

Estcourt Primary

Academy SEND

Policy



Date issued: September 2023

AAB due to ratify:

Review date: September 2024

Estcourt Primary Academy Special Educational Needs Policy.

Introduction :

At Estcourt Primary Academy every pupil is equally valued regardless of whether they have additional needs and they are included in every aspect of academy life. We believe every pupil with a special educational need or any disability has an entitlement to fulfil his/her full potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making positive contributions and achieving social and economic wellbeing.

Estcourt Primary Academy provides a broad and balanced curriculum for all children. Every teacher at Estcourt Primary Academy is a teacher of every child including those with SEND. Teacher's set suitable learning challenges and respond to children's diverse learning needs. Estcourt recognise that some children may have barriers to learning that mean they have a special need which may require particular action by the Academy.

Children may have a special educational need throughout or at any time during their school career. This policy outlines the planning, identification, assessment and provision needed for any child who experiences difficulties.

Definition of Special Educational Needs (SEN):

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

(SEN Code of Practice, 2014)

The Code of Practice 2014 describes four broad areas of SEND:-

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

3. Social, mental and emotional health, including attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

A pupil may have difficulties in more than one of these areas, but usually there is a primary need with other additional needs. This policy aims to address the needs of these pupils. As a staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.

The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

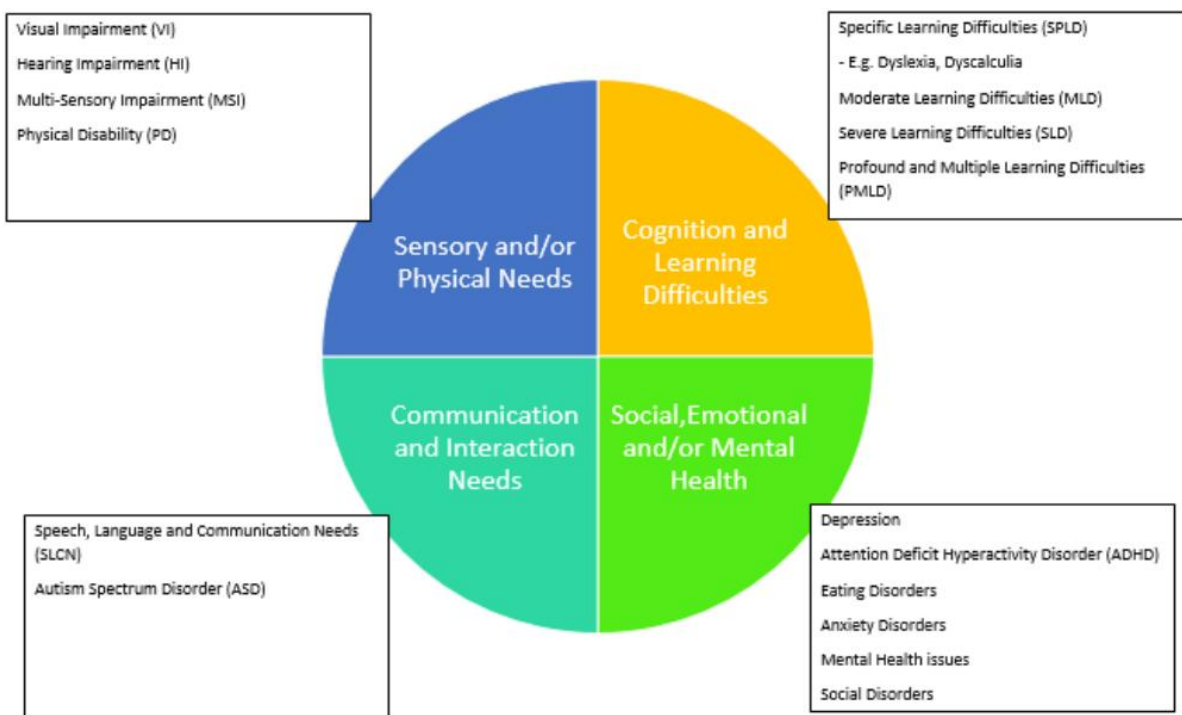


Figure 1: Four areas of need with examples.

Our Aims:

1. To ensure that the Academy works within the guidance provided in the SEND Code of Practice 2014 and any updated advice from the Government.
2. To ensure the planned curriculum of the Academy and environment is matched effectively to meet the needs of all children.
3. To raise aspirations of and expectations for all pupils with SEND.
4. To ensure that the special educational needs of children are identified, assessed and provided for, as early as possible.
5. To monitor the provision for pupils with SEN and ensure that support/interventions for each child are reviewed regularly to assess their impact, the pupil's progress and the views of the child, their teachers and their parents.
6. To provide support and advice to all teachers in order that they are able to provide matched activities for children with special needs.
7. To ensure the SENDCo works in close consultation with class teachers to set appropriate, and specific targets for children, recorded on their learning passport and reviewed termly using both the child's and teacher/parent views sheets.
8. To ensure that the Academy has adequate and appropriate resources to meet the needs of all children with SEN including those that are more-able and a system is in place to identify and purchase further equipment as necessary.
9. To establish and maintain a close working relationship with parents and outside agencies in order to provide maximum and effective support for individual children.
10. To ensure that our children have a voice in this process, taking into account their age and understanding.
11. To provide regular in-service training for staff in order to keep them informed of all new legislation and procedures and up-dated strategies, resources etc.

Roles and Responsibilities:

Class Teacher:

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will provide provision for such children and ensure that they have full access to the curriculum.

He/ She is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child regularly through B-Squared assessments and teacher assessments to identify, plan and deliver any additional help your child may need (this could be: targeted work, additional support, adapting resources etc..) and discussing strategies with the SENDCO as necessary.
- Ensuring that all members of staff working with your child in the Academy (for example TAs, music teachers, lunchtime supervisors) are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. It is the teacher's job to oversee this and ensure your children's needs are being met at all times.
- Ensuring that all staff working with your child in the Academy are supported in delivering the planned work/intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs Co-ordinator (SENDCo): Mrs Welbourne

The SENDCO co-ordinates SEN throughout the school.

She is responsible for:

- Co-ordinating all the support for children with special educational needs (SEN) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality learning environment.
- Ensuring that parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all teaching staff and other professionals who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, Educational Psychologist, School Nurse, Outreach Support Services etc and sharing this information back to you and your child's class teacher.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this Academy are known and understood) and making sure that there are excellent records of your child's progress and barriers to learning.
- To provide specialist support and training for teachers and support staff in the Academy so they can help your child (and other pupils with SEN and/or disabilities in the Academy) to achieve their potential.
- Supporting your child's class teacher to write personal Graduated Approaches and ensuring that these are kept up to date.
- Helping with the assessment of children with SEN.

- Maintaining and updating resources for SEN, ensuring that staff have knowledge and access to the materials.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our Academy.

Head of Academy (Mrs Midgley-Wright)

The Executive Principal and Head of Academy are responsible for the day-to-day management of all aspects of the school's work, including provision of children with SEN. More specifically they, in liaison with the SENDCo, take responsibility for:

- The day to day management of all aspects of the Academy, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENDCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Academy Advisory Body (AAB) is kept up to date about any issues in the school relating to SEND.
- To establish funding priorities, in line with the delegated SEN budget to ensure provision for children with SEN.

The Academy Advisory Board (AAB) Chair of Governors: Mrs Leigh Gordon and SEND Link AAB Member: Mrs Laura Hartmann.

The AAB has important statutory duties towards pupils with SEN.

They are responsible for:

- Making sure that the Academy has an up to date SEND Policy.
- Making sure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all children in the Academy.
- Making sure that the necessary support is made for any child who attends the Academy who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the Academy and being part of the process to ensure your child achieves his/her potential in Academy.

Identification, Assessment, Provision and Record-Keeping:

Estcourt Primary Academy is committed to early identification of special educational needs and adopts a graduated approach to meet these needs in line with the Code of Practice (2014), we identify, assess and support pupils with special needs. Figure two below illustrates the graduated stages of special education needs. All staff have a responsibility for identifying and supporting students with Special Educational Needs; however, class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

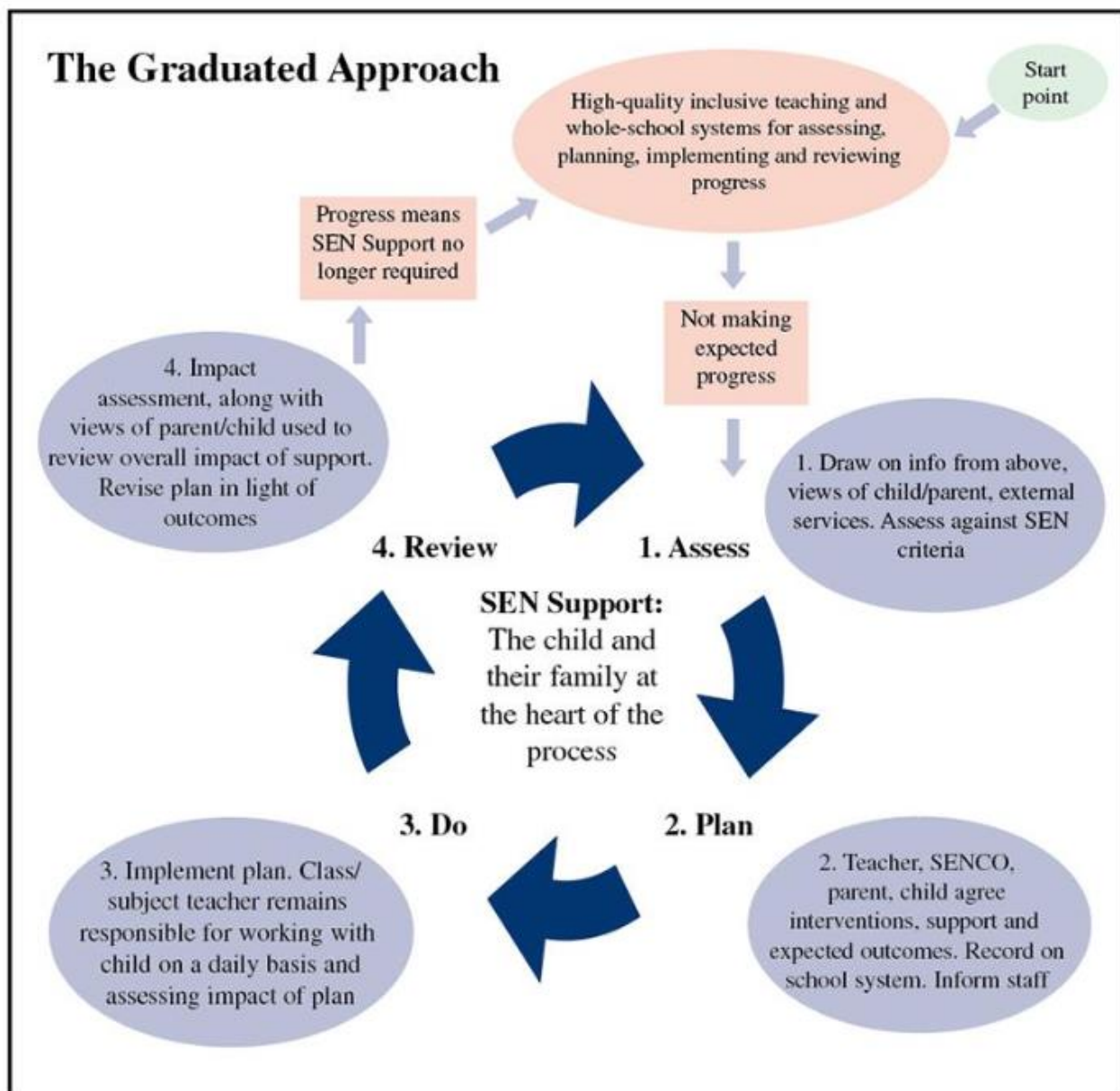


Figure two.

Procedures and practice

Through high quality teaching, class work is differentiated and adapted where needed and children identified as having a special educational need will be identified and catered for through the teacher's planning and reasonable adjustments.

Monitoring

Where a child struggles to make satisfactory progress and struggling with their learning compared to the majority of children their age, it may be decided to place the child on to a Phase 1 graduated approach. This involves the child, the class teacher and the parents/carers. This will begin the assess, plan, do, review

cycle. Relevant programmes of work, monitoring of progress and building a bank of evidence which should be given to the SENDCo. Parents will be kept informed through liaison with the class teacher informally and at parents evenings where advice and support for helping their child at home can be shared.

Cause for Assessment

There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties:

- Making little or no progress despite different approaches to learning being provided, including support and interventions.
- Child is working significantly below that expected for their age and stage.
- There are persistent emotional/behavioural difficulties despite different strategies being used.
- There may be sensory or physical problems or be little or no progress made despite additional aids, equipment and advice.

In addition to the above, a child may be identified as potentially requiring SEN provision because of the following:

- Teacher and TA observations evidence and data
- previous schools data/reports
- parental concerns
- records of progress
- screening / testing procedures
- information from other agencies
- end of Foundation stage profiles, KS1 data

After 2 terms of ongoing support and provision provided by the class teacher, if the child is still not making sufficient progress towards the outcomes, the child will then be placed on the SEN register and a meeting will be held with class teacher, parent, SENDCo and child if appropriate. This starts the Phase 2 process.

At this stage, the SENDCo will hold a meeting with the parents and class teacher to discuss further avenues of support for the child. This is known as Phase Two of the Graduated Approach. During this meeting, desirable outcomes will be agreed upon for the child and actions of support for the child. Where appropriate, this will be completed in discussion with the child. Progress towards agreed outcomes for the child will be reviewed and updated termly (Oct/Nov half term, Feb half term and June). Parents/carers will continue to be kept informed through liaison with the class teacher informally, and at Parents Evenings, in addition graduated approach review meetings will be held with the SENDCo three times per year.

When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on outside specialist support agencies to help the child make progress. These can include but are not limited to:

- Educational Psychologist
- IPaSS (Physical, Hearing or visual needs)

- Autism / SLD / Steps to Success Outreach Team
- Speech and Language Service
- Sensory Processing Hub
- CAMHS (Child and Adolescent Mental Health Services)

Education, Health and Care Plans (EHC Plan)

Where pupils have not responded to sustained, relevant and purposeful measures by the academy and/or external agencies or where the pupils required SEN provision cannot reasonably be provided by the academy, a request for an Education, Health and Care Needs Assessment (EHCNAR) will be submitted to the local authority. This assessment request is a multi-professional assessment of a child's needs and the help/support that is required to support them.

If the child meets the criteria in the EHCNAR for an EHC Plan, the LA will assess and issue a EHC Plan detailing the needs of the child, what provision will be made for them, aims and objectives, and the level of support / funding required.

The funding that may accompany an EHC Plan does not necessarily need to be spent on providing a teaching assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child.

Once the EHC Plan is issued, a planning meeting takes place within 8 weeks to discuss provision and targets for the following year. The EHC Plan is then reviewed annually. Children who are in the Early Years have their EHC Plans reviewed every 6 months.

Exit from the register

When a pupil meets their targets and makes accelerated progress their SEN status will be reviewed. If through consultation with parents and the pupil, it is felt that progress will be maintained without the need for additional support then the pupil will exit the register.

Record Keeping

All files are kept in a secure, online file. Each child has a folder containing all relevant information and this is passed continued through school with the pupils until their 6th year when the information is passed to the relevant secondary school.

In a centralised place (the SENDCo's office), master copies of the records, full EHC Plans, annual reviews, reports from professionals, details of standardised tests and where appropriate, medical records, are kept. Other records will include copies of Graduated Approaches and B-Squared Assessments are kept electronically.

The Academy uses the B-Squared assessment tool to inform targets and outcomes which will be utilised to complete Graduated Approaches and reviews.

SEN Budget/Resources:

Currently, the SEN Budget with the Pupil Premium is utilised to provide the following resources to support SEN provision in general and also those children eligible for free school meals and any child looked after (CLA) with or without SEN:

- Trained support staff.
- Reading Plus to support reading development.
- Times Table Rockstars and Emile to support maths development.
- Assessment tools for identifying specific difficulties of pupils with SEN such as SNAP, BPVS, GL ready assessment and visual stress screening.
- Educational Psychologist time to support high priority pupils.
- Emotional Well-being support including Thrive for pupils with behavioural and emotional difficulties, sensory and physical difficulties but also to provide support in general to parents/carers of pupils with SEN.
- SENDCo time.
- Specific interventions such as precision teaching.

Transitions:

When pupils transfer to another primary school, all documents and records are sent to the receiving school. If the destination is unknown, records are kept securely until information is received. A transition document provided by the LA is also completed and telephone conversations between the SENDCo and the SENDCo from the receiving school are sought whenever possible.

When transferring to secondary school the transfer liaison teachers visit the Academy and speak to the Y6 teacher and where possible, to the SENDCo. If a personal interview is not possible then a telephone conversation imparts any relevant information. All SEN records along with a completed transition document are sent to the secondary schools. The transition document is completed, when possible, with parents/carers and pupils in order to provide reassurance and allow for the transfer of accurate information.

Liaison with Parents/Carers:

Parents/carers are invited to a meeting with the SENDCo and class teacher to discuss any issues or concerns termly. Parent/carers are then updated regularly should their child's SEN status be changed. Parents/carers will also be kept informed through liaison with the class teacher informally either verbally or via Class Dojo, and at Parents Evenings when advice and support in helping their child at home can be given. Parent/carers will be involved in reviewing their child's Graduated Approach and any comments will be taken into account. New Graduated Approaches will be sent home as appropriate.

Voice of the Child:

“It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.”

(SEN Code of Practice, 2014).

Pupils at Estcourt Primary are therefore involved in discussing their provision and what they feel will help them achieve their full potential. Pupils are invited to review meetings (where appropriate) and are made to feel that they can contribute/have an opinion about their support at Estcourt. Where the child may be unable to verbally communicate or provide a written input, observations of pupils are made during child-initiated times in order to gather information regards their likes, dislikes and difficulties. Pupil voice interviews also occur termly.

Monitoring and evaluating SEND:

The academy will regularly and carefully monitor and evaluate the quality of provision offered to all pupils through regular audits including samples of parent, pupil and staff views.

Complaints:

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the academy's complaints policy and procedures.

This policy is reviewed annually by the SENDCo, Head of Academy and the AAB.

Review Date: September 2024

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:-

- Equality Act 2010: Advice for Academy's DFE February 2013
- SEND Code Of Practice 2014
- The Children and Families Act 2014
- Special educational Needs and Disability Regulations 2014
- Academy's SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at Academy with medical conditions April 2014
- National Curriculum Key Stage 1 & 2 Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

General Data Protection Regulations (GDPR) From Friday 25th May 2018, information and data regarding children with additional needs will be processed in accordance with reference to the General Data Protection Regulation (GDPR) 2018. Details may be found in the Information Report.

Appendix 1: Key Documentation (The following documents have informed this guidance.)

- Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- Equality Act 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- Hull City Council SEND Local Offer
[Homepage \(mylocaloffer.org\)](http://mylocaloffer.org)

Appendix 2: Graduated Approaches - Phase 1:



Phase 1 DELTA Graduated Approach		Date plan commenced:		Next termly review:	
Name of pupil:		DOB:		CT:	
Name and contact of parent/carers		Tel:		Email:	
1.					
2.					
3.					
Record of outside agency involvement					
Name of service		Date of involvement	Contact name		Tel & email

Pupil Name:

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Phase 1 Support Plan						
Strengths	Emerging concerns	Actions to support need			IMPACT on Review	
Current attainment:						
REVIEW DATE:		Who attended?				
OUTCOME: <u>(tick one)</u>		Cease plan	Maintain at Phase 1 for one more cycle	Consider move to Phase 2 and refer to SENCo	Seek professional support	
Next steps:						
Reviewed plan sent to: Parent/Carer Teacher SENCO <u>(Highlight)</u> Parent/Carer signature:						

Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

Things I like at school

Things I like at home

Things that help me in school

What people like and admire about me.

Things that I worry about

Things that I don't like are

Things I am worried about:

Things I am happy with:

Things that help:



Appendix 2: Graduated Approaches - Phase 2:



Phase 2 DELTA Graduated Approach		Date plan commenced:		Next termly review:
Name of pupil:		DOB:	Year:	CT:
Name and contact of parent/carers		Tel:	Email:	
1.				
2.				
3.				
Record of outside agency involvement				
Name of service	Date of involvement	Contact name	Tel & email	

Pupil Name: ~~xxxxx xxxxxx~~

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Phase 2 Summary of need (Parent /Teacher / SENDCo conversation)		Date:
Primary Need :		Secondary Need :
Cognition and Learning – Strengths and barriers	Communication and Interaction – Strengths and barriers	
Parent view:	Parent view:	
School view:	School view:	
Social Emotional Mental Health – Strengths and barriers	Sensory Physical and Medical – Strengths and barriers	
Parent view:	Parent view:	
School view:	School view:	

Phase 2 SEN Support Plan			
Desirable Outcomes	Actions to support need	Provision/Frequency	IMPACT on Review
•			
•			
•			
Current attainment:			
REVIEW DATE:		Who attended?	
OUTCOME: <i>(tick one)</i>	Remove from register	Begin another cycle	Seek professional support
Next steps:			
Reviewed plan sent to: Parent/Carer Teacher SENCO =		Parent/Carer signature:	
<i>(Highlight)</i>			

CHILD VIEWS	Date:
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<p>Things I like at school</p>	<p>What am I good at?</p>
<p>Things that help me in school</p>	<p>Things that I worry about</p>
<p>Things that I don't like at school</p>	<p>What do I find difficult?</p>



Things I am worried about / Things they find difficult:

Things my child is good at / Things they enjoy doing:

Things that help:



Hope and aspirations for their child's future:
(Short term and long term)

Appendix 3: Graduated Approaches - Phase 3:

Phase 3 DELTA Graduated Approach		Date plan commenced:		Next termly review:	
		Date of last Annual Review:			
Name of pupil:		DOB:	Year:	CT:	
Name and contact of parent/carers		Tel:		Email:	
1.					
2.					
3.					
Record of outside agency involvement					
Name of service	Date of involvement	Contact name		Tel & email	

Phase 3 Summary of need (Parent /Teacher / SENDCo conversation)		Date:
Primary Need :		Secondary Need :
Cognition and Learning		Communication and Interaction
Parent view:		Parent view:
School view:		School view:
Social Emotional Mental Health		Sensory Physical and Medical
Parent view:		Parent view:
School view:		School view:

Phase 3 SEN Support Plan				
Desirable Outcomes	Actions to support need		Provision/Frequency	IMPACT on Review
Communication and Interaction Long Term: Short Term:				
Cognition and Learning Long Term: Short Term:				
SEMH Long Term: Short Term:				
Sensory and Physical Long Term: Short Term:				
REVIEW DATE:	Who attended?			
OUTCOME: <i>_(tick one)</i>	Remove from register	Begin another cycle	Seek professional support	Call an early Annual Review
Next steps:				
Reviewed plan sent to: Parent/Carer Teacher SENCO <i>_(Highlight)</i>			Parent/Carer signature:	

CHILD VIEWS	Date:
How were these views captured?	

Things I like at school

Things I like at home

Things that I worry about

Things that I don't like are

CHILD VIEWS Part 2	Date:
How were these views captured?	

Things I am good at

Things I find difficult

Things people like and admire about me

Things/people that help me learn

How I would like people to communicate with me

What I want to do when I am older

PARENTAL VIEWS (teacher feedback i.e., parent consultation)	Parent/Carer:	Date:
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What do you think your child has done well this year?

What do you think are the young person's main strengths?

What do you think are the young person's main areas of need?

What do you think is working well for you and your family?

Is there anything that needs to be improved? What's not working?

What would you like to see your child achieve during the next year?

Do you feel that you need support with anything? Any further comments?