

# SEND Policy and Information Report



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## 1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life at Eppleton Academy Primary and Nursery so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Show that everyone is valued, respected, nurtured and encouraged to fulfil their potential within a supportive, caring, inclusive environment.

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. Vision and values

At Eppleton Academy Primary and Nursery, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our Vision...

At Eppleton Academy Primary School, we strive to make sure that no door is closed to pupils because we want our pupils to have a life full of choice.

By striving for excellence, we instil in our pupils our chosen values, high aspirations and academic ambition to be outstanding achievers and successful, global citizens.

By working effectively in partnership with parents, we support and nurture our pupils in a safe environment, providing a positive foundation to foster high aspirations and develop learning for life.

We provide each of our pupils with opportunities to embrace challenges through an exciting, creative and meaningful curriculum, supporting them on their individual learning journey

Our school values are: Respect, Responsibility and Resilience

### **3. Legislation and guidance**

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

### **4. Inclusion and equal opportunities**

At our Eppleton Academy Primary and Nursery, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### Special Educational Needs:

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.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

**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.

## 6. Roles and responsibilities

### The SENDCO

The SENDCO at our school is Miss J. Rowell.

She can be contacted using the school address and telephone number or by emailing the school office

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **The Governing Board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
  - Do all it can to make sure that every pupil with SEND gets the support they need
  - Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
  - Inform parents when the school is making special educational provision for their child
  - Make sure that the school has arrangements in place to support any pupils with medical conditions
  - Provide access to a broad and balanced curriculum
  - Have a clear approach to identifying and responding to SEND
  - Provide an annual report for parents on their child's progress
  - Record accurately and keep up to date the provision made for pupils with SEND
  - Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
  - Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
  - Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **The SEND Governor**

The SEND governor is Sue McNeilly, who will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND 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.

## **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our Approach to SEND Support

### 8.1 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 when they start at the school. This will build information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any 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, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.



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.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 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 Academy Primary and Nursery, 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 learning challenges
- › 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.

## 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

## **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on pupil support plans and one page profiles, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- > The views of the parents and pupils
- > The level of progress the pupil has made towards their outcomes
- > The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

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

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

- › Tracking pupils' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO and other members of the Senior Leadership Team (SLT), via learning walks, work scrutiny, discussions with pupils and staff.
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

## **9. Expertise and training of staff**

Our SENDCO is a qualified teacher with experience in the role.. She has attained the statutory National Award for SEND Co-ordination accreditation and a National Professional Qualification in Senior Leadership.

The SENDCO regularly attends network meetings and training courses.

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 Primary and Nursery.

We use specialist staff for counselling children in school.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional 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.

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- › Specialist teachers or support services
- › Educational psychologists
- › Occupational therapists (OT), speech and language therapists (SALT) or physiotherapists
- › GPs, Paediatricians and clinicians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services
- › Autism Outreach (AOT)
- › Language and Learning Partnership (LLP)
- › Child and Young People Services (CYPS)
- › Early help
- › Behaviour Team
- › School based counsellor

## 11. Admission and accessibility arrangements

Applications to Eppleton Academy Primary can be made using the appropriate admissions portal for a September Reception class admission or by contacting the school office to enquire about place availability.

### 11.1 Admission arrangements

Contact will be made with parents/carers (and previous schools if applicable) to establish background information about the nature of the child's need(s). Information from relevant agencies will be sought by the SENDCo and shared with all appropriate staff involved in the care and provision for the child. Specific requirements of support will be established by the SENDCo.

Parents/Carers and pupils will be offered a visit prior to admission and a programme of transition will be offered where appropriate.

Prospective pupils with existing EHC plans that name Eppleton Academy will be offered priority place where places are available within a year group or as per the school admissions policy.

For September Reception classes, if the school is not oversubscribed, all applicants will be offered a place. In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

All children whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated.

1. Looked after children
2. A sibling link
3. Exceptional medical or psychological reasons
4. Children of staff at the school
5. Children who attend Eppleton Academy Primary Nursery
6. Pupils for whom preferences are expressed on grounds other than those outlined.

Please see admissions policy for further information.

### 11.2 Accessibility arrangements

Eppleton Academy Primary and Nursery is single floor building with wheelchair accessible ramps and doorways at various points around the building. Doorways and corridors throughout the school are also wheelchair accessible, with spacious classrooms.

Eppleton Academy Primary and Nursery has an accessibility policy which is reviewed and updated annually and accessible via the school website.

## 12. Complaints about SEND provision

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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Together for Children SEND team. Parents/Carers can access this information by following the link to Sunderland Local offer via the SEND section of the school website. Mediation service information can also be accessed here.

## 13. Monitoring arrangements & Evaluation Arrangements

### Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

### Monitoring the Policy

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.

## 14. Links with other policies and documents

This policy links to our policies on:

- › Accessibility plan
- › Behaviour Policy
- › Equality information and objectives
- › SEN information report
- › The local offer
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy