



SEND Information Report 2021-22

Jubilee Academy Mossley



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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Joanne Westwood	SENCO	01922 400502(direct)01922 710357
Jay Rochelle	LAC Governor	01922 710357
Lucy Wharton/Claire Kellas	Assistant SENCO	01922 710357
Katie Mason	Office Manager- SEND Administrator	01922 710357

Contact details of support services for parents of pupils with Special educational needs:

Walsall SENDIASS- [Walsall SENDIASS - Family Action \(family-action.org.uk\)](http://family-action.org.uk)

- 0808 802 6666 Email: Walsallsendiass@family-action.org.uk

- Write to: Manor Farm Community Centre, King George Cres, Walsall WS4 1EU

Information on where the local authority's offer is published:

Walsall SEND Local Offer

Walsall Council provides a Special Educational Needs and Disabilities (SEND) Local Offer that offers information to children and young people, and their families, about issues that may affect them and services that they may find use.

To find out more please visit the SEND local offer link below

[Walsall SEND Local Offer](#)

Jubilee Academy's Local Offer

1. The kinds of special educational needs provided for:

At Jubilee academy, we provide learning for a number of higher needs children and can cater for their additional needs with the correct support and interventions. These additional needs cover all 4 broad areas of need as identified in the SEND code of practice: cognition and learning, social, emotional and mental health, physical and sensory needs and communication and interaction. To break this down further, this includes children with the following identified needs:

- Visual impairment
- Hearing impairment
- Physical/mobility difficulties
- ADHD
- Autism
- Medical needs/conditions- including type 1 diabetes
- Processing difficulties
- Genetic disorders
- Attachment and trauma identified needs
- Mental ill health

Please note that this is not an exhaustive list and we will review each admission in line with Walsall's admission policies.

Refer also to Appendix A – Academy Needs Analysis

2. How the special educational needs of pupils are identified and assessed:

Students may be identified as having Special Educational Need (SEN) at any stage of their education. This may be a long term difficulty requiring continuous support, or a short term difficulty requiring a specific intervention. A student that is lower

academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to academy
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous academy

If you feel your child may have a specific need then speak directly to your child's class teacher or the SENCO Mrs Westwood.

3. Our academy's approach to teaching pupils with special educational needs:

Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre teaching. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. If a child is identified as having a special need, they will be given a pupil passport these replace IEPs. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCO three times per year. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. Questions and activities during lessons may be adapted for groups or individuals. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer software may also be used to support learning

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

The school has a Single Equality Scheme and an Accessibility Plan which is updated annually. The school is one level with easy access to all classrooms. There are suitable toilet facilities for children with disabilities. Advisory teachers from SEND services alongside occupational health, CAMHs, speech and language, educational psychology and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for pupils with disabilities. Specialist equipment is available for pupils with specific physical difficulties to ensure accessibility.

5. Additional support for learning available to pupils with special educational needs:

Experienced staff are able to deliver a range of interventions including communication, literacy

and maths boosters. There is also support for home-learning for pupils with additional needs- including Lexia, Doodle Maths and TT rockstars. Where additional advice, or support is needed we can contact a number of outside agencies, who work with us to enable additional support to be the best that it can be. Key staff are responsible for specific areas of learning to ensure the best possible outcomes for our children.

Resources to support learning are also available and can take a variety of formats. These can include reading rulers, overlays, specialist equipment (for writing and cutting), modified texts and exercise books, sensory equipment. Children also have access to our sensory and nurture rooms.

A range of specialist services can be accessed including

- Special Educational Needs and Disability Service (SEND)
- Speech and Language Therapists
- Educational Psychologist Service
- Educational Welfare Officer
- Children and Young People's Services
- Academy named nurse
- Integrated Family Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy,
- Physiotherapy
- Cadmus Inclusion Team

Referrals can be made to Special Academy Outreach for children with statements of Special Educational Needs or Education, Health and Care Plans. An Educational Psychologist is allocated to each academy. She would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENCo with the permission of parents/carers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. She will offer advice to the academy and parent/carers on how to best support the pupil in order to take their learning forward.

Our educational psychologist is Victoria Norman **Our LA provided EP** is Daniel Hawkins

Our school-based speech therapist is Bridget Walker

Our SEND advisor/specialist support is Beccie Hawes

Our intervention team

We currently have an intervention team who deliver specific interventions throughout the academy. These staff members are specifically trained to deliver these interventions and are regularly monitored by the SENCO and attend regular training updates delivered internally and by outside agencies. They also have access to high-quality training through our own institute or learning within the trust.

Some of the interventions that we can deliver include;

- Colourful Semantics
- Lego Therapy
- Drawing and Talking Therapy
- Wellcomm
- Dyslexia friendly programs (Beat Dyslexia and Active Literacy)
- Social and emotional intervention
- Lexia
- Wellbeing groups
- Friends groups
- SOS spelling and Precision Teaching.
- CBT for children

Nurture Room and Sensory Room

We have a purpose built nurture room run by a qualified practitioner in Mrs Drohan, she is also our qualified ELSA (emotional literacy support assistant). Children can access the nurture room on a daily basis. The focus of the nurture room is to develop children's social and emotional needs. Our sensory room is also available for children to access should they need that time to regulate. It is used as part of the time table for some of our higher needs children and on an ad-hock basis for other children.

Speech and language support

We have a speech and language advisor allocated to the Academy, who can be contacted at any time. She works with children who have SALT targets and also supports with staff training. She will also liaise with parents over any home-school support needed. At times, it is needed for the service to be accessed externally and for children to attend clinics. The academy will then implement any advice given.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

All of our students with additional needs are supported and encouraged to be fully involved in all areas of academy life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. Any issues around SEN/medical/physical needs will be discussed with parents as necessary. We are an inclusive academy which endeavours to provide opportunities for all children to participate in activities including visits and clubs. When planning visits, children's needs are considered and where necessary adjustments are made or additional support provided in consultation with parents. Where this is not possible, every effort will be made to provide a

suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the academy or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the academy are able to provide this.

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

All students are supported by their class teacher and class teaching assistants. We also have a pastoral support team who can help with specific difficulties. Children with SEN may have more support in class, and at break and lunchtimes if needed. Star is aware of the needs to safeguard the well-being of all students. Management of first-aid arrangements are supervised by the Academy First-Aider with additional training provided as necessary, with any treatment of first aid/medication given being recorded. If it is considered necessary for a student to have an Individual Health Care Plan due to a significant health condition, this will be carried out in consultation with the Academy's First Aider and any other health care professional involved with the young person. For more complex needs students, an Education, Health & Care plan (EHC plan) will be discussed (replacing a Statement). This is a person-centred approach, which ensures within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision making.

Pupils with medical needs.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the academy with support from appropriate health professionals and in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the academy nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at academy with medical conditions (DfE) 2014. Care planning meetings: Care planning meetings are held every half term for children who have additional medical needs. This takes place with the school nurse, SENCO, Principal and the child's class teacher. Plans are reviewed and amended if needed.

8. How we assess and review the progress of pupils with special educational needs:

Each child who has an additional need will receive a pupil passport which is formulated with the SENCO, class teacher, parents and the child. This passports focus on the children's aspirations and goals as well as the provision that the child requires. This will be reviewed every half term and be discussed with parents. As well as this class teachers are required to submit data to the SENCO every half term and attend half termly pupil progress meetings with the senior leadership team to discuss progress. Regular monitoring of interventions and lessons takes place by the SENCO to check the quality of the provision on offer.

9. The expertise and training of staff in relation to pupils with special educational needs:

The academy ensures that all staff continue to develop knowledge, skills and understanding in the field of SEND by liaison with the SEN/D team to provide for all training needs which are required by the academy staff to ensure all targets may be met. There is an ongoing training to support in areas including: Speech and language difficulties, Dyslexia, Dyspraxia, as well as regular training in Child Protection and working with Looked after Children. The SENCO has also completed the National SENCO Award.

10. Equipment and facilities to support pupils with special educational needs:

The academy receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the academy to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the academy may be allocated

Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

In addition to the normal academy reporting process, all parents/carers of statement students (soon to be replaced by Emotional, Health Care Plans) are invited to come in to academy every term to review the child's statement/plan and progress. The views of parents/carers are a vital part of the review and as necessary, outside agencies may be invited to attend. If your child has not made progress despite receiving intervention, they will be given a pupil passport outlining targets and provision. You will be invited in each term to discuss how you feel your child is progressing. This meeting will take place with you, your child, the class teacher and SENCO.

