



SEND Information Report

August 2024

(Next review date August 2025)

Safeguarding Statement

SupaJam is a post-16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

Introduction:

SupaJam was registered with the Secretary of State as a Specialist Post-16 Institution (SPI) in August 2017. We offer the Rock School Ltd (RSL) Creative Music Industries Diploma (Entrepreneurship Pathway) at Levels 1 and 2 and their Extended Diploma at Level 3 alongside Functional Skills or GCSE in English & Maths. The programme supports students to understand the music industry and giving them the tools to learn how to make money and a career in the music industry. The courses are run over 3 or 4 days a week for 38 weeks, following a similar calendar to schools and colleges.

Provision for students with SEND:

SupaJam endeavours to be accessible for all students who have or may have SEN. Our previous and current cohorts include students with ASD, ADHD, mental health difficulties, physical disabilities, visual impairment and blindness, hearing impairments and emotional/behavioural difficulties. We firmly believe that there should not be any labels when it comes to SEND and promote an all-inclusive environment.

Our Swanley Base is on one site with some temporary buildings. We are moving these classes into a building nearby which is in the process of being adapted. When this is completed, Supajam Swanley will be on two sites with a walking distance of about 5-10 minutes. This new building will be wheelchair accessible. In the interim, one toilet has been made accessible and some classes, as well as the internal social space are also accessible.

Our Canterbury Base is currently not accessible for individuals who require the use of a wheelchair. It is a three-storey building and the entrance consists of several steps without any ramped access or lifts within.

The Brighton-campus does not have ramped access at the front of the building and the layout of the Grade Listed building is not suitable for wheelchair access at this time.

Most rooms in the colleges have plenty of lighting and clear walkways:- We aim to be an appropriate environment for most sensory difficulties, with due consideration to the needs of the group. However, we are also getting students ready for the Music Industry so this endeavour needs to be balanced with the sensory needs of our cohort.

When considering a placement for a student with SEND, we always consider what impact the student's needs will have on other students, but more importantly whether SupaJam can have a positive impact on the student's needs and that all reasonable adjustments have been considered. On the rare occasion that SupaJam does not initially feel it can support a student's SEND, we may still aim to invite the young person in for an interview and assess how they respond within the college environment.

Pastoral and Well-Being Support and EHCP Interventions:

All staff at SupaJam are required to offer support following our ethos of being supportive and non-judgemental. This includes supporting students with their wellbeing needs. Whether this is required through their EHC Plan as an intervention or the need for support through personal circumstances, each student is afforded the time that they need to be able to access the provision and overcome some of the barriers around their emotional well-being. Our overall aim is to see all students succeed, both short-term with the difficulties they may have but also long-term through the completion of the programme and moving into adulthood.

Where outlined in their EHCP, SupaJam also utilises Therapy and other specialist services, to identify support for our students through initial assessment, therapy or specialist input (if required) and identification/implementation of support strategies. SupaJam does not have a therapist on the team; however, our teams work closely with the therapy/specialist services to ensure interventions are in place and are reviewed.

If a student requires other specific interventions (as outlined in their EHCP), then the appropriate intervention will be put in place with an appropriately trained member of staff.

SupaJam's SEN Policy:

SupaJam's SEND and Equality & Diversity policies should be read in conjunction with this report. It outlines what steps are taken to ensure that the students receive the right support and evidence this to help build a portfolio of need.

All staff are expected to support students and record any difficulties they may be having. They should then liaise with the SupaJam SEND team to discuss the next steps, which will usually involve further observations, discussions with the young person and potentially their family.

The SEND team can be contacted at the following email address: sen@semmuk.com.

Working Together with Young People & Their Families:

Young people over the age of 16 have the right, under the Children & Families Act 2014 and SEND Code of Practice 2015, to make their own decisions around their education and forward pathways. This can sometimes be a daunting experience for young people and their parents/carers who have usually made decisions for the young people up to this stage of their life.

At SupaJam, we will obtain the views of the young person, regardless of their age, cognitive ability or mental capacity. However, we also strongly encourage the young people to have their parents/carers support them in decision making. That is why we invite parents/carers to annual reviews and meetings around the progression of the students.

SupaJam will consider any requests (and comply where appropriate) where a student asks that their parents are not included in meetings and decision making. This is because the law does allow students over the age of 16 to make these decisions. An 'unwise' decision does not mean

that a young person lacks capacity. SupaJam will always encourage the young person to include their family or support network where appropriate.

Students who are assessed as lacking capacity under the Mental Capacity Act 2005 will still be involved and part of the process.

Working Together with Other Professionals:

Students who have support from various organisations should have a joined-up approach to their EHCP annual reviews. SupaJam will always invite those professionals involved in a young person's life to the annual review, or seek any relevant information from those professionals. SupaJam works closely with various local authorities to ensure the resources are available to provide the support that each young person needs.

In-year and Annual Reviews – consulting with Young People & Parents/Carers:

Students will have an annual review once a year (unless there are circumstances requiring more than one). The annual review is a statutory requirement under the SEND Code of Practice 2015 and is an opportunity to share progress, achievements and also things which aren't going so well. The annual review looks at the EHC Plan, whether the needs of the young person have changed and what progress has been made with their outcomes.

