

Special educational needs (SEN) information report
The JCB Academy



THE JCB
ACADEMY

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our Academy.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find this on our website.

1. What types of SEN does the academy provide for?

Our academy provides support for learners with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

The Support provided at The JCB Academy is planned, strategic and regularly reviewed by the SEND team.



Miss Cowley

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Mrs Halford

Assistant SENCO

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Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Cowley.

Miss Cowley is a qualified teacher of Mathematics and has experience working in both mainstream and special educational settings. She was a Head of Year before becoming the academy's SENCO and is also one of the academy's Designated Safeguarding Leads.

Miss Cowley is working towards achieving the National Award in Special Educational Needs Co-ordination.

Assistant SENCO

Our assistant SENCO is Miss Halford.

Miss Halford is currently covering Miss Clark's maternity leave and will act as the assistant SENCO for the academic year of 2024-2025. She has worked as a support mentor within The JCB Academy, having first hand experience of providing support for learners with SEND within lessons and through interventions.

Miss Halford also has a 1st class honours (BA) degree in Psychology and Child Development.

Class/Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of learners who have SEN.

At the end of every academic year, the SENCO assesses what needs are evident within the academy community and plans training staff during the induction period of the next

academic year to ensure all staff are aware and prepared with strategies to support key learners.

Subject Support Mentors (SSMs)

We have a team of 9 subject mentors, who work mainly within their designated subject but sometimes across subjects. These SSMs are trained to deliver SEN provision and are guided by both the subject lead and the SENCO.

In the last academic year, TAs have been trained in:

- Building positive relationships with SEN learners
- Positive classroom routines
- Language modifying for SEN learners
- Strategies for Looked After Children
- Understanding and adapting for dyslexic learners.

External agencies and experts

Sometimes we need extra help to offer our learners the support they need. Whenever necessary we will work with external support services to meet the needs of our learners with SEN and to support their families. These include but are not limited to:

- Educational psychologists
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Autism Inclusion Team
- YESS counselling

3. What should I do if I think my child has SEN?

If you think your child has SEN please follow the steps below.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is the SENCO.

Please email Miss Cowley on l.cowley@jcbacademy.com

Miss Cowley and the SEND team will then look into the concerns by looking into data, classwork, observations and through discussions with the staff who teach the learner.

Based on the findings, Miss Cowley will then contact you to discuss the outcome and potentially invite you in for further discussion.

If there is some evidence to support your concerns we will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any learners who aren't making the expected level of progress in their academy work or socially. This might include their reading or writing ability, their progress data or their processing speed. This may also include their ability to understand social situations.

If the teacher notices that a learner is falling behind, they try to find out if the learner has any gaps in their learning. If they can find a gap, they will then attempt to fill the gap through intervention. Learners who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENCO, who will then look into the data on this learner and will be in touch with you to discuss further.

The SENCO will observe the learner in the classroom and during social time to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the academy measure my child's progress?

The JCB Academy will measure your child's progress through observations, assessment data and feedback from staff.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These are usually set as targets on a learner passport or learner plan, depending on the level of need.

We assess learners progress within both subject and social areas and make we will plan interventions to support the learner to make progress within these areas.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. The progress will be tracked via updates to the learner passport or plan.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

The JCB Academy will send home regular reports throughout each academic year outlining key data for each subject.

You will have the opportunity to meet each of your child's subject teachers a minimum of once per year at parents evenings.

Depending of the level of need, you may also be in regular contact with a member of the SEND team to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and you can request a copy if you wish.

If you have concerns that arise between these meetings, please do not hesitate to contact Miss Cowley or Miss Halford.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to your child's needs. The JCB Academy is on a mission to create the business and engineering leaders of the future and our curriculum support this. It is vital that learners that apply to The JCB Academy have an interest in Engineering and Business so that we can engage them in these subjects, which cover a huge part of their timetable. Our curriculum is streamlined so that we are able to focus on making strides within the business and engineering sector and develop the strongest candidates for progression within this field.

To support all learners, we will adapt how we teach to suit the way the learner works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Information on what works best for each child is detailed in their learner plan or passport if required and may include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Subject Support Mentors will support learners on a 1-to-1 basis or small group basis when required.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals regularly with plan/passport updates
- Using learner questionnaires
- Monitoring by the SENCO/assistant SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

If your child is on the SEN register, their additional SEN finding is used to ensure we have the right levels of staffing with the right training to meet your child's needs.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside learners who don't have SEN?

All of our extra-curricular activities and academy visits are available to all our learners, including any after academy clubs. Special Educational Needs will not determine that a learner cannot participate within a specific activity and all learners are encouraged to participate.

The academy will make reasonable adjustments to ensure that all learners are able to participate in any trips or activities and any concerns that arise will be assessed by academy and parents/carers on a case by case basis to ensure that all learners will be safe during any activities.

12. How does the academy make sure the admissions process is fair for learners with SEN or a disability?

- Our admissions process is random allocation and no SEN or disability will negatively affect a learner from gaining an allocated place. We ensure that all open days are accessible for learners with SEN or a disability and often provide a private tour of the academy when it is less busy.
- Learners who apply to attend The JCB Academy through their EHCP review will be given priority when allocating spaces to a new cohort. These cases reviewed on a case by case basis. The principal and SENCO will decide based on the EHCP provisions and information from the feeder academy and parents/carers whether The JCB Academy can meet a learners' needs and they will reply via the Local Authority consultation.

13. How does the academy support learners with disabilities?

There are a range of facilities to enable all learners, parents/carers and visitors to access The JCB Academy. These include:

- A lift in the main academy building to allow access to a range of floors
- Accessibility toilets are available on every floor
- All stairs have a bannister rail on at least one side
- Enlarged text is available for anyone with a visual impairment.

14. How will the academy support my child's mental health, and emotional and social development?

Giving learners an understanding of mental health and how to support their mental health is of vital importance to The JCB Academy. We also have adapted resources to support learners with SEN in understanding their mental health and emotions.

We provide support for learners to progress in their emotional and social development in the following ways:

- All learners complete a "self-regulation" course during their induction week to learn about managing their emotions.
- Learners with SEN are encouraged to be part of the academy council.
- Social, emotional and mental health education and support are key themes running through our PSHE programme and this can be adapted and delivered on a smaller group basis to further support SEN learners.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by ensuring all learners are repeatedly educated about bullying and reminded of the consequences of any bullying. Our SEN learners can use adapted resources and mentoring to support their understanding of bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transition to The JCB Academy

During the transition period the Inclusion team and Year team work closely with feeder academies to gather pertinent information and academic data to help facilitate a smooth transition to the academy. This information helps us to prepare any additional support for a learner that might be required to help them to settle successfully.

For any learner with an Educational Health Care Plan (EHCP), the assistant SENCo will attend the learner's year 8 annual review in preparation for meeting the needs of the young person.

Moving to adulthood

We provide all our learners with appropriate advice on paths into their next destination.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Cowley and Mr Gardner will work together as the Designated Teachers to support any looked-after and previously looked-after children. Miss Cowley will make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the academy's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer, whether that be Derbyshire, Staffordshire, Derby City or Stoke-on-Trent.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Link to all [local SENDIAS organisations](#) in your catchment area.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** - special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** - child and adolescent mental health services
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** - an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** - an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** - target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that academy's must follow to support children with SEND
- **SEN information report** - a report that academy's must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** - special educational provision that meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, academy's or institutions or life stages