

# SEND Policy and Information Report



<b>Approved by:</b>	K Bushby (Headteacher) -	Date: September 2020
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## 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 and/or disabilities (SEND)
- 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.

## 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, SEND co-ordinators (SENDCOs) and the SEND information report

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

## 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.

## Roles and responsibilities

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEND.
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### The SENDCO

The SENDCO is Miss J. Rowell.

She can be contacted using the school address and telephone number or by following the link on the school website.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 SEND up to date.
- Liaise with the SEND governor to monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

### **The Headteacher**

The headteacher will:

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

### **The SEND governor**

The SEND governor is Sue McNeilly, who will:

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

# Information Report

## Introduction

Following the introduction of the Children and Families Bill (2014), the government set the expectation that all Local Authorities in the United Kingdom publish and maintain under review, the services and provision they make available to children and young people aged 0 to 25 identified with a Special Educational Need and/or Disability (SEND). This information is known as the 'Local Offer' and can be found on the Local Authority's 'Together for Children' website or by pressing the link on the Eppleton Academy Primary website.

The purpose of the Local Offer is to provide transparency and choice for children, young people and their families.

Eppleton Academy Primary utilises the support of the Local Offer in order to meet the needs of SEND pupils in conjunction with the school SEND policy and the provision it is able to provide, publishing this within this SEND Information Report.

At Eppleton Academy Primary we endeavor to ensure all pupils are valued, respected, nurtured and encouraged to fulfill their potential within a supportive, caring and inclusive environment.

## SEND Areas of Need

Eppleton Academy currently provides additional and/or different provision for a range of SEND which are divided into 4 categories by the SEND Code of Practice (CoP). These are as follows:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, Moderate/severe/profound and multiple learning difficulties.
- 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

**N.B.** In some instances areas of need will and does fall into more than one category and will be identified on a hierarchical basis.

At Eppleton Academy, each area of need has been broken down into levels as follows:

- Quality First Teaching (QFT)
- School Support – QFT plus where all interventions and support is provided within the expertise and resources of school staff under the guidance of the SENDCo.
- School Support Plus – All of the above in addition to expertise, resources and support is utilized from outside agencies.
- Education, Health and Care Plan Assessment (EHCP) – All of the above in addition to the need to seek additional funding to support all parties to meet the needs of the child.

## Identifying pupils with SEND and assessing their needs

At Eppleton Academy Primary we recognise that children learn and develop in different ways. Teachers recognise this and apply different teaching styles, resources and differentiate work in the classroom to ensure the best possible progress for all children, all of the time. This approach is called Quality First Teaching (QFT) and is expected for all children, all of the time. We believe that early identification is vital

On occasions some children may require extra help and provision, which is additional to that of QFT.

We will assess each pupil's current skills and levels of attainment on entry to school, 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 SEND.

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.

When considering factors of concern as to the needs of a child, Eppleton Academy Primary will also consider additional underlying issues that may also impact consistent progress and attainment:

- Disability (the code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

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

We believe that early identification is vital and recognise that parents/carers are experts in their own child and because of this we involve them every step of the way to ensure the best possible outcomes are achieved.

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:

- Parents/carers are given the opportunities to play an active and valued role in their child's education, making them feel welcome.
- Parents/carers are encouraged to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing, instilling confidence that the school will listen and act in a manner that best meets the needs of the child.
- Everyone develops a good understanding of the pupil's areas of strength as well as difficulties they may have and discuss ways all parties can work together to support the child.
- agreeing targets for the child, involving parents in the drawing-up and monitoring progress against these targets and everyone understands the agreed outcomes sought.
- Everyone is clear on what the next steps are. This will take the form of a one-page pupil profile and a student support plan (SSP).
- Parents/carers are kept informed and given support during assessment and any related decision-making process, making parents/carers aware of available external services.

At Eppleton we recognise that pupils have the right to be involved in decision making and choices and strive to ensure their participation wherever possible and appropriate to their level of understanding, encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets.

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.

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

Formal assessments of each pupil's progress are carried out in school at least three 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 termly by the class teacher and parents/carers will be informed of progress through their SSP.

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.

**N.B.** There may be occasions where reviews of SSPs may be required, however this will be communicated with parents/carers explaining the purpose for this.

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

Information will be shared with any school, or other setting the pupil is moving to, to ensure a smooth transition for the child, as we recognise that this can be a difficult time for a child with SEND.

