



Our commitment

Jubilee School aims to provide children with:

“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”

(DfES, 2004, para. 3.0)

- All children will have, as far as possible, equal access to all aspects of the curriculum, but modifications will be made to the curriculum if required and where appropriate;
- To boost the literacy and numeracy skills of students with general and specific learning difficulties both as an end and as a means of providing maximum to the rest of the curriculum.
- To develop adaptive teaching in all lessons to improve the educational opportunities of all students, regardless of ability and challenge all students.
- To meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/facilities and resources of the school;
- To communicate with parents and carers about all aspects of the special needs provision made for their children and to seek to develop this partnership;
- To deploy Learning Support resources in as effective a way as possible to support students where required and appropriate.
- To use the SEND Code of Practice (2015) as a framework for identification of, and provision for, students with special educational needs.

Jubilee School will endeavour:

- To provide an atmosphere of sensitivity, security, and respect for all students.
- To ensure all students have the opportunity for educational success through an environment that encourages them to develop their self-esteem, confidence, and independence.
- To be committed to the training and development of all staff as members of our community.

Jubilee SEND policy aims:

- To ensure that all staff provide all students opportunities for educational success, by making the curriculum accessible and by removing barriers to learning;
- To ensure staff use the provision available at our school for students with identified additional learning needs and follow the procedures to access these.
- To identify the staff who are involved in the additional learning needs provision, their roles and responsibilities.

Our aims and objectives

At Jubilee School we aim:

- To identify students with additional learning needs as early as possible after a placement is offered and has commenced;
- To ensure that all our students have access to a Curriculum at a level which is differentiated, appropriate and provides challenge for their individual needs, which will include the National Curriculum.
- To devise, maintain and implement individual provision maps plans incorporating personal academic, statement and behavioural targets, student flight pathways as well as individual risk assessments where appropriate.
- To provide the maximum opportunity for educational success for all students, providing high levels of support where appropriate.



- To work as a multidisciplinary team to ensure the needs of our students are most effectively met.

We aim to prepare each student for their future life.

- We teach students the skills, knowledge and understanding to enable them to gain greater confidence to demonstrate as much independence as they possibly can.
- We help students to make choices and provide opportunities for them to become part of the wider community.
- We work with students to manage challenges that get in the way of their learning.
- We aim to support and encourage students' present and future happiness and well-being.
- We strive to make learning fun and enjoyable. We support students' emotional, social, and spiritual development and try to ensure that they understand right from wrong.
- We try to ensure that students understand and adopt healthy lifestyles.
- We aim to give our students an education that meets the highest expectations of all. We provide students with an exciting and challenging time in school.
- We give students a curriculum that meets individual needs.
- We give students the same curricular opportunities (at a level they understand) so they are commensurate as peers in other mainstream schools.
- We aim to make students time in school interesting, exciting, and challenging.

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 students 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

Definitions

A student has SEN if they have a learning difficulty or disability which 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 students of the same age by mainstream schools.

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The SENCO

The SENCO will:

- Work with the Head Teacher and Governance to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, in line with EHC plan specification.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date.

The School Governance

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The head teacher

The head teacher will:

- Work with the SENCO and governance 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

Tutor/Class teachers

Each Tutor/class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants 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 student's progress and development and decide on any changes to provision.



- Ensuring they follow this SEN policy

The kinds of SEN that are provided for

Our school can provide additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attachment and trauma conditions.
- Diagnosed conditions for example attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Consulting and involving students and parents

We will have an early discussion with the student and their parents when the initial referral is made. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

Assessing and reviewing students' progress towards outcomes

Each child will be assessed in reading, spelling, and maths within the half term they enter our school. During each school year our students, (where appropriate), will be assessed.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

This information will be used to inform the students Provision Map which is reviewed termly.



All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

At the referral stage a member of SLT will endeavour, where possible, to visit the child in their current setting. We then liaise closely with the current setting and ensure transition plans are available. If students are moving on we will share information with the school, college, or other setting the student is moving to. We will agree with parent/carer which information will be shared as part of this.

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will ensure that we regularly assess all students' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the student. We will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

The teacher and SENCO will put together a Provision Map outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the student will be shared with her/him using child friendly language and with parents/carers. All staff who work with the student will be made aware of the Provision Map.

The class teacher is responsible for working with the student daily. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

The Provision Map including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer, and the student. This will inform the planning of next steps for a further period.

We will also provide the following interventions:

- Therapy
- SALT

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Individual timetables matching the students' needs and interests.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Children are offered a sensory diet.

Additional support for learning

- Teaching assistants will support students on a 1:1 basis when needed.
- Teaching assistants will support students in small groups in each classroom.
- We work with the following agencies to provide support for students with SEN:
 - Therapist
 - SALT

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans
- Termly LAC and PEP reviews.

Support for improving emotional and social development

At Jubilee School we aim to meet the needs and aspirations of the students within the school through the building of strong relationships with our students. We promote equality of opportunity, high quality learning, a concern for individual students and a respect for diversity. We seek to meet the additional education and other needs of students and to help them overcome barriers to learning by having small class groups of no more than five and offering individualized learning programmes. We believe in and support student participation and involvement in decisions about school life. We do this through regular assemblies, school council, student questionnaires.

Jubilee provides support for students to improve their emotional and social development in the following ways:

- Tutor Time twice daily
- Assemblies
- School Council

5.13 Working with other agencies

Jubilee School works in partnership with outside agencies; including health and social care bodies and local authority support in meeting students' SEN and supporting their families.

5.14 Complaints about SEN provision



Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details for raising concerns

Joanne Summers (Head Teacher);-

Kate Huxley (SENCO)

This policy and information report will be reviewed by SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.