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| **Ebor Gardens and Victoria Primary Academies**    **SEND POLICY**       |  |  | | --- | --- | | **Policy updated:** | **October 2020** | | **Adopted:** |  | | **Review date:** | **October 2021** | |

**Ebor Gardens and Victoria Primary Academies**

# POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Executive SENCOs – Mrs Helen Mills and Miss Emma Nuttall

SEN Governor – Ann-Marie Walker

The development and monitoring of the school’s work on SEND will be undertaken by the Academy SENCO in consultation with the Executive Principal/Head of School, school staff, Governors, parents, the Local Authority and other external agencies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (July 2014)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
* Teachers Standards 2012

# Definition of special educational needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, defined as provision which is ‘different from, or additional to, that normally available to pupils of the same age.’

Four broad areas of need are identified in the Code of Practice and recognised within our schools:

**Communication and Interaction** - this includes children with speech and language delay, and those who demonstrate social communication difficulties including Autistic Spectrum Condition

**Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or Developmental Co-ordination Disorder

**Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs** - this includes children with visual or hearing impairment, multisensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and circumstances. These can be characterised by progress which:

* is significantly lower 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

Ebor Gardens and Victoria Primary Academies also recognise factors which are not a special educational need but may impact on progress and attainment. These include:-

* 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
* Being in receipt of Pupil Premium Grant
* Being a Child Looked After

# Aims and Objectives

At Ebor Gardens and Victoria Primary Academies we have an inclusive ethos and strive to support **all** children to achieve at school. We believe every teacher is a teacher of every child or young person including those with SEND. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

The aim of our Special Educational Needs Policy is to ensure that:

* All pupils with SEND have their needs identified in order that they achieve their potential and develop their abilities to the full.
* All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
* All governors, staff, pupils and parents are aware of procedures and provision available in school.
* All our pupils are involved in decisions made about them and their education.
* All parents are fully involved and informed of their child’s progress.
* All staff have appropriate training to teach pupils with SEND.

**Our policy objectives are to:**

* Provide a graduated response matched to individual needs for those pupils recorded as having SEND, including those with an EHCP.
* Promote early identification and assessment of children with SEND.
* Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND make good progress from their starting points and are able to achieve their full potential.
* Provide a fully inclusive environment with appropriate provision which removes barriers to learning wherever possible.
* Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND
* Provide an environment which fosters close partnership with the children and their parents/carers.
* Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
* Provide on-going support and advice for staff
* Ensure remote/home learning is accessible to children with SEND

# Identification, Assessment and Review

**A Graduated Approach to SEN Support**

There is a graduated approach to support children/young people with special educational needs. If appropriate, learners will be moved into the SEN Support stage. The graduated system is a continuous system looking to:

• Assess needs

• Plan approaches with clear outcomes and within an agreed time-frame

• Deliver (do)

• Review impact and plan for the next steps.

**Phase 1 (Quality First Teaching): Differentiated curriculum support within the class**

In order to make progress a child may only require differentiation within a whole class setting. The differentiation may involve modifying learning objectives, teaching styles and access to strategies.

Under these circumstances, a child’s needs will be provided for within the whole class planning and individual target setting. Differentiation will be planned for daily by the class teacher.

Monitoring progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child’s progress will be reviewed at regular intervals, as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

**Phase 2 provision: same day/group intervention**

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child’s needs are unlikely to be met by such an approach, provision at Phase 2, possibly including small group provision may need to be made. An SEN support plan may be prepared.

Phase 2 provision will be indicated where there is evidence that:

* There has been little or no progress despite differentiated activities and quality first teaching.
* Additional support is required to develop English or Mathematics skills
* Additional support is required for social, emotional and mental health
* Additional support is required for sensory or physical impairments
* Additional support is required for communication and interaction needs

Where needs are similar for a group of children, it is appropriate to support these children within a group, focusing on the common needs and this will be recorded in a group support plan.

The responsibility for planning for these children remains with the class teacher, in consultation with the Phase Leader. Advice may be sought from the SENDCO.

Monitoring of pupils accessing Phase 2 provision will be carried out at regular intervals. The class teacher, in consultation with the Phase Leader and SENDCO will review progress and make adjustments to the provision for the child, if appropriate.

**Phase 3 (Specialist Support) Individualised Provision, Specialist or 1:1 intervention**

Phase 3 provision will be initiated where there is evidence that:

* There has been little or no progress despite differentiated activities and appropriate interventions.
* Substantial support is required to develop English or mathematics skills
* Substantial support is required for social, emotional and mental health
* Substantial support is required for sensory or physical impairments
* Substantial support is required for communication and interaction needs

As part of the review process, the SENDCO and class teacher, in consultation with the parents/ carers, may conclude that despite receiving an individual programme of support for a considerable period, the child continues to have significant needs, which are not being met by current interventions.

Provision at this level may include the involvement of specialist support. SEN Support would be indicated where there is evidence that the level and duration of the child’s additional needs is such that the child:

* Continues to make little or no progress in the areas of concern
* Continues working at levels substantially below that expected of children of the same age
* Continues to have difficulties in developing literacy and mathematics skills
* Has significant difficulties in developing speech and language, communication and interaction literacy or mathematics skills
* Has social, emotional or mental health needs which regularly and significantly interfere with the child’s or others’ learning
* Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a special service
* Continues to have communication or interaction needs that interfere with the development of social relationships and act as a barrier to learning

A pupil on SEN Support will have an individual SEN Support Plan detailing targets, strategies and frequency of support. Monitoring will take place and their plan will be reviewed three times a year. A Positive Behaviour Profile may also be developed as part of the provision for pupils with SEND.

Parents/carers are always informed if any outside agency is involved and parental consent is required.

**School request for Statutory Assessment**

For a child who is not making adequate progress, despite a period of support on SEN Support and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a Statutory Assessment in order to determine whether it is necessary to make an application for an EHCP.

An application will be submitted to the Local Authority who will make a decision about whether to proceed with an EHC Needs Assessment based on the child’s SEND needs and whether these can continue to be met from resources normally available to the Academy.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

**Education and Health Care Plan (EHCP)**

A child who has an EHCP will continue to have arrangements as for any child on SEN Support, and additional support specific to the individual child’s needs.

There will be an Annual Review, chaired by the SENCO to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the most appropriate placement for the child. On occasions, a Casework Officer will be present at the review meeting.

**Additional Funding**

Where a child’s needs meet Leeds City Council’s criteria, the SENDCO will apply for Funding For Inclusion (FFI). The funding, if allocated, will be used to ensure that the individual has access to the curriculum and appropriate provision is put in place. Where pupils receive FFI funding annual reviews will be held and paperwork submitted to Leeds City Council evidencing the impact of the provision.

SENDIF funding may be applied for to support pupils in nursery with low-level or emerging SEND and this is used to support early interventions. An annual report is provided to the LA for monitoring and quality assurance.

# Roles and Responsibilities

At Ebor Gardens and Victoria Primary Academies the Leadership Team (including the SENDCO) and the Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

**The key responsibilities of the SENDCo are to:**

* Lead, develop and manage provision for pupils with SEND within the academies
* Lead, support and develop teaching and support staff so that they meet the needs of all pupils confidently
* Communicate with parents/carers, teaching and support staff, professionals from other schools and external agencies to collate and share information and advice for individual pupils
* Monitor the quality of SEND planning and provision for pupils throughout school
* Monitor the progress of pupils with SEND and identify pupils at risk of underachievement
* Co-ordinate staff training and development to ensure that the needs of all pupils can be met
* Maintain accurate records / reports and information in support of possible funding applications, referrals to outside agencies
* Support families in compiling evidence towards an Education Health Care Plan (EHCP)

**The responsibilities of the Leadership Team in terms of SEND are to:**

* Ensure equality of opportunity for all pupils
* Allocate roles and responsibilities to staff so that pupil's individual needs are met
* Monitor evaluate and review provision for SEND
* Work with the SENDCO to set the strategic direction and pace of improvement in SEND practice and provision
* Manage the budget and deploy resources to support teaching and support staff in meeting the needs of all pupils
* Monitor the progress of all pupils and meet with teaching and leadership teams to contribute to Raising Attainment Plans to accelerate progress for all pupils

# Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without.

All SEND paperwork should be passed to the SENDCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting (either face-to-face or via telephone) will be set up between the feeder school and the receiving school to aid transition and ensure necessary adaptations and support are put in place.

**Accessibility**

The school buildings have full disabled access and are DDA compliant. Further information is available in the school accessibility plans available on the school website or from the school office.

# Storing and Managing Information

Individual pupil SEN files are kept electronically on the school’s secure system, CPOMS. Relevant documents are shared with parents, class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SENDCO will ensure that SEN files are transferred securely to the receiving school.

# Supporting pupils at school with medical conditions

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Healthcare plans are prepared and followed, with support from medical staff where appropriate. Further information can be found in our Medicines and Medical Needs Policy.

**Intimate Care**

Some pupils with SEND require additional support with intimate care needs, for example toileting. All staff will follow guidance from the Intimate Care policy and parents will be involved in putting together intimate care plans where needed.

# Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school’s annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

Where additional funding for individual pupils is allocated by Leeds City Council, this is used to ensure that these pupils have full access to the curriculum.

# Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If it is agreed to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the procedures outlined in this policy.

# Working in Partnership with Parents

Ebor Gardens and Victoria Primary Academies believe that a close working relationship with parents is vital in order to ensure :

* early and accurate identification and assessment of SEND leading to the correct intervention and provision
* continuing social and academic progress of children with SEND
* personal and academic targets are set and met effectively

Parents and pupils can find additional information about how we support children with SEND and their families in our SEND Information Report, available on our school website or from the Headteacher. This also contains a link to Leeds LEA Local Offer for SEND.

# Links with Other Agencies

Ebor Gardens and Victoria Primary Academies invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Where external agencies are involved with individual pupils, parental consent will be sought and parents will be informed of any advice given. The SENDCO is the designated person responsible for liaising with such agencies.

**Arrangements for providing access to Learning and the Curriculum**

* The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the National Curriculum’s programmes of study are flexible enough to meet every child’s needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion
* The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils
* Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning
* Differentiation takes a variety of forms within teacher planning and the activities may be adapted, or planned separately as appropriate
* Children with sensory or mobility impairments or specific learning difficulty will access the curriculum through specialist resources such as ICT, where this is appropriate

• Staff will provide appropriate remote/home learning, which may include alternative programs,

specialist resources and other relevant adjustments, where this is appropriate

* All school trips/visits are organised so that all children are able to participate in them with the permission of their parents/carers. Any risks which may affect learners during these trips will be outlined in the risk assessment for the trip and controls put in place

**Arrangements for providing access to the sites**

* Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

**Terminology, imagery and disability equality**

* We work with all children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability
* We try to ensure we have positive images of disabled children and adults in displays, resources etc.
* We aim to make optimum use of assemblies and speaking and listening opportunities to raise language and other disability equality issues

**Listening to disabled pupils and those identified with additional needs**

* The SEN Code of Practice states that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

Pupil involvement is encouraged by allowing pupils to:

* State their views about their education/learning.
* Identify their own needs and learn about learning.
* Share in individual target setting across the curriculum.
* Self-review their progress and set new targets.

# Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENDCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Phase Leader or Head of School.

Copies of the school complaints policy are available on the school website or from the main office.

Leeds SENDIASS provide free, impartial and confidential advice for parents/carers of children with SEND, including online resources and direct support through their helpline.

SENDIASS: [0113 378 5020](tel:+441133785020) <https://sendiass.leeds.gov.uk/>

**Delivering SEN Support During COVID19 Pandemic**

* Children who require a positive handling plan will also have a risk assessment linked to the use of PPE required to keep the child safe and minimise any contact with risk of exposure. Teachers will create the relevant plans with support from external agencies (where applicable) and the SENCO. The final plan will be co-produced with the parents/carers.
* Teachers will implement key interventions to support SEND children where needed. This may include but is not limited to: specific tactile and sensory work to be completed with individuals who struggle with repeated handwashing and/or using hand sanitiser; social stories to support anxieties about the use of PPE in schools, or the use of peer support to navigate different routes within school.
* Teachers, SENCOs and professional partners will continue to provide SEN Support Meetings, Care Plan meetings and other meetings to ensure plans are updated and SEN children have accurate support packages for their needs. School staff will hold virtual meetings but where there is a need to provide alternative meeting arrangements (e.g. for parents/carers without digital access or with their own accessibility needs), alternative arrangements will be made.
* External agencies, including specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual in line with their own agency risk assessments. They will follow the school’s current COVID19 risk assessment and any other requirements set out by Government guidance and procedure.
* The SENCO will monitor and support teachers in ensure children with SEN Support have the correct support when isolating at home and need specific learning support. The teachers will report any concerns in accessing remote learning to the SENCO to ascertain where adjustments can be made.
* The SENCO and Leaders will also endeavour to add an additional layer of contact and educational support for children with an EHCP and are isolating at home. This may include, but is not limited to, contact with teachers, SENCO, Family and Community Workers or Support staff, to maintain communications and to provide additional support as timeously as possible when concerns arise.
* Families of children with SEN will be advised of the ‘Local Offer’ SEND information for support during COVID19 - [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk/)
* In line with Government guidelines, Catch up support funding will be strategically used to impact outcomes for all children; the SENCO and Leadership team will ensure plans incorporate the needs of SEND children.

# REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

To be reviewed October 2021