Young people may often make significant progress with their outcomes but need further support to aid them with the transition from the education environment to higher education, employment or training. The annual review will involve the young person, their parent/carer (unless explicitly requested by the young person that they do not want their parent/carer to attend), SupaJam and any other professionals working with the young person. The discussions at the annual review will include asking the young person what they want to do whilst at SupaJam as well as future ambitions.

In addition to the annual review, students with EHC Plans will have an in-year review three times a year (after an initial meeting with the student to agree targets and support) which is an opportunity to discuss progress towards their short-term targets and outcomes. At the in-year reviews, the support a student receives is discussed and the student is able to give their views on how effective they feel their support is. Parents/carers are not usually invited to the in-year reviews.

The Students who have SEND but may not have an EHCP are also able to receive support in a similar way. They will be identified as requiring SEND Support and will have outcomes to work towards. Much like EHCP students, SEND Support students will also have 2-3 in-year reviews to discuss their short-term targets and outcomes and students will be central to those discussions.

Teaching Young People with SEND:

All staff working at SupaJam share the same ethos in providing a supportive and nurturing environment for our students. Most of our teaching staff have real music industry experience which students can relate to.

Staff receive training to help develop their skills and knowledge in working with young people and have had visual impairment training, ASC awareness, working with young people with behavioural difficulties, social, emotional and mental health awareness and medical conditions (i.e., epilepsy).

SupaJam recognises the need for continued professional development and our staff receive training to continually develop their skills in knowledge, particularly if the needs of our students require it.

Students with SEND have different learning styles and the tutors will utilise the support of Learning Support Practitioners (LSP) to deliver the lessons through verbal, visual and kinaesthetic means. Some students are able to work independently with tutors making regular checks on their progress, and others benefit from working in smaller groups with an LSP. However, there are some students who require more intensive support and can only complete work when working on an individual basis with an LSP. SupaJam encourages building independence, therefore this support is reviewed regularly but always in line with in-year and annual reviews.

Functional Skills or GCSE:

Many students have significant difficulties with basic literacy and numeracy skills. Those students are provided with targeted support of at least two lessons of each a week with one of our Functional Skills teachers either on an individualised basis or in very small groups.

Reasonable Adjustments and Adaptive Teaching:

SupaJam offers the RSL CMI Diplomas (Entrepreneurship Pathway) at Levels 1, 2 and 3. We have to evidence that the students have successfully completed the work required for each module. Some students find writing extremely laborious and can often become disengaged due to other concentration difficulties when expected to complete extended writing tasks.

At such times, we try to support the students by offering an alternative to written work such as video recordings or photographs, as well as professional discussions. Before this can occur, SupaJam has to assess the individual needs of each student and demonstrate why it is necessary to make these reasonable adjustments to justify to the awarding bodies.

Some students require work to be differentiated under the Equalities Act 2010. In these circumstances, we look at the individual needs of the student and adjust accordingly. For example, differentiation may be as simple as providing work in larger print for visually impaired students. For others, differentiation may be more intensive and we have provided some very high need students with home tuition to keep them engaged and support their learning and emotional needs.

Supporting with Transition:

Many students will finish at SupaJam and move into either employment or higher education. Most students will have a clear career path in mind but there are those who may not be sure and will require support with future pathways.

Under Section 45 of the Education Act 1997, schools and colleges must provide students with independent careers advice. SupaJam is continuing to develop its careers information for students, taking into consideration the individual needs of its students and how best to support them. Currently intervention is offered in-house with staff as well as utilising external agencies such as The Education People and CXK.

Students who have Social Care support from Local Authorities or Continuing Care from the NHS will require a joined-up approach and we endeavour to work with these bodies to ensure that there are appropriate transitional outcomes and identifiable provisions in place.

The annual review process will promote conversations early on in planning for the next phase of a young person's life. SupaJam will provide students with the skills and confidence to manage in the next phase of their education or pathway to adulthood.

Evaluating the Effectiveness of SupaJam's Support:

Young people attending SupaJam who have or may have SEND often come to the college scared, worried, confused, lacking confidence or disengaged from learning. We evaluate our success through the achievements of our learners and those who have clearly overcome at least one barrier in their life to achieve at the RSL Diploma or Functional Skills, or significantly better manage their emotional and behavioural responses.

The in-year reviews are an efficient means to meet with young people and their parents/carers to ensure that the support the student has been receiving is working and that the short-term targets are being met on the path to achieving their outcomes. At the end of the academic year, we hope to have a collection of feedback that will allow us to evaluate how effective the support SupaJam provides is.

Issues or complaints:

We want parents and young people to tell us if we're doing a great job. We also want parents and young people to talk to us if we are not meeting their expectations.

However, if there is a need for a young person or their family to raise an issue, we encourage them to speak to a member of the team who will try to resolve and problems or arrange a meeting for further discussion or investigation. SupaJam will ask the most appropriate member of staff to support based on the nature of the issue(s) raised.

If a positive solution cannot be found, the young person and or/ their parent/guardian should liaise with their local authority SEN team or call an early annual review, inviting a local authority representative along to support the process.

Contact details:

SEND team at SupaJam - sen@semmuk.com

Office Swanley – 01322 660845

Office Canterbury – 01226 697976

Office Brighton-01273 447554