Special Educational Needs and Disability Information Report

Special Educational Needs and Disability Coordinator (SENDCo):

Mrs Camilleri

senco@jewell-aspirations.org

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What should I do if I think that my child has Special Educational Needs?

At Jewell Academy we want to work with you to support your children's development from the moment that they join us to the time they leave to nurture a strong sense of self-worth and a positive attitude to learning through engagement and purpose. If you have a concern and think that your child may have additional needs please initially discuss this with your child's Class Teacher. Further meetings will then be planned as appropriate.

Together we will decide and agree the next steps to support your child using a graduated approach. This may include planning additional provision within the academy or making a referral to an agency or professional such as the Speech and Language Therapy Service.

If a teacher believes that your child would benefit from additional support, this will be implemented. Some children may need provision for a short amount of time. For some children, a period of additional support or regular intervention within the academy may be enough to meet their needs and ensure that they make progress. The academy would put this in place but this would not necessarily mean that your child had Special Educational Needs.

If your child continues to require additional provision that is significantly above quality first teaching or needs advice from other professionals, such as the Speech and Language Service, then the academy would recognise that your child has a Special Educational

Need or Disability. An Individual Education Plan (IEP) would be written and shared with you. We will work with all families by holding honest and open conversations about the provision that will be put in place.

The IEP will identify the main areas of Special Educational Need or Disability (SEND) and the specific provision that would meet these needs. This will incorporate any provision that is required to meet the Cognition and Learning, Communication and Interaction, Social Emotional or Mental Health or Sensory and Physical needs of a child. Please read the SEND Policy on the academy website for more information.

If you would like to discuss your child's needs, please contact staff in the following sequence via the school office:

Class Teacher

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Phase Leader
Mrs Kuhr – EYFS
Mrs Jurado – KS1
Mr Livesley – LKS2
Mrs Churchill – UKS2

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SENDCo – Mrs Camilleri

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Principal – Mrs Waddington

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SEND Governor – Mr David Herbert

What provision is available for pupils with SEND?

Communication and Interaction needs

Many children have Speech and Language provision in place at Jewell Academy. IEPs are written by academy staff if individual targets are recommended by the Speech and Language Therapist. As needed, the academy's SENDCo ensures referrals are made to the NHS Speech and Language Service, parents are made aware of reviews in academy, and meetings between the Therapist and parents are arranged when needed. We have an LSA, Mrs Jennifer Weston, to deliver some of the Speech and Language provision across the academy.

Cognition and Learning needs

In class, there are a number of ways that staff can support children with cognitive and learning needs. This may include scaffolding the learning activity, chunking the learning or instructions and providing concrete resources to support activities. Alongside the classroom adjustments, interventions are also planned for specific areas such as phonics.

Social, Emotional and Mental Health needs

All staff are here to support the wellbeing of all pupils across the school. We pride ourselves on developing positive relationships with our children. As an academy we have a qualified Emotional Literacy Support Assistant and accredited Trauma Informed practitioners to support our learners with emotional needs. This provision is allocated based on need and reviewed on a half termly basis. For some children with emotional needs, a behaviour support plan may be written. As needed we also make referrals to the Mental Health Support Team in Schools, Child and Adult Mental Health Services (CAMHS) or BCP outreach service to enhance the provision that we provide for our children with SEND.

Sensory and Physical needs

At Jewell Academy we support children with a wide range of additional needs. Pupil support is considered on an individual basis. For some children who have physical and/or sensory needs, LSAs will provide individual support. This provision is reviewed on a termly basis alongside parents and can be adjusted as needed. Staff will support Physiotherapy and Occupational Therapy programmes as needed

In addition to this we have staff members trained to meet specific medical needs such as diabetes. Children with medical needs may require a Health Care Plan or Personal Care Plan to be written in consultation with parents and any relevant health care professionals. The academy team is supported by the academy's Nursing Team, the Hearing and Vision Support Service and the community paediatrician service.

How will academy staff support my child?

All staff support our children in all areas of their development. Our Class Teachers have responsibility for ensuring that your child's needs are met on a daily basis. Children's progress is reviewed each term and discussed with the SENDCo, the Principal and members of the Senior Leadership Team where appropriate. Intervention is then reviewed and amended on a regular basis throughout the year.

Teachers also write and review the targets on an Individual Education Plan (IEP) if the child is on the Special Educational Needs and Disability register. Depending on the type of additional need(s) that your child has, the support may be in class or external to this and be as part of a small group or on a 1:1 basis. It may happen daily or less often and it will vary in length of time. This will all be written on the IEP and shared with you.

How will the curriculum be matched to meet my child's needs?

At Jewell Academy we plan exciting and engaging learning opportunities for all our children and adapt our teaching and learning to meet your child's needs. Class Teachers can use pictures and visual prompts to support the spoken word. Every teacher will model the learning experience so that all children can see and understand what is expected.

