information in this report details the ways in which parents and children may access the support required within Jubilee Primary School.

1. **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

It is expected that all children at Jubilee Primary School will receive good or outstanding teaching and support from all adults within their mainstream classes. This is known as 'Quality First Teaching'. For the majority of children, this will be enough to meet their needs but occasionally some children will need additional support.

School staff make continuous observations of all children in our care, both academically and in their wider school lives. We also hold termly Pupil Progress Meetings where each class teacher meets with the Assistant or Deputy Head teacher for their phase and discusses the progress and attainment of all individuals in the class. These meetings and day-to-day observations, along with assessment data, may highlight issues or concerns for particular children.

Where this is the case, staff will have a conversation with parents and with the SENCO. Following this initial conversation, it may be agreed that further investigation or intervention is required. This will be agreed with parents or carers before proceeding.

If any parent or carer has concerns about a child's learning or development that have not been raised in a previous conversation please arrange to meet with your child's class teacher in the first instance. You may also arrange to speak to the SENCO.

2. How will school staff support my child?

Once it is agreed that a child does require additional support beyond that provided through 'Quality First Teaching', a SEND Support Plan or IEP will be drafted. The SENCO, teachers, LSAs, parents and children will work together to create this plan which will set out the particular needs of the child and what will be needed to support them. The SEND Support Plan belongs to the child and family and will take the form of Assess, Plan, Do and Review. Those children currently on the SEND register will already have a Learning Support Plan (LSP) which operates in a similar way.

The SENCO will oversee all support and progress of any child requiring additional support across the school. The class teacher will directly oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

Additional support can take many forms and could include any of the following according to the needs of the child:

- Curriculum adaptations/differentiation;
- Support for behaviour;
- Support for health needs and implementation of a Care Plan;
- Grouping of pupils;
- Visual aids such as timetables and prompt cards;
- Tools to assist concentration;
- Targeted individual or small group support from an additional teacher or teaching assistant (TA);
- Speech and Language groups carried out following advice from professionals;
- Additional LSA support in class.

It may be that particular therapies or support are also needed from external agencies such as:

- Support for sensory needs through Lambeth Hearing Support Service or the Visual Support Service;
- Support for communication needs through Speech and Language Therapy;
- Support for physical needs through Occupational Therapy;
- Observation and assessment by the Educational Psychologist;
- Support from Lambeth Autism Outreach Service for children with Autistic Spectrum Disorders;
- Guidance on behaviour issues from Kennington Park Academy;
- Advice from the Child and Adolescent Mental Health Service (CAMHS);
- Advice and guidance from the National Deaf Children's Society (NDCS);
- The Mary Sheridan Centre of Community Paediatrics
- In-school mentoring or counselling

As stated earlier, none of this happens without your consent. The class teacher will meet with parents and carers at least on a termly basis (this could be as part of Parents evening) to discuss your child's needs, support and progress. For further information, the SENCO is available to discuss support in more detail.

After reviewing the SEN Support, it may be felt that a child's needs are long term or will need additional funding to be met in school. If this is the case, then the SENCO – in consultation with parents – will look to progress to an Education, Health and Care Plan (EHCP) which is a statutory document.

Governors are responsible for everything that happens in the school and they receive anonymised reports every term. One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

3. How will my child with SEND be involved in their education?

At Jubilee, we believe in empowering children by consulting them, where appropriate, and giving them a voice. We consult and involve pupils in their learning by:

- explaining carefully and sensitively why they are receiving support and determining what they themselves would like to improve and achieve in their learning (where appropriate);
- discussing with the pupil what the targets and outcomes are for their particular needs;
- supporting the pupil in larger or smaller groups, pairs or individually;
- encouraging pupils to repeat to an adult the concept, skill or task being taught where there is doubt;
- liaising with the home in order to encourage activities such as shared reading, writing practice, learning multiplication tables, simple problem solving, etc.;
- putting in place different ways of teaching, so that the child is fully involved in their learning. This may involve more visual or kinaesthetic activities.

4. How will the curriculum be matched to my child's needs?

As already stated, the majority of children's needs are met through 'Quality First Teaching' that is differentiated. This is where delivery or tasks set are personalised and adjusted to suit your child's learning style or needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. For instance, a child with a hearing impairment may require more visual prompts, but not necessarily easier tasks. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

5. How will I know how my child is doing and how will you help me to support my child's learning?

There are three pupil progress meetings each year where the class teacher meets with their Assistant or Deputy Head teacher to review the progress of all children in the class. If your child has a LSP or SEN Support Plan, this will be reviewed at least on a termly basis. This means that your child's progress is reviewed at least three times a year. However, parents and carers are encouraged to speak to class teachers and/or the SENCO to discuss any issues or concerns as they arise. Class teachers are the first point of contact and they will liaise with the SENCO where appropriate. We can offer advice and practical ways that you can help your child at home.

When a child's LSP is reviewed, comments are made against each target to show what progress the child has made. If they have not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. This will be shared with parents.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Many children with special needs have to work so much harder to make the progress they do and without your help at home there is not enough time in the school day to achieve the outcomes we all want.

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that building the self-esteem and confidence of our children is very important.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO and/or Assistant/Deputy Head teacher for further advice and support. This may involve working alongside outside agencies such as social care or health.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Behaviour Report Card is established to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour using a thinking sheet with support from an adult if needed. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the school administration staff. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. Where attendance or punctuality is becoming a problem for a child, a meeting will be set up with a member of the senior leadership team and the parent or carer to aim to resolve the problem quickly.

We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have LSPs or SEN Support Plans discuss and set their targets with their class teacher. Children with EHCPs are asked for their views prior to any formal meetings and these are shared with all those present at the meeting.

There is an annual pupil questionnaire where we actively seek the viewpoints of children. There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.

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

Our SENCO is fully qualified and accredited. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school as detailed above. We currently have the following external professionals working with the children at Jubilee:

- Speech & Language Therapists
- Educational Psychologists
- Lambeth Autism Advisory Service
- Drama / Art Therapist
- School Nurse
- SpLD Assessor and Teacher
- Family Group Therapist
- Occupational Therapist
- Physiotherapists

In addition, we have a highly skilled Autism Champion who runs our Sunshine Room intervention; she has been trained in SCERTS, TEACCH and Attention Autism and works closely with the local authority Autism Advisory service and the speech and language therapists.

Jubilee is also fortunate to have a full time Emotional Literacy Support Assistant (ELSA) who works closely with a caseload of children who may need additional support around managing their feelings and emotions.

8. What training are the staff supporting children with SEND had or are having?

All staff are expected to continue their professional development. Where there is an identified special need, specific training sessions may be organised. All support staff attend a weekly training session with the SENCO or Deputy Heads to address relevant training needs. The SENCO's job is to support the class teacher in planning for children with SEND.

Jubilee Primary School has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. We hold whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Hearing Support Service or medical/health training to support staff in implementing care plans.

Support staff attend Speech & Language Therapy sessions with the trained therapist and are able to deliver specific programmes for individuals or small groups. All of our support staff have had training in delivering reading and spelling/phonics programmes according to the needs of their year groups.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

10. How accessible is the school environment?

The school is fully accessible and is adapted for hearing impaired children. There are disabled changing and toilet facilities. A lift inside and ramps outside make the school wheelchair accessible also. Class allocations can be adapted to ensure rooms are accessible for children with disabilities. We ensure that equipment used is accessible to all children regardless of their needs. The school has staff trained to support children with a range of needs. We have a fully adapted toilet with a hoist and a portable hoist for any child that needs manual handling and hoisting.

11. How will the school prepare and support my child when joining the school and when transferring to a new school?

At Jubilee, we encourage parents and children to visit the school prior to joining the school. A member of staff will either show the child and parents around school or be available to answer any questions. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits for those children who may need extra support with the transition. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. The SENCO meets with SENCOs from local secondary schools to share necessary information on children with SEND.

12. How are the school's resources allocated and matched to children's special educational needs? How is the decision made about what type and how much support my child will receive?

We ensure that all children who have SEND are met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

13. How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

The school curriculum is differentiated to meet the needs of all children and this differentiation can take the form of targeted questions, a change to the curriculum, support within the classroom by the class teacher or support staff and on occasions the format in which tasks are given may be different. If after additional support it is felt that a child needs more specialised help or more targeted support, the SENCO will determine if specialist advice is needed and where to access it from.

14. Arrangements for The Admission of Pupils with Disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governor's Policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

15. Who can I contact for further information?

Your child's class teacher will usually be your first point of contact.

Additional advice can be obtained from the SENCO, Alia Zakir. However this may require an appointment which you can arrange at the school office.

Outside of school there are many charities supporting children. There is also the 'Parent Partnership' who can provide support and guidance for parents on all matters regarding SEN - 020 7926 1831 or 020 7926 9805 parentpartnership@lambeth.gov.uk

16. How do I complain about my child's special educational needs support in school?

- If your child has SEN and your complaint is about the support that your child is receiving to help them with their SEN, then you should first raise any concerns you have with the special educational needs coordinator (SENCO) at the school, at Jubilee this is Ms Alia Zakir.
- You can also contact your child's Teacher of the Deaf – Mr Stefan Shanker, if they are part of the hearing resource base, they have an important role to play in advising the school on how to support deaf children and may be able to intervene directly.
- If you aren't happy with the school's response to your complaint, the next step is to raise it with the school governing body following the school's complaints policy.
- You can also contact the local authority because they have a responsibility to make sure that schools meet the SEN of your child.

- For more information on making a complaint about SEN support go to www.gov.uk/complain-about-school/sen-complaints.

GLOSSARY OF TERMS	
LSP	Learning Support Plan
SEND	Special Educational Needs and/or Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
TA	Teaching Assistant
LSA	Learning Support Assistant
IEP	Individual Education Plan