

SupaJam's SEND Information Report

Date updated: 23rd September 2021

SupaJam was registered with the Secretary of State as a Specialist Post-16 Institution (SPI) in August 2017. We deliver the Rock School Ltd (RSL) Music Practitioner's Diploma (Business Pathway) at Levels 1 and 2 and RSL's Creative Music Industry Extended Diploma at Level 3 alongside Functional Skills or GCSE in English & Maths. The Diploma supports students to understand the music industry and giving them the tools to learn how to make money 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.

We also offer a one year Achieve Programme at our Swanley base which is a personal development and employability programme for learners who are unable to progress onto our Level 3 programme as well as external students who are looking for a bridging course into employment.

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. At the end of the academic year 2020/21, we had 97 students on role of which 79 (81%) had EHC Plans. Each group had students based on the level of diploma they were working at, not based on their SEN needs.

**ALL
INCLUDED**

Our Swanley base now consists of three buildings. The 'Base' and the 'Hub' are single storey buildings which means students with mobility difficulties are able to enter via ramped access and navigate the building without the need for lifts or stairs. The 'House' is currently not accessible for those who are required to use a wheelchair.

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.

Most rooms in both bases are spacious with plenty of lighting and clear walkways and aims to be an appropriate environment for most sensory difficulties, with due consideration the the needs of the group.

When considering a placement for a student who has or may have SEN, 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 SEN, we will 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 as Standard:

SupaJam is proud to have a dedicated pastoral and wellbeing team who provide all students with the support they need. Whether it is required through their EHC Plan 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.



The college also utilises a Speech & Language Therapist to identify support for our students with any language difficulties, including assessment, therapy (if required) and identification of support strategies.

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 which may determine if we are to apply for an Education, Health & Care Plan (EHCP) (subject to the young person's permission).

All staff are expected to support students within their class 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 insist on obtaining 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.



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 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 who have an EHC Plan 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.

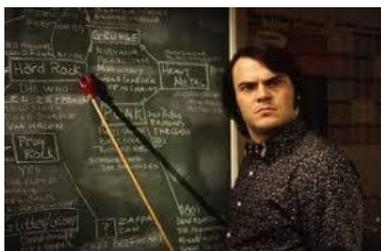
Young people may often make significant progress with their outcomes but need further support to aid them with the transition from the education environment to higher education or employment. The annual review will involve the young person, their parent/carer (unless explicitly requested by the young 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 twice a year which is an opportunity to discuss progress towards their short-term targets and outcomes. At the in-year review, 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.



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, ASD awareness, hearing impairment awareness, working with young people with behavioural difficulties, 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 Practitioner's 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.



Functional Skills:



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 Differentiation:

SupaJam offers the RSL Music Practitioner's Diploma (Business Pathway) and the Prince's Trust Achieve Programme. 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.

Adjustments are made for each individual student

Some students with EHC Plans 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.

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.



Case Study - 'E' - former student:

'E's' mum said the following; "E has always been academically bright and able but never been able to remain in education because of her mental health difficulties. E has had 4 attempts at previous colleges in the past and never got beyond the October half term. This was down to staff not being able to meet her needs and causing E so much stress and anxiety. She thought that she would never find a college that would meet her needs and along came SupaJam. She fitted in straight away and has remained there for the past 2 years and has loved every minute of it, achieving well academically; managing to complete a full level 3 programme, something which we didn't think would be possible. Not only that, SupaJam has given her life back and in fact has literally saved her life - she felt she had no purpose before and didn't think she was worthy of getting help. I found all of the staff to be incredibly helpful but what was more important was the communication between SupaJam and me."

'E' said - "I discovered SupaJam through a friend and it is the best thing that has happened to me. SupaJam has given me direction in life and has actually saved my life. The staff are so supportive and actually care about each and every one of their students. There is so much mutual respect between everyone and it makes it feel like a family - a family of misfit musicians!

Having had the support of a 1:1 in a small quiet room has really helped me to achieve and feel more comfortable when I am down.

If I ever feel that I want to self-harm, I feel comfortable enough to tell a staff and they help me feel better - which is something I never had before.

I really don't want to leave SupaJam as they make me feel safe and always keep me busy and distracted from my thoughts. You should come to SupaJam - it's amazing. Thank you SupaJam!"

As part of the continuing development of SupaJam's provision, we are always looking at ways to improve the service to the young people who join us. Seeking feedback from young people, their families and local authorities will become an important feature for SupaJam's practice with annual reviews this forthcoming year. After all, the young people being supported will know if their support has been effective.

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:



If we are doing everything correctly, young people and their families will have opportunities throughout the year to discuss any issues or concerns about the support they are receiving and there won't be any complaints.

However, if there is a need for a young person or their family to raise an issue, we encourage them to speak to the SEND team who will try to resolve and problems or arrange a meeting for further discussion or investigation.

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 of staff:

SEND team at SupaJam - sen@semmuk.com

Office - 01322 660845