Adaptation and scaffolding are important ways in which the teacher can plan for the children to be as independent as possible within their own learning during a whole class lesson. Adaptation and scaffolding are about personalising the learning or resources;

- Using the Steps to Learning approach
- Using limited language and providing additional visual prompts for a group or individual
- Providing a writing slope or a pencil grip
- Allowing additional time to think about an instruction or to complete a task
- Providing an opportunity to practise a skill or learn a new word ahead of a whole class lesson - pre-teaching
- Chunking the learning activities into smaller tasks or steps to meet the learning outcome
- It may be a piece of equipment that supports your child to access the curriculum – such as a specific IT programme to develop writing skills

Additional learning sessions are provided when required to support the development of a range of skills eg catch up, keep up sessions or over teaching. Regular professional development sessions are also scheduled to ensure that staff know how to recognise and support our pupils.

How will both the academy and I know how my child is doing, and how will the teaching staff help me support my child's learning?

There are termly opportunities to discuss your child's progress during parent consultations where you will receive a report and clear next steps to support your child's learning. However, if you have concerns about your child's learning, progress or development, you are welcome to make an appointment to see your child's class teacher at a mutually convenient time. SENDCo appointments are also available on request via the school office.

In relation to supporting your child's learning, teaching staff will produce curriculum overviews which will also include website links to support your child's learning at home. There are also homework tasks set by class teachers to support your child's learning.

What support will there be for my child's overall well-being?

Your child's safety and wellbeing and their personal and emotional development is at the heart of Jewell Academy's ethos. All Class Teachers know that it is essential that your child feels safe and secure in order for them to be able to learn, and that on some days for some children this will not be easy.

We understand that there are some situations in life that will cause your child to worry or be upset and it is these worries that then become a barrier to their learning. If there is a worry, we will always find some time and a quiet place for a chat.

In our academy we have a range of different approaches in place to support your child in understanding their feelings and how to manage them. These include;

- Whole class Circle Times which will encourage children to talk and listen to each other and further develop their sense of belonging
- Whole class PSHE lessons which will focus on social and emotional learning themes
- "I wish my teacher knew" boxes in classrooms for children to write down a message to academy staff
- Key adult time which is an opportunity to talk 1:1 with an adult to share thoughts or worries
- Small group sessions to explore in more detail aspects of social and emotional learning relevant to the children in the group
- Buddy Systems at playtimes
- Classroom calm corners
- Access to a sensory room

If further and more specialist support is required we can discuss this with you. If you feel that it is needed, please talk to us; your Class Teacher or Mrs Camilleri, the academy's SENDCo.

What specialist services and expertise are available at, or accessed by, the academy?

At Jewell Academy we work with many specialist services from Health, Social Care, Education and the voluntary sector. Some we work with as a matter of routine, others work with us due to very specific individual needs. We will endeavour to access any service if it will help a child or their family. Specialist services and provision that have supported our children this year include:

- NHS Speech and Language Therapists
- Linwood and Tregonwell Outreach Teachers to develop strategies to support individual needs
- Bournemouth's Educational Psychology Service
- Poole Child Development Centre - Community Paediatrician; Physiotherapist and Occupational Health Team who visit the academy to advise on programmes and specialist equipment
- Hearing Support Service advisory teachers
- Play therapist
- MBN Arts wellbeing coaches
- Rise Alternative Provision Tutors and Mentors
- Academy Nursing service - hearing screening, vision screening, toileting
- Early Help practitioners
- Relationship & Family Therapy Service
- Mosaic Bereavement Counselling
- Child and Adult Mental Health Service (CAMHs) – Nursing Team
- Social Care

- Mental Health Support Teams in School

There are also many organisations available to support families, such as:

- SENDiass (Special Educational Needs Information Advice and Support Service) - Providing Information, Advice and Support for Children & Young People with Special Educational Needs and/or Disability (SEND) and Parents/Carers of Children with SEND
- Coping with Chaos
- The Umbrella Group - supporting young people with Autism
- Parent Carers Together
- BCP Short Breaks

How accessible is Jewell Academy's environment?

Our academy environment is fully accessible. We have a two level building with a lift available to access the second floor as needed. There are no steps into the building on the ground floor.
Disabled parking is available in the academy car park at the front of the academy.
The academy has three disabled accessible toilet facilities. Additional adjustments have been made in other toilets including hand rails or steps.
The academy has also used the services of a translator to support families with English as an additional language for meetings relating to a child's needs. This has also been useful to help with the understanding of specific letters and reports relating to a child's needs.
Any additional equipment that is necessary to support a child in their access is used as appropriate and as directed by specialists. This could include; hearing aids, walking frames and seating equipment.
Please also see our Accessibility / Equality Policy on the academy website.

