

The Jam Academy values all students and staff equally and is passionate in reducing barriers to learning and creating an environment and support network to ensure everyone can participate fully in school life.

Aims

- Provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives

- Staff members seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the student's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Curriculum Director.
- Monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum. This will be co-ordinated by the Curriculum Director, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
- Create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for students with SEN and co-ordinating the day to day provision is Mark Hartley (Curriculum Director).

Arrangements for coordinating SEN provision

The Curriculum Director will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual students.

Staff will be contacted and given the relevant information for students who are on the SEN Register who will be in the classes.

Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Identification of student needs

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Curriculum Director will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above actions it can be determined which level of provision the student will need.
- If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The student is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and Curriculum Director.

The Curriculum Director and the Senior Management Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, associates, parents and students during the academic year.

Student progress will be monitored on a termly basis. The Curriculum Director offer an Open Door policy where parents can communicate regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

Working in partnerships with parents/guardians/sponsors

The Jam Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.