Parents/carers of children with identified special education needs are encouraged to contribute to pupil passports. They will be able to discuss the support their child is receiving via a review which will be held three times a year. Structured conversations are held and parents' views are sought through the Annual Review Process for pupils with Statements of SEN or Education, Health and Care plans. Parents are invited to meet with professionals from outside agencies.

Decisions about support will be agreed at pupil progress meetings according to children's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher parent and other relevant staff as appropriate. Children with statements of Special Educational Needs or Education, Health and Care Plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the annual review process.

We have an Open Door Policy and parents are welcome to speak to staff at mutually agreed times either face to face or by telephone. Members of the Senior Leadership Team and the home academy links worker are available at the beginning and end of the academy day. Regular newsletters are sent home. Parent consultation meetings are held each term and there is an annual report on your child's achievement. Parents are encouraged to attend class and celebration assemblies and invited to share other events throughout the year linked to the academy curriculum.

12. How we consult pupils with special educational needs about, and involve them in, their education:

Pupils' views are sought and the curriculum planned to meet their needs and interests. Each class elects two representatives to the academy council. Pupil passports include information from the child. Children's views are sought during reviews.

13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Children joining the reception class are invited to play and stay sessions for ten afternoons during the summer term. This enables a smooth transition and children settle well. The SENCO attends Annual Review meetings for children due to transfer. Children joining mid-term may be supported by learning mentors according to their needs. When children transfer to other settings, staff from the academy liaise with the new academy to share information and plan transition work and visits. This may include staff accompanying children and their parents on such visits. Staff from Secondary schools are invited to review meetings from year five.

14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

At this stage, the SENCO and class teacher will ask parents for permission to approach external services who will provide advice and / or support. Using the advice from outside agencies, strategies which are additional to or different from those previously tried are put in place and a pupil passport is devised. Once guidance has been given from outside agencies and if your child has shown not to make any progress, the academy will apply for an EHC plan (Educational Health Care Plan).

15. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints. This can be locate on our academy website.

16. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021			
SEND profile			
Total Number of pupils on SEND register			
SEND Support		Education, Health and Care Plans	% of academy population SEND support EHCP
42 89%		5 11% (5 further EHCP requests submitted)	19% 2%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>
Boys 68% (32)	Girls 32% (15)	64 % PP and SEND	

Attainment of pupils with SEND						
EYFS (GLD) National All/SEN	ALL	SEN	Non SEN	Comment		
KS1	ALL	SEN	Non SEN	National All/SEN	Comment	
Reading	67%	10%	90%			
Writing	60%	10%	90%		Home learning had an impact on attainment.	
Maths	67%	10%	90%			
KS2	ALL	SEN	Non SEN	National All/SEN	Comment	
Combined	47%	0	58%	64% 24%	Home learning had a great impact upon the attainment, in particular writing. Lockdown meant that not all SEND pupils were accessing the same level of support as we would hope for within the home due to family difficulties.	
Reading	63%	0	79%	77% 43%	SEN Support SS of 94 EHC 84 (1 pupil- attending specialist secondary school)	
Writing	47%	0	58%	71% 31%	SEN support SS of 97 and EHC 85	
Maths	63%	20%	75%	74% 39%	SEN support SS of 98 and EH 85	
Progress KS1 to KS2	ALL	SEN EHCP	SEN Support	Non SEN	National All/SEN	Comment
Reading						
Writing						
Maths						
Summary						
Unable to provide at this point.						

Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA)						
	Reading		Writing- unable to provide at this point.		Maths	
Yr	SEN	non SEN	SEN	non SEN	SEN	non SEN
1	0	69%			0	81%
3	14%	86%			29%	100%
4	38%	71%			50%	90%
5	17%	76%			50%	81%

Wider Outcomes effectiveness for this cohort

Shine maths and reading interventions have impacted greatly in a positive way on individual progress scores (SS). The interventions take the QLA and identify the weaker areas on which the children need to work on. They can be used to target all children, regardless of ability and where they are working at and can be administered in a group, or on a 1:1 basis. This could only be administered in school time and therefore has not yet had the overall impact that we would expect. It will be continued to be used to form our main interventions for reading and maths into 2022.

Doodle maths is having a positive impact, but is not yet embedded into practice, as is TT Rockstars. They, like Shine, were introduced in this academic year. Both can be accessed at home and the children are really enjoying the competitiveness nature of the platforms. We have teaching assistants, under the direction of the class teacher, delivering the much needed interventions and Provision Map is used to evaluate and monitor impact and performance (this was also introduced in this academic year).

We are below national in all areas for SEND and are looking (as part of the SDG) at ways of measuring those more important small steps of progress for these children.

We are ensuring that those children who are still not making the expected progress are seen by external agencies for support and where progress is still not being made and EHCP application is submitted.

We need to be in school for our SEND pupils to be making the progress expected. It is the group who has struggled the most during the Covid lockdowns and are taking longer to catch up.

Attendance and exclusions					
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
94.48	96.27	9/47	23/157	5 children	1 child

	19.1%	14.6%	10.6%	0.6%
<ul style="list-style-type: none"> • Effective support from cluster attendance officer- liaising with Jubilee attendance team weekly. • Timely home visits (Covid allowing). • Timely chasing of changes in attendance. • Postcards sent when dips in attendance are seen- as a gently reminder of expectations. • Prompt chasing recorded on SIMs/CPOMs as per school policy. • Parents' meetings arranged to suit the needs of the parents (virtual, telephone, face-to-face). • PA reduced due to effective monitoring. • Attendance officers make early contact before children attend in Reception Class. • Late gate is impacting upon persistent lates. • Fines issued for Pas through the local authority. 				
<ul style="list-style-type: none"> • All teachers are aware of the SEND needs of pupils within their classes- Class information files with up-to-date profiles and interventions needed listed. • Fully inclusive curriculum – adapted to ensure that all learners can access the same topics at their levels- many methods used- talking tins, scribe, laptop, comic strips etc., • Pre-teaching of key vocab is an academy-wide approach- for key subject areas and more complex concepts. • EHCP/IEP targets considered in learning- postcards used to enable children to share new learning from interventions when back in class. • EHCP children – staff aware that they must know their targets from EHCP and consider these when planning/delivering lessons and interventions. • Intervention books monitored on a regular basis to ensure are of a high standard. • SEND pupils monitored as a vulnerable group alongside PP etc., • Staff held to account where needs are not being met. • Pupil progress meeting held with staff to discuss individual progress and address any areas of concern. • Reviews take place with the EP and specialist support to quality assure and evaluate provision. 				
<p>SEND Objectives for 2021-22</p> <ul style="list-style-type: none"> • Small steps of progress identified and monitored/celebrated- systems in place to enable this. • Behaviour policy and others reflect the understanding of children with additional needs. • Regular reviews of policy to make sure it meets the emerging needs of the academy in relation to SEND. • Provision Map extended to parents to enable them to become fully involved in their child's needs. 				

- SENCO role to be adapted to allow JWw (as named SENCO) to be more strategic with LW and CK picking up cases and supporting in role.
- SEND funding information to be communicated more with parents.
- School Profile to include a section on SEN with comment on the effectiveness of SEN provision in terms of pupil outcomes.

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	3	6.3	1.3
	Autistic Spectrum Disorders (ASD)	4	8.5	1.7
Cognition and Learning	Moderate Learning Difficulty (MLD)	33	70.2	14.6
	Severe Learning Difficulty (SLD)	0		
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	0		
Social, Emotional and Mental Health (SEMH)		7	15	3.1
Sensory and/or Physical Needs	Visual Impairment (VI)	0		
	Hearing Impairment (HI)	0		
	Multi-Sensory Impairments (MSI)	0		
	Physical Disability (PD)	0		

	Moderate Learning Difficulties		SLCN		Social, Emotional and Mental Health		Autistic Spectrum		Other Difficulty/ Disability		Totals
	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	
Nursery	0	3	0	1	0	0	0	0	0	0	4
Reception	0	4	0	0	0	1	0	0	0	0	5
Year 1	0	2	0	1	0	0	0	1	0	0	4
Year 2	0	4	0	0	1	0	0	0	0	0	5
Year 3	0	6	0	0	0	1	1	0	0	0	8
Year 4	0	7	0	1	0	0	0	0	0	0	8
Year 5	1	2	0	0	0	3	0	1	0	0	7
Year 6	0	4	0	0	0	1	1	0	0	0	6
overall total	33		3		7		4		0		47
% of SEND register	70%		6%		15%		9%		0%		