### **Moving to another school**

Where a child is moving to another school, the SENDCO will make contact to ensure that any special arrangements or support needed for the child is communicated.

Records about your child will be passed on as soon as possible in a secure manner.

### **Moving classes within Eppleton**

Information will be shared with the new class teacher in advance, SSPs will be shared and the new class teacher will contact parents to discuss any views, queries or concerns. Visits to the new classroom environment as required by the child.

### **Transitioning Y6 pupils**

- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
- Pupil files will be transferred securely to their new school as soon as is possible.
- Where possible your child will have transition visits to their new school and in some cases staff from the new school will visit them at Eppleton.

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

All teachers are responsible and accountable for the progress and development of all the pupils in their class, and maintain high aspirations and expectations for all. Our aim as practitioners is to provide children with the tools to develop their academic skills and independence in addition to their social and emotional wellbeing.

High quality teaching (through QFT) is our first step in responding to pupils who have SEND. 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 by professionals from involved external agencies (e.g. Educational Psychologist, Autism Outreach, Language and Learning etc.)
- Children working directly with and alongside the professional agencies – e.g. Physiotherapists.
- Regular assessment of progress to ensure strategies and interventions are robust and target the areas of need.

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

All children have an entitlement to a broad and balanced curriculum, which enables them to achieve and succeed in their learning. Teachers ensure the curriculum is designed to enable access for all in a meaningful and purposeful manner, at challenging, yet achievable outcomes including those with SEND through QFT.

We recognise that all children have an entitlement to share the same learning experiences as their peers, mainly within their own classroom environment, however there are times when to maximise learning opportunities, we ask the children to work in small groups, or in a one-to-one situation for short periods outside of the classroom. This may be for intervention purposes, for limited periods.

There are some instances where reasonable adjustments and adaptations are necessary to ensure all pupils' needs are met. These include:

- 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.
- Where necessary, based on professional recommendation, individualised workstations, resourced with appropriate support materials and manipulatives to support independence and concentration.

Please see our Accessibility Plan for more specific information.

## **Additional support for learning**

All teachers are responsible for the teaching of groups or individuals with SEND. We have teaching assistants who work alongside specialist agencies (e.g. Speech and Language Therapists, physiotherapists) to support and deliver interventions such as "Speech Sound" work and physio therapy sessions.

Teaching assistants will support pupils on a 1:1 basis for toileting issues or personal care issues.

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 SEND:

- Speech and Language Therapists (SALT)
- Educational Psychologists
- GPs, Pediatricians 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)
- School based counsellor

## **Expertise and training of staff**

Our SENDCO is a qualified teacher with several years' experience in the role and worked as Deputy SENCO, for two years prior to appointment. She has attained the statutory National Award for SEND Co-ordination accreditation.

The SENDCO regularly attends network meetings and training courses.

We have a team of teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

All staff receive training to ensure they are equipped to support all vulnerable learners to ensure maximum achievement throughout their learning journey at Eppleton Academy.

We use specialist staff for counselling children in school.

## **Securing equipment and facilities**

The school is built on one level, and is accessible to all children. Additional ramps and disabled access points are also available to those who require it, as well as disabled toilet and changing facilities.

After school provision and extra-curricular activities are accessible to all children including those with SEND.

Specific risk assessments are carried out where this is deemed necessary.

There is a quiet space available to support those children who require sensory breaks or time to reflect. There is also a designated safe space used to support Social, Emotional and Mental Health (SEMH) accessed through our school-based counsellor. Additional space 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.

## **Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term via their SSP.
- Reviewing the impact of interventions after each half term
- Monitoring by the SENCO and other members of the Senior Leadership Team (SLT), via learning walks, work scrutiny, discussions with pupils and staff.
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

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

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 or other residential venue.

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.

## **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 SEND are encouraged to be part of the School Council and Anti-Bullying Council
- Group sessions, or 1:1 session with our dedicated school counsellor, who is on site half a day 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.

## **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. A list of these agencies can be found under the section 'Additional Support for Learning'.

## **Complaints about SEND provision**

Complaints or concerns about SEND provision in our school should be made to the SENDCO 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

## **Contact details of support services for parents of pupils with SEND**

Any parents wishing to find out details of support services available to their child should speak to the SENDCO, 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. Contact details are available on the Sunderland Local Offer. Please see our school website for a link to this page.

## **Contact details for raising concerns**

### **Concerns about SEND 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.

## **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.

## **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives