

## **SEND Information Report 2023-2024**

### **ESTCOURT PRIMARY ACADEMY**

Estcourt Primary Academy is part of the Delta Academies Trust. All Delta schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible. All staff referenced in the document can be contacted via the academy office ([info@estcourtprimary.org.uk](mailto:info@estcourtprimary.org.uk) or 01482 761322) or on class dojo.

#### **Introduction:**

At Estcourt Primary Academy aims to support students with special educational needs by seeking to remove barriers to learning and participation, ensuring all students have access to an appropriate education that provides them the opportunity to achieve their personal potential. The academy supports students in 4 main areas: communication and interaction; cognition and learning; social, emotional and social development and sensory and/or physical. We work collaboratively with outside agencies ensuring specialist advice and provision supports effective teaching and learning.

#### **Our approach to teaching children with Special Educational Needs and Disabilities (SEND)**

At Estcourt Primary Academy we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a 'whole school approach' to teaching and learning which involves staff adopting a model of high-quality inclusive practice with reasonable adjustments and adaptations where necessary.

This aims to:

- provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs.
- maximise each child's opportunities to experience success and achievement and to develop a positive self-image.
- to remove barriers to learning by understanding the needs of all pupils.
- provide additional support and provision to support the learning needs of all the pupils.

#### **How do we include children with SEND in the life of our school?**

Estcourt Primary Academy is a fully inclusive school, and it is something that we are exceptionally proud of. We endeavour, wherever possible, to include SEN pupils in all aspects of our school. Pupils identified with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Support Plans. Pupils with SEN also have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits etc.

## 1. What kinds of needs can be supported at our academy?

As an inclusive school, children with every type of need, including all categories of SEND, are supported at Estcourt Primary Academy and we endeavour to ensure that every child, regardless of their starting points, in our school reach their full potential, making good progress and is well prepared for adulthood.

## 2. Who can I talk to about my child's needs?

- The class teacher
- SENCo (Special Educational Needs Co-ordinator) and Vice Principal – Mrs Laura Welbourne
- Head of Academy – Mrs Selina Midgley-Wright
- Assistant Principal – Miss Natalie Oldroyd
- Associate Executive Principal / SEND – Mrs Ruth Beckett
- Senior Executive Principal / SEND – Mrs Anne Elliott

## 3. How are children's needs identified?

All children are different, so at Estcourt Primary Academy we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter the academy and throughout their school life.

Sometimes we are informed about their needs by parents; sometimes by external agencies already working with them; sometimes needs are identified as we get to know the child and realise that they are not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can.

### ▪ How are children's needs identified before they start at our Academy?

As soon as we know that a child will definitely be attending our academy, we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress in lessons.

We gather information by a variety of means:

- *Parent information meetings*
- *Discussions with any outside organisations or agencies previously involved with the child*
- *Questionnaires to parents and children*
- *Working with previous schools or educational settings*
- *Home visits for Nursery children and any Reception children new to the school*
- *Visits to previous school/Nurseries by arrangement*
- *Information received from LA SEND team and/or Early Years SEND team*

### ▪ How are children's needs identified whilst children are at our academy?

By working with the children:

- Pupil voice – an opportunity for children to say what is on their minds; School Council – a democratically elected group of children who act as a vehicle for listening and responding to other children and issues at Estcourt Primary Academy.
- Classroom or playground observation by the teacher, teaching assistant, SENDCo, Educational Psychologist or other external agency.
- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly, in order to ensure that all pupils are making good progress and will achieve their targets.

By liaising with parents/carers:

- By informally talking to the class teacher
- Parents' consultation evenings
- At a meeting with the school's Special Educational Needs Co-ordinator (SENDCo), Head of Academy, Vice Principal or Assistant Principal.

Teacher assessments:

- Scrutiny of children's work. All pupils' progress and achievement are assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly, to ensure that all pupils are making good progress and will achieve their targets. This is to ensure that progress is monitored, and targets can be set for individuals. Teachers also hold half termly pupil progress meetings in which barriers to learning are identified and decisions taken on how to improve progress.

Other information that may be used to identify pupil needs:

We also use other sources of information to ensure that pupils are happy and do not need any other support. These include:

- analysis of behaviour records
- analysis of CPOMs
- information from another school a pupil has attended
- other agencies
- termly reviews of progress against SEND desired outcomes (Graduated Approach Reviews)
- monitoring and evaluating interventions
- monitoring of whole school and SEND data
- screener assessments such as visual stress, GL ready, SNAP and BPVS.

#### **4. How do we work in partnership with parents/carers of children with SEND?**

Partnership with parents is a fundamental part of our SEN practice. We endeavour to work closely with all our parents/carers to ensure that all pupils are settled and make to make expected progress. Parents of SEN pupils will be kept informed at each stage of the process. At Estcourt Primary Academy we use the Delta Academy Trust model of Assess, Plan, Do, Review to support children's learning.

We do this through:

- Regular communication: this could be a quick informal discussion at the beginning and/or end of the academy days as and when needed or via Class Dojo.
- Phone calls and letters home
- Home school record books, if appropriate.
- Have an open-door policy so that parents can see the class teacher (at the end of the school day) and/or SENCo if they have a particular concern and would like a longer discussion. Meetings may also be held with other members of the Senior Leadership Team.
- Parents are encouraged to approach school to share any concerns regarding their child, and/ or class teachers may invite parents to an initial consultation meeting to discuss any concerns from the schools point of view. A joint plan will be drawn up and agreed by both parents and school of what support may be required. Suggestions of how parents can support their child to achieve targets at home will also be included and where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child. This is referred to as the Phase 1 plan. After an agreed period of time, the plan is reviewed at a second meeting with parents and class teacher. Following this

meeting, it will be decided whether the need has been met and no other action is required, or if further support is deemed necessary. If further support is required, children will move to a Phase 2 plan, where once again parents will be consulted to contribute to the targets and support.

- Parents of Phase 2 children will have a minimum of 3 meetings per year for children.
- For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists in order to discuss and plan additional support for their child.
- Pupils with an Education Health and Care Plan are placed on a Phase 3 plan and parents will be invited to termly meetings (as with Phase 2) but also an Annual Review to discuss their child's progress with all professionals involved.

## **5. How do we enable children with SEND to make decisions about their education?**

We encourage all children, including those with SEND, to make decisions about their own education. All children are expected to evaluate their own learning progress and discuss their needs with their teacher. We do this through:

- Questioning and discussions in lessons
- Asking questions in books
- During assemblies
- School Council
- Self and peer assessments
- Target-setting
- Extra-curricular activities
- Graduated Approach Termly meetings – pupil views
- Termly pupil voice with a sample of SEND pupils

## **6. How do we support children with SEND at Estcourt Primary?**

The teacher will have the highest possible expectations for your child and all pupils in their class.

All teaching is based on building on what your child already knows, can do and can understand.

Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.

### **Children with SEND support (Phase 2):**

Children with SEND support have planned interventions and actions to support which are recorded on the child's graduated approach outlining the extra support they receive in order to achieve additional agreed outcomes. These outcomes are decided by the class teacher and the SENDCo with parental involvement and are evaluated on a termly basis. Class teachers or the SENDCo can provide parents/carers and children a copy of the graduated approach that has been agreed.

### **Children with an Educational Health Care (EHC) Plan (Phase 3):**

In addition to termly review meetings, we also hold an Annual Review meeting for children with EHC plans. We liaise with the parents and pupil and invite all professions needed, including health care professionals, to review the progress made against the outcomes in the EHC plan. We also aim to include the children's views in this meeting where possible. This will include any information that the child wishes to share with the adults involved,

including important information about their views and aims in life. Children may also attend the whole of the Annual Review Meeting, part of the meeting, or just state their views.

## **7. How do we help children when they move to our school?**

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents to complete the necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school.

Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Some plans may also detail a "transition plan" to help a particular child settle into school easily and happily dependent on their individual needs. Adult support maybe required within the classroom and this can be discussed with the child's previous school together with observations in setting. This can be arranged to ensure a smooth transition from settings. However, this transition should only take a short amount of time and will be decided on during the initial meeting.

## **8. How do we help children when they move to another school?**

Whenever any child moves to another school, we always pass on school records to the new school.

If a child has SEND we also:

- Pass on all SEND records
- Liaise with the SENDCo or a member of the senior management team at the new school to clarify any information and provide any necessary advice/provision.
- For children with EHC plans, we usually organise some extra visits to the new school, this may also include the new teacher visiting the child in our setting in some instances. We may also work with the child to help prepare them for the transition. For example, the SENDCo may help the child to compile a transition book of photographs, drawings and some writing which he/she then takes home to refer to.

## **9. How do we help children when they move between classes and /or phases of education?**

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENDCo will be available to answer any specific queries or provide updates for the new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about change and a transition story is made to help and support.

## **10. How are adaptations made to help children with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Reasonable adjustments to planning and teaching will be implemented on a daily basis, if needed, to meet each child's learning needs.
- A number of interventions which support learning, depending on the particular needs of individual children, are organised.



- The premises have also been adapted to provide easy access for pupils with physical disabilities. Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

## 11. What SEND skills and training do our staff have?

Staff members	Training completed
All staff	<p>Are trained in the requirements of:            The new SEND Code of Practice.            The Equality Act.            All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND.            Educare online courses are completed yearly            Individual members of staff have attended courses relating to the particular needs of children they support. This has included topics such as: working with children with speech and language difficulties, social communication difficulties and managing challenging behaviour.            Thrive.</p>
Teaching Assistants	<p>Our Teaching Assistants (depending on their roles) have had training, in addition to the above, in the following areas:            Speech and language (SLT) programmes            Behaviour Management            Autistic Spectrum Disorders (ASD)            Phonics / ELS            Reading support            Writing support            Maths support            Dyslexia Awareness            ADHD Awareness            Launchpad for Literacy</p>
Teaching staff	<p>Teachers (depending on their roles) have had training in the following areas:            Autistic Spectrum Disorders (ASD) including 5 point scales            Dyslexia Awareness            ADHD Awareness            Assessment            Behaviour Management            High quality First Teaching including using differentiation, scaffolding, adaptive taching and reasonable adjustments            Graduated Approach (Assess, Plan, Do, Review)            Moderation</p>
SENDCo	<p>BSc Hons Primary Education with QTS            National Award for SEN Co-ordination (Master Level)            Postgraduate Level 7 in Specific Learning Difficulties            Certificate of Competence in Education Testing (Intensive course) currently working towards.</p>

## **12. Work with other agencies/services**

The academy works with a range of different agencies and professionals to support children's needs. This may include intervention support, advice, assessment or referrals.

Agencies we work with, but not limited to, are:

- NHS Humber Speech and Language Therapy service
- School Nurse
- Educational Psychology service (Applied Psychologies)
- Social care
- Specialist health professionals including occupational health and paediatricians
- Outreach support from special schools (Northcott, Tweendykes and Bridgeview/Whitehouse)
- IPaSS –Intergrated Physical and Sensory Service
- Child and Adolescent Mental Health Service (CAMHS)
- SENDIASS KIDS
- Neurodevelopmental Service
- Sensory Processing Hub and Team
- Dyslexia Sparks

## **13. How do we support for improving emotional and social development of all of our children?**

At Estcourt Primary Academy we have a 'positive approach' to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child Protection and Safeguarding
- Jigsaw / SMSC
- Online Safety
- Medical Needs
- SEND
- Anti-Bullying Strategy

We also teach children to help them socially and emotionally in the following ways:

- Thrive Approach (1:1, small group and whole class activities)
- Assemblies
- Small group interventions (Friendship Groups) and social stories
- Mentoring sessions (peer coaching)

If necessary, we also support pupils' social and emotional development via individual support plans that teach social skills and coping strategies as well as accessing therapeutic support from outside agencies such as:

- Counselling/play Therapy
- Hull Inclusion and Behaviour support service through SENDIASS KIDS
- Educational Psychology service

## **14. How effective is our SEND provision?**

Last year, we provided the following interventions for children with SEND:

- Differentiated phonics, literacy, handwriting and maths groups
- Thrive
- Individual speech and language therapy programmes
- IPaSS programmes for fine/gross motor skills and Hearing impairments
- Play Therapy - such as Lego Therapy

- EAL (English as an Additional Language) groups for new arrivals throughout the school
- Places at our after-school clubs
- We also provided individualised programmes of support such as precision teaching and Launchpad for Literacy
- 60% of our SEND children accessed after school clubs

The effectiveness of the provision made for pupils with SEN is evaluated through graduated approach reviews, quality assurance and parent/pupil voice.

### **15. How are resources secured and distributed across the school?**

Resources are distributed according to need. Once a need has been identified, the school will provide the appropriate resources using the academies SEND budget, though this does not always happen immediately as organising a resource can take time. EHC plans also set out the main objectives and outcomes which will require provision and strategies to be in place for individual children, these may on occasions be provided by external agencies.

#### **▪ How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term. The school assess each child based on the national expectation for each Year Group. If a child is within age related expectation (ARE) they are assessed at "At Expectation". Those children who are not yet meeting ARE are assessed as "Below Expectation" and those children who are working above the expected standard are assessed as "Above Expectation"
- If your child is in on the SEN register, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This assessment tool is known as the Pre-Key Stage Standards assessment.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- All children with additional needs have a learning passport and have a termly one page profile meeting.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Letters/certificates/ texts sent home
  - Additional meetings as required
  - Half termly reports

### **16. How do we admit pupils with a disability?**

Estcourt Primary Academy does not see any disability as a barrier, and we promote an awareness of all kinds of disabilities and needs and these are celebrated through assemblies and jigsaw lessons. We will endeavour to do our utmost to support all children, modifying both learning opportunities and the environment to ensure success for all pupils. We will liaise closely with all stakeholders to ensure that any special requirements can be put in place prior to them beginning Estcourt Primary Academy. Transition visits will be arranged between current placement and our academy, with staff visiting the child in their setting to ensure transition is successful. The Head of Academy, SENCO and/or class teacher will arrange meetings with parents and any professionals involved in the specific



care of a child, to ensure that all needs can be met within school. Support plans and EHCP (if provided) will be reviewed and updated as appropriate, and guidance and support will be accessed by school from outreach services and health support, as and when required. In addition:

- The building is wheelchair accessible.
- There are disabled changing and toilet facilities.

Our accessibility plan is reviewed and renewed annually as part of the Safeguarding Review, this can be found on our academy website [Accessibility-Policy-Sept-2021-Sept-2024.pdf \(estcourtprimary.org.uk\)](#).

This outlines our rationale and purpose and includes our aims to increase the extent to which disabled pupils participate in the curriculum, to improve access to the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided and to improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

### **17. What do I do if you have a concern about the quality or effectiveness of support your child is getting?**

All teaching and learning including provision is monitored and quality assured to ensure that it is of sufficiently good quality by the academy's leadership team, the Trust and other agencies, such as Ofsted. This is done by observing lessons, reviewing books, assessing the appropriateness of the classroom environment for the age group concerned in line with the National Curriculum, reviewing the progress of all children and seeking feedback from pupils and parents/carers. This information is reported to the school Governors and reported in the minutes.

The SENDCo works closely with the teaching and support staff to ensure work and provision is reviewed regularly and assessed against the child's individual desirable outcomes.

If you have any concerns about your child's well-being or academic progress at any time, please contact school personnel in this order:

1. Class Teacher
2. SENCo – Mrs Welbourne
3. Phase Leader: FS/KS1 – Miss Oldroyd, KS2 – Mrs Welbourne
4. Head of Academy – Mrs Selina Midgley Wright
5. Chair of Governors – Mr Mike McGrath
6. SEND Governor – Mrs Laura Hartmann

Our complaints policy is also available on our website [Complaints Policy and Procedure \(wearesmile.com\)](#).

### **What is the Local Offer?**

The Children and Families Act require all local authorities to publish information about provision in their area for children and young people from 0-25 who have special educational needs and disability (SEND) known as a Local Offer.

The SEND Local Offer in Hull aims to provide you with the information you may need, or want to know, about resources, services, support, activities and events for Hull's children and young people with Special Educational Needs and/or Disabilities and their families.

You can find Hull's Local Offer by using the link below:

[Homepage \(mylocaloffer.org\)](#)