How will my child be included in activities outside of the classroom, including academy trips?

All our children are expected to be included in all of our activities and educational visits. A risk assessment will be completed to ensure that reasonable adjustments can be made so that trips are fully inclusive and everyone is safe. Where these are required on an individual pupil basis they will be shared with parents and carers prior to the planned visit.

How will Jewell Academy prepare my child to start academy and support them to move on to the next class and academy?

We know that transitions and change can be a challenge for any child and their family, and we take great care to ensure that your child with SEND has a transition into the academy that is as smooth as possible.

Joining us from another academy or pre-school/nursery setting

- An initial transition meeting at academy or in the Nursery/Pre-school with you and the staff who currently support your child.
- Key staff may visit your child in their current setting, with our SENDCo, if required.
- The SENDCo will attend Annual Reviews in the term prior to starting the academy if your child already has an Education Health Care Plan and our academy is to be named.
- A short, simple “social story” can be written about our academy and given to you and your child.
- We may arrange additional short visits to our academy.
- If appropriate, we may arrange an accessibility visit with your child’s Occupational Therapist.

- Discussion and planning for any appropriate training including medical training if necessary.
- Ensuring that reports and/or records are transferred to the academy.
- Attendance at Team Around the Family (TAF) meetings where an EHA (Early Help Assessment) is open, prior to your child starting.

Moving classes within academy

- Information is transferred to the new Class Teacher by the previous teacher; this will include Individual Education Plans (IEPs) and any medical information.
- Social stories can be written for your child.
- Additional visits to the new classroom can be planned for some children and the new class teacher will meet them too.
- The children will have a taster session in their new classroom with their new teacher in the Summer Term before the holiday.

In Year 6 and moving to another academy

- Your child's teacher attends a transition meeting with the key staff at secondary placements to discuss all relevant information relating to your child
- The SENDCo, Mrs Camilleri, will discuss the specific needs of your child with the SENDCo of the new academy and in many cases a transition meeting can also be organised for you to discuss your child with them too.
- Additional visits to the new academy can be arranged and supported by familiar staff. We will also arrange for key staff from the new academy to visit your child in this academy where possible.
- Social stories can be written with your child; perhaps using photographs that your child has taken on their visit to the new academy and/or questions that your child may have about their new academy.

- If your child transfers to a new academy at any point, we will always contact the new academy to speak to the SENDCo, organise visits if required and ensure that records and information are sent to the key members of staff.
- If your child has an Education Health Care Plan, an Annual Review will be held in the summer term of Year 5 to discuss your parental preferences for secondary placements. Key members of staff, including the SENDCo, from the new academy will also be invited to the Annual Review in Year 6 and we hope that you and your child will take this opportunity to share your questions and thoughts about the move to the new academy with them. We can then plan to ensure as smooth a transition as possible.

How are decisions made about what type of support, and how much support, my child will receive?

Decisions about how much and what type of support is needed follows discussion and advice from professionals and through a graduated process of ongoing assess, plan, do and review. This will always be discussed with you and your child. As a result of these discussions you should have a good idea of the support your child will need in the academy.

Some professionals supporting your child will offer planning and review meetings which you will be invited to attend and contribute to.

If your child has complex, long-term needs which require an Education Health and Care Plan, then resources and support are discussed and recorded in the EHCP. These are reviewed every 6 months until your child turns five years old and then annually. The academy is allocated a Education Health and Care Coordinator from BCP and they will usually attend a child's review at transition points, for example when transferring to a new setting.

How are parents involved in the life of Jewell Academy? How can I be more involved?

At Jewell Academy parents have the opportunity to be involved in all aspects of academy life and we both welcome and encourage it.

- We have an active Parents' and Teachers' Association that organises successful community events throughout the academy year.
- Parent Volunteers support children by listening to them read and accompany them on educational visits.
- Parent workshops
- We have a parent champion who offers appointments each month to advise parents regarding SEND services and questions you may have.
- If you have a particular skill or talent please let us know and you may find yourself involved in enhancing our curriculum and making it even more exciting.

As parents and carers you are an important voice for your child and know your child better than anyone else, so please remember to keep talking to us.

The complaints policy is published on the school website. It is hoped that all situations of concern can be resolved quickly through discussion and early action, please don't hesitate to contact the SENDCo or SLT by phone or email.

Links to additional information and support (including the Local Offer):

SENDIASS https://www.sendiass4bcp.org
Family Information Directory and SEND Local Offer - BCP Council
https://www.fid.bcpcouncil.gov.uk/send-local-offer
British Dyslexia Association https://www.bdadyslexia.org.uk/advice/children
National Autistic Society https://www.autism.org.uk/

The local offer is published on the following website:
https://www.fid.bcpcouncil.gov.uk/send-local-offer

Reviewed by: E. Camilleri

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