

Jesmond Park Academy

Special Educational Needs Information Report

Jesmond Park Academy is a fully inclusive school. We ensure that all pupils achieve their potential personally, socially, emotionally and academically, in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). We strive for an education for all pupils, that enables them to be creative, inquisitive, compassionate and successful young people, through a curriculum that is rich, exciting, innovative and varied.

This document is intended to give families general information regarding the ways in which we support our pupils with Special Educational Need (SEN) to reach their potential. The strategies, resources and support explained are continually developed and our provision modified to provide for the changing requirements of individuals. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

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.

When a student is identified as having SEN, we use specific needs based plans, pupil profiles and resources which help support their development, address areas of concern and increase progress. The school has developed a dedicated SEN and Student Support Team with a variety of skills and knowledge to support your child. The team is overseen by the Director of Student Support (Chris Aitken) and the Learning Manager (Claire Munro SENDCO). The team also consists of two Assistant Learning Managers (Fiona Jamieson SEN) and Jenan Spires (EAL), a team of Higher level Teaching Assistants and a team of Learning Support Assistants. The SEN team also links closely with Pastoral teams and the Well Being Centre to provide further pastoral and medical support.

Other documentation such as our SEN and Inclusion Policy are available on the school website <http://www.jesmondparkacademy.org.uk>

If you would like further information as to what the school can offer please contact Mrs C Munro, SENDCO - 0191 2818486 or email: cmunro@jesmondparkacademy.org.uk

School entitlement offer to pupils with additional needs

For all pupils at Jesmond Park Academy who have an additional need:

- Recognise that the family is the expert on their child and work in partnership with them.
- Use pupil friendly and needs based individual education plans. We involve pupils, parents and staff to write, review and implement them.
- We differentiate the curriculum and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure that any barriers to success are fully identified and responded to.
- We ensure that there is access to teaching and learning for pupils with SEN monitored through the school self-evaluation process.
- We evaluate our intervention groups and strategies on a termly basis.
- We hold termly review meetings for pupils with a higher level of SEN.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- Staff are deployed throughout the school to support pupil progress and independence, ensuring an efficient and effective use of resources.
- We have a fully qualified SENCO who can provide advice and guidance to staff and parents.
- All staff have completed and will continue to receive on-going training in relation to meeting pupils needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the 'local offer'.
- We offer primary to secondary, post 14 (pre-option choice) and post 16 transition support for pupils and parents.
- We support families with children with SEN formally through review meetings and informally through our open door approach.
- Our school works hard to ensure that parents / carers are able to work in partnership with us to support their children.

For pupils who have a higher level of additional need, in addition to all of the above we provide a Keyworker.

- To be an advocate for the young person.
- To monitor and review progress.
- To set targets for further development.
- To provide additional support programmes as and when required.
- To help the young person prepare for reviews and next steps.
- To act as a link between home and school.

Special Educational Needs are identified on the 2014 SEN Code of Practice as being in the following four categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and Physical / Medical Needs

Please refer to the individual categories (below) for specific strategies and resources provided at Jesmond Park Academy.

Type of SEN for which provision is made at Jesmond Park Academy	Type of support/provision made at Jesmond Park Academy
<p>Communication and Interaction Needs, e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum/Social Communication Disorders • Speech, Language and Communication needs 	<ul style="list-style-type: none"> • We use visual timetables according to need. • We have areas of low distraction / stimulus • We offer support and supervision at unstructured times of the day e.g. Break and Lunchtime • We offer social skills programmes / support including strategies to enhance selfesteem. • We use strategies / programmes to support speech and language development. • We offer targeted intervention programmes to improve skills in a variety of areas including independent living skills and independent travel. • We offer targeted in class support to improve skills in a variety of areas including speech and language development. • We use ICT to reduce barriers to learning wherever possible. • SEN staff work closely with outside agencies e.g. Speech and Language Therapists, mobility officer etc. to provide a link to external intervention programmes to ensure continuity of support and progress.
<p>Cognition and Learning Needs, e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) e.g. • dyslexia, dyscalculia and dyspraxia. 	<ul style="list-style-type: none"> • We use strategies to promote and develop literacy and numeracy. • We support access to the curriculum and we support students to develop the skills for independent living. • We use targeted small group and individual intervention programmes in order to improve skills in a variety of areas. • We use ICT to reduce barriers to learning wherever possible. • We seek support and advice from SENTASS (Specialist Educational Needs Teaching And Support Service) to ensure any barriers to success are fully identified and responded to. • We assess student's regularly and report results of assessments and progress made to parents and staff • We access pupils and provide access arrangements for external examinations / controlled assessments in GCSE's, BTEC's, GCE's

	<ul style="list-style-type: none"> • We offer individual and small group targeted intervention programmes to improve skills in a variety of areas including; reading, spelling, numeracy and independent study skills. • We offer targeted in class provision to support access to the curriculum. • We offer support after school (period 7) for catch up, revision and homework. • We work closely with the Occupational Therapy Service to deliver and monitor therapeutic programmes for identified students with motor coordination difficulties (dyspraxia).
<p>Social, Emotional and Mental Health, e.g.</p> <ul style="list-style-type: none"> • Social difficulties, • Mental Health conditions, • Emotional difficulties 	<ul style="list-style-type: none"> • Jesmond Park Academy values all pupils. • We have a 'Well-Being Centre' which provides a wide range of support for students with social, emotional and mental health. • We use small group, targeted programmes to improve social skills and improve emotional resilience. • Access to alternative curriculum options, where appropriate, provides a different approach to the curriculum to support pupils with social and emotional needs. Our SEAL groups provide structured and time limited interventions for vulnerable students. • We provide information and support to pupils, staff and parents regarding emotional and social needs • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • We seek support and guidance from outside agencies such as the School Health Advisor and Children and Young People's Services (CYPs)
<p>Sensory and Physical Needs: Including an Additionally Resourced Centre (ARC) for Severe / Profound Hearing</p>	<ul style="list-style-type: none"> • Jesmond Park Academy has an Additionally Resourced Centre (ARC) for students with a severe / profound hearing impairment. • Our staff are trained to support the needs of pupils with hearing or visual impairment, including the use of hearing aids and microphone systems. We work closely with SENTASS (Specialist Educational Needs Teaching And Support Service) Hearing Impairment and Visual Impairment Teams to ensure pupil's needs are met.

Impairment, e.g.

- Hearing Impairments,
- Visual Impairments,
- Multi-Sensory Impairments,
- Physical
- Disabilities, Complex and prolonged medical needs.

- We provide support and aid/s to ensure access to the curriculum and develop independent learning.
- We seek and act on advice and guidance for pupils who have significant medical needs.
- We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed.
- We provide support with personal and intimate care, if and when needed.
- All entrances to our school allow wheel chair access
- Our school has disabled toilets on all floors.
- We have a lift to allow ease of movement between all floors.
- Our staff receive training to ensure that they understand the impact of a physical / Sensory Need on learning.
- We have a Well-Being manager who will liaise with parents to create individual care plans when necessary.
- Our staff understand and apply the medicine administration policy.

If you have any concerns about your child's SEN, Progress or provision we would urge you to come into school and discuss matters further with your child's year team or the school SENCO.

Although school's complaints procedures are in place we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact their local **Parent Partnership Service** for impartial information, advice and support in relation to their child's SEN and /or disability.

Contact details:

The parent Partnership Officer can be contacted on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk **Northeast Special Needs Network** supports families with disabled children / young people from birth to 25 years.

Contact details:

Northeast Special Needs Network

Northern Counties Site

Tankerville Terrace,

Jesmond

Newcastle Upon Tyne

NE2 3BB

Admin phone: 0191 281 2485

Phone Family Advice Workers phone: 0191 281 2255

Email: admin@nsnn.org.uk