

# SEN Policy and Information Report

## Eppleton Academy Primary School



<b>Approved by:</b>	K Bushby (Headteacher) -	Date: 22/12/2017
<b>Approved by:</b>	I Wren (CoG) -	Date: 22/12/2017
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## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements .....	8
7. Links with other policies and documents .....	8

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Increase the extent to which pupils with Special Educational Needs and Disabilities can participate in the curriculum
- Show that everyone is valued, respected, nurtured and encouraged to fulfil their potential within a supportive, caring, inclusive environment.
- Support any available partnerships to develop and implement the policy.

Our school's complaints procedure includes information on how a complaint can be made about the SEN support children are given in school. Paper copies of this policy are available upon request.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss J. Rowell.

She can be contacted using the school address and telephone number.

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Liaise with the Headteacher and School Business manager to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Liaise with the SEN governor to monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Liaise with the SENCO to monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are. The next steps may be informal e.g. providing the child with a "Passport" that will help others understand their needs, or more formal e.g. involving external agencies.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

Formal assessments of each pupil's progress are carried out in school at least four times a year. The results of these assessments inform future planning, teaching and learning. Where it is felt that carefully planned intervention or support strategies would benefit the child, these are arranged immediately. The effectiveness of interventions are reviewed regularly to assess their impact on pupil progress and learning.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with any school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils will carry out induction meetings with their new teachers and will visit their new school prior to transition. This may even enable them to meet and make new friends.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching (through quality first teaching) is our first step in responding to pupils who have SEN. This will be differentiated or individualised depending on the specific needs of the pupil.

We will also provide the following interventions:

- Small group work with trained teachers or teaching assistants
- Work based on recommendations from professionals in external agencies (e.g. Educational Psychologist, Autism Outreach, Language and Learning etc.)
- Children working directly with and alongside the professional agencies – e.g Physiotherapists.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

Please see our Accessibility Plan for more specific information.

### **5.8 Additional support for learning**

We have teaching assistants who work alongside specialist agencies (e.g. Speech and Language Therapists) to support and deliver interventions such as "Speech Sound" work.

Teaching assistants will support pupils on a 1:1 basis for toileting issues or "Precision Teaching",

Teaching assistants will support pupils in small groups when needs are identified by the class teacher, SENCO or external agencies.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists (SALT)
- Educational Psychologists
- GPs, Paediatricians and clinicians
- School Nurse
- Physiotherapists
- Autism Outreach
- Language and Learning Partnership
- CAMHS
- CYPS
- Social Services (Including the Disability Team)
- Early help
- Behaviour Team
- Occupational Health (Education)

### **5.9 Expertise and training of staff**

Our SENCO has one year's experience in this role and has worked as a Deputy SENCO, shadowing the previous SENCO for two years. She has attained the National Award for SEND Co-ordination.

They are allocated half a day a week to manage SEN provision.

We have a team of six teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

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

- Anaphylaxis and Epi pen use
- Epilepsy
- First Aid at Work
- Paediatric First Aid
- Moving and Handling
- Autism Awareness
- Sensory Integration

We use specialist staff for counselling children, parents and staff in school.

### **5.10 Securing equipment and facilities**

*There is a quiet area under development in the Early Years provision. This allows sensory breaks for children who require it. There is also an area designated for physiotherapy to take place in school. A medical room is provided for children to be treated in private, and for drugs to be stored safely, but with easy access for staff in case of an emergency. Classroom areas are set out to ensure there is adequate room for wheelchairs to be moved and stored, and emergency exits are not blocked. Unused equipment is stored safely, ensuring they do not cause trip hazards.*

*Equipment is provided by physiotherapy departments and occupational health (education). The need for equipment is reviewed by these services, ensuring it best meets the needs of the children as they grow and progress. Wheelchairs for school use are serviced and adjusted for size annually by the manufacturer and the servicing is paid for by the school.*

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after each half term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Derwent Hill

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council and Anti-Bullying Council
- Pupils with SEN are also encouraged to be part of Change for Life club to promote teamwork/building friendships etc.
- Group sessions, or 1:1 sessions with our dedicated school counsellor, who is on site two days per week.
- We follow national and local authority guidelines for Child Protection.
- We have a robust behaviour policy.
- All staff monitor the emotional and social development of all children in school.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work with other agencies closely, by liaising with them on a regular basis. This liaison ensures that all of a child's areas of needs are addressed. The SENCO receives medical and clinical updates when appointments have been attended. All relevant professionals are invited to the child's annual review.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Any parents wishing to find out details of support services available to their child should speak to the SENCO, who will signpost them to the relevant service.

Sunderland SEND Information, Advice and Support service provides free information, advice and support for children and young people with special educational needs and their families. You can get in touch by contacting **Caroline Comer, 0191 5615643, [Caroline.comer@sunderland.gov.uk](mailto:Caroline.comer@sunderland.gov.uk)**

### **5.17 Contact details for raising concerns**

Concerns about SEN provision in our school should be made to the class teacher, SENCO or headteacher.

As part of the Children and Families Bill 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.

It shows families what they can expect from a range of local agencies including education, health and social care.

Knowing what is out there gives families more choice and therefore more control over what support is right for their children.

The Local Offer is Sunderland Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015)

A copy of our local authority's local offer can be found on our website.

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives