

# Ebor Gardens & Victoria Primary Academy



## Special Educational Needs and Disabilities (SEND) Policy

Policy updated	July 2023
Policy adopted	July 2023
Review date	July 2024

Ebor Gardens and Victoria Primary Academies are committed to providing a broad, balanced and effective education for all the children who attend our schools.

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” The January 2015 Code of Practice - Foreword/pg11

### **Aims of this Policy**

This policy aims to set out the schools' rationale, principles and practice for Special Educational Needs and Disability (SEND) provision in order to support consistency of approach. It is expected that members of the school community will have a clear understanding of their roles and responsibilities in meeting the needs of all our pupils within a safe, supportive and inclusive culture.

### **Rationale**

The 2015 Code of Practice states:

“All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.” 6.1.2015

Ebor Gardens and Victoria Primary Academies are committed to providing an appropriate and high-quality education that meets individual needs. We believe that all children have a common entitlement to a broad and balanced curriculum that is accessible to them and are fully included in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the needs of children who experience barriers to their learning. These barriers may relate to learning difficulties, speaking and listening, emotional or social development, sensory or physical impairment.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

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

### **Objectives**

- To ensure the SEN, Disability Act and relevant Codes of Practice (2015) and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND
- To continually monitor the progress of all SEND pupils, identifying needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate
- To provide a graduated response matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND, including those with an EHCP
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parent/carers
- To enable children to be well equipped in the basic skills of literacy, mathematics and social independence to meet the demands of school life and learning
- To involve parents/carers at every stage when creating plans/setting targets in order to meet their child's additional needs

- To involve the children themselves, where possible, in planning and in any decision making that affects them
- To ensure remote/home learning is accessible to children with SEN or consideration of a school placement in the event of a national lockdown.

### **Management of SEN within the academies**

The Governing Body has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that the pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in school are aware of the importance of identifying and providing for all pupils and their SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Report to parents annually on the implementation of the SEN Policy.

The Ebor Gardens and Victoria Primary Academy SEND Governor is James Hayward.

The Principal has specific responsibility to:

- Ensure the day-to-day management of all aspects of the school's work includes adequate provision for all aspects of SEN.
- Ensure that the Governing Body are kept fully informed.
- Work closely with the SENCO to ensure that the policy is maintained.

Whole school responsibility for SEN:

All staff have a responsibility, as detailed in the Equalities Scheme, to ensure that all pupils have appropriate access to their learning. This includes:

- Ensuring that they are aware of pupils with SEN, their needs and appropriate strategies they can use.
- Ensuring that they are aware of pupils with Access Arrangements.
- Ensuring that they inform the SENCO of any concerns they have of pupils' needs or potential needs within their classes.
- Ensuring that they are aware of accessibility needs of SEN pupils to access home/remote learning
- Ensuring that the SEN Policy is followed in conjunction with other school policies.

### **SENCO responsibility for SEN:**

This post involves the management of SEN within the individual schools. This includes:

- Strategic direction and development of SEN provision.
- Leading and managing staff as part of the Senior Leadership Team.
- Deployment of staff and resources as part of the Senior Leadership Team.
- Coordination of the SEN provision.
- Liaising/advising staff.
- Overseeing progress of SEN pupils ensuring effective monitoring/record keeping.
- Liaising with parent/carers of pupils with SEN.
- Liaising with other schools and external agencies.
- Contributing to the in-service training of staff.
- Completing and updating EHCPs to support SEN pupils' needs.

### **Arrangements for coordinating and leading SEND provision**

- The SENCO and class teachers will regularly discuss the progress and provision for pupils who are on SEN Support. During these discussions, the SENCO and class teacher will discuss any additional provision which may be needed and any concerns regarding pupils who are not on SEN Support.
- During the year the SENCO will be alerted to any newly arising concerns from discussions with class teachers, phase leaders, pupils themselves and parents/carers.
- SEN Support Plan reviews for all children with special educational needs will take place three times a year.
- SMART targets arising from SEN Support Plan meetings/reviews for pupils on SEN Support will be used to inform and support whole class approaches to inclusion, for example, differentiation, varied teaching methods and small group/one to one support.

- The SENCO will liaise with teachers and where needed other specialists in planning to meet individual needs.
- The SENCO, together with the Principal, will monitor the quality and effectiveness of provision for pupils with SEND through classroom observations, sampling of work and data analysis.
- Class teachers primarily deliver SEN Support through differentiated teaching methods, interventions and scaffolded provision. Additional support/teaching is provided by trained support staff throughout the school forms part of a graduated response to pupils' needs. Support staff may be trained to deliver specific interventions, for example, speech and language programmes as necessary to meet the needs of all pupils.
- External Agencies (or specialists) may provide additional support.

**There are four broad areas of need outlined in the Code of Practice (2015):**

**Communication and interaction:** This grouping includes children and young people with speech, language and communication needs who have difficulty communicating with others. They may have difficulty saying what they want to, understanding what is being said to them, and understanding the social rules of communication. Children or young people with Autism or Asperger's Syndrome have social communication difficulties.

**Cognition and learning:** Some children and young people learn at a slower pace than their peers even with appropriate differentiation. This broad grouping can include children/young people with moderate learning difficulties, severe learning difficulties, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional; and mental health difficulties:** These difficulties may show in many different ways, e.g. being withdrawn, displaying challenging, disruptive or disturbing behaviour. There may be underlying mental health difficulties, e.g. depression, anxiety, self-harming, substance misuse, eating disorders. Attention deficit disorders, attention deficit hyperactive disorder or attachment disorder are also included in this grouping.

**Sensory and/or physical needs:** Many children and young people with vision impairment, hearing impairment, multi-sensory impairment will require some specialist support and/or equipment to access their learning. Some children and young people with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

**Identification and Assessment Arrangements, Monitoring and Review Procedures**

As well as following up parental concerns and those raised by medical professionals, the school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

'Class and subject 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 individual circumstances. This can be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.' *Code of Practice 2015, Section 6.17-18*

Children's needs are also assessed with reference to various diagnostics:

- Teacher assessments against Age Related Expectations, standardised test outcomes and through national tests (EYFS baselines, KS1 and KS2 SATS)
- Standardised screening and assessment tools related to language, cognition and learning

- Progress measured against individual targets (SEND Support Profiles)
- Thrive profile assessments and observations
- Assessments and/or observations and discussions with outside agencies
- EHCP statutory assessments

Based on the school’s observations and assessment data, and following a discussion between the class teacher, SENCO and parents/carers, the child may be recorded as needing either:

1. Differentiated curriculum support within the class with the need for group targeting within quality first teaching
2. Additional support through SEN Support Plan outlining provision which has tight review cycles co-authored with school staff and parents. On some occasions, referral may be made to specialists to support this planning and implementation phase.

**Identification, Assessment and Provision in Early Years` Settings:**

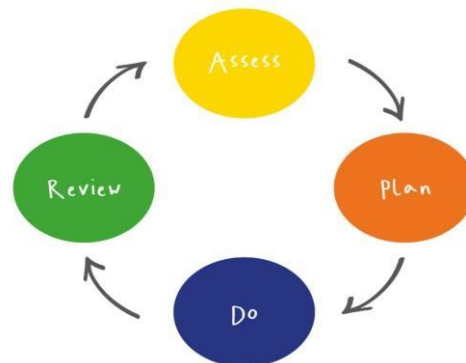
The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0–5 years. This sets out what most children will have achieved by the end of the foundation stage. By the end of this stage some children may still be working towards the Early Learning goals. Such children need differentiated learning opportunities to help them progress and benefit from regular monitoring of their progress.

Early identification of special educational needs and clear provision to address those needs is a key aspect of our Early Years provision. Baseline assessments are completed when children start school at the start of Nursery and Reception, and they help to identify any particular gaps in learning or development so that we can work together to ensure each child’s needs are understood and met within the EYFS settings. Progress checks are made half-termly against the Early Learning goals including at the end of the Reception Year. Parents/carers receive a written summary of their child's development throughout Foundation Stage and, if there are any concerns, a targeted plan is produced in partnership with any appropriate agencies.

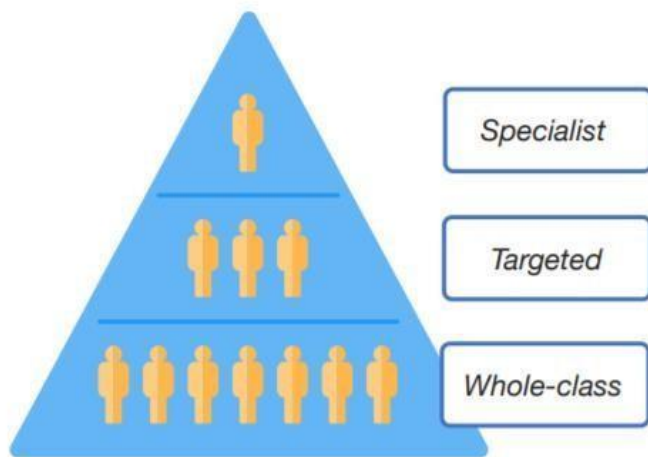
**The graduated approach**

There is a graduated approach to support children/young people with special educational needs. If appropriate, learners will be identified as needing SEN Support. The graduated system is a continuous cycle 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.



To enable the success of all children, teachers plan for three tiers of educational support as outlined in the EEF model SEND Guidance report:



**Specialist support.** In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

**Targeted interventions.** If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

**Whole-class teaching.** If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

### Quality First Teaching/Whole 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.

### Targeted

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, teachers plan for 'targeted support', possibly including small group provision may need to be made.

Targeted 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.

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

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

### Specialist Support

Specialist 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 SENCO 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. Where this is the case a decision may be made to place the child on SEN Support.

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 SEN Support Plan including a one-page profile that logs the child's voice. Monitoring will take place and their Support 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.

The school is required to submit evidence to the LA. The LA decision-making group makes a judgement about whether or not the child's needs may 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 that is provided using the funds made available through the EHCP.

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 funding arrangements for the child. On occasions, a member of the EHC Team will be present at the review meeting.

### **Annual Review Meetings**

The child's lead SENCO is responsible for the organisation of Annual Review Meetings for all pupils with EHCPs. Before the meeting, information is collected from all subject/pastoral staff regarding the pupil's work, attitude, progress levels, behaviour and relationships. To support the academy in providing information about a child's development. We may gather updated advice and information from our outside agencies, A key part of the process is to gain parent/carers views as well of the child's. During an Annual Review Meeting the parents, pupil, Local Authority, Teaching Assistant or teacher and any external agencies will join the SENCO at the meeting. There is a discussion, new targets are agreed and recommendations are made based on the

evidence from the previous twelve months. A review document is then compiled and distributed to all parties concerned.

The aim of the Annual Review will be to:

- Assess pupil progress in relation to the outcomes on the EHCP.
- Review the provision made to meet the pupil's needs.
- Consider the appropriateness of the EHCP.
- Gain views and aspirations of the child plus parents/carers.
- Set new outcomes for the coming year.

The process adheres to the requirements of the Local Authority EHC Team. Funding for the needs of pupils subject to EHCPs, in addition to funding for all SEN pupils, comes from the Top-Up Funding/High Needs Block within the SEN budget.

#### **Arrangements for partnership with Parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs
- SEN Support Profiles will be co-produced wherever possible alongside parents/carers of pupils who are on the SEND register
- At review meetings, strengths as well as weaknesses are discussed
- Proposed targets will be shared/discussed at Parent SEND Consultation Meetings and parents have the opportunity to add their priority learning outcomes.
- The parents of all pupils entering our Nursery settings will have the opportunity to discuss any concerns about their child's development during a home visit

#### **Arrangements for partnerships with External Agencies**

The SEN Team maintains effective working links with:

- Our Professional Partners (Educational Psychology, Fresh Stars Occupational Therapy, STARS)
- Hearing and Impairment/Visual Impairment Team.
- CAMHs
- Speech and Language Therapists
- Paediatricians
- 0-19 Health Service
- Any other services where deemed necessary.

Each service has their own referral methods that the SENCOs adhere to. The SENCO reports back to all involved within the school and discusses the information with parents.

#### **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. Learning intentions are always made explicit 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/carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher and/or Phase Leader. If the concern continues then they should request an urgent appointment with the school SENCO.

Academy	SENCO	Email
Ebor Gardens Primary Academy	Faye Gallagher	<a href="mailto:faye.gallagher@eborgardensacademy.co.uk">faye.gallagher@eborgardensacademy.co.uk</a>
Victoria Primary Academy	Ben Cook	<a href="mailto:ben.cook@vpaleeds.co.uk">ben.cook@vpaleeds.co.uk</a>

If the concern cannot be satisfactorily dealt with at this stage, parents/carers should request a copy of the complaints policy and arrange a meeting with the Principal. Every effort will be made to understand the nature of your concern, consult with professionals to seek advice and rectify the situation. However, if the Principal is unable to resolve the difficulty, parents will be advised to follow the complaints procedure.

### Impartial Support for Parents, carers, children and Young People

The Special Educational Needs Disability Information, Advice, Support Service (SENDIASS) (formerly known as Parent Partnership Service) is a confidential and impartial support and advice service for parents carers, children and young people (0 - 25 years) on issues related to Special Educational Needs and/or Disability living in Leeds City Council. Parents are encouraged to contact SENDIASS if they have any concerns about their child throughout their school career or if support is required.

SENDIASS offer:

- a telephone helpline service - Monday to Friday
- information, advice and support for parents carers, children and young people
- written information about Special Educational Needs (SEN)
- information sessions for parents and carers and young people
- advice and support relating to school admissions, school transport, exclusion procedures and SEND appeals
- training and information sessions for professional staff and school governors
- access to an **Independent Supporter** where appropriate through link up with local groups and partnership working

#### Contact Details:

- Telephone: 0113 378 5020
- Website: <https://sendiass.leeds.gov.uk/>

#### They can help parents/carers by:

- listening to your views and concerns
- working with you to explore your options
- prepare for meetings
- building up your confidence to share your views
- helping with forms, letters and reports
- explaining your rights in relation to SEN and disability
- working in partnership with schools and the local authority to develop positive relationships

#### Training

The Education (special Educational Needs Co-Ordinators) (England) (Amendment) Regulations 2009 state a SENCO must gain a Master's-level National Award for Special Education Needs Co-Ordinators within three years of taking up the position. The 2008 regulations advise the SENCO must be a qualified teacher and be working as a teacher at the school.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Principal.

The SENCO and Principal will keep fully up to date about special educational needs issues through attendance at training and network meetings.

Other teaching staff will be kept up to date informally by the Principal / SENCO and formally at staff meetings.

Support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through training.

#### **The SEND Information Report and Local Offer:**

The SEND Information Report for Parents/Carers, Local Offer and Accessibility Plan is placed on each of the Academy's websites. The Local Authority will publish the Local Offer which outlines Leeds provision for SEND.

The Leeds Local Offer is to be found at the link below: <https://leedslocaloffer.org.uk/#!/directory>

#### **Support for children/young people with medical needs:**

Ebor Gardens and Victoria Primary Academies will make reasonable adjustments for children/young people with medical needs so as not to discriminate against them in relation to their access to education, including school trips. Staff will seek to provide access for learners with medical needs to the Academy premises and the curriculum as needed. For more detailed information, please see the Medical Policies.

#### **Looked After Children:**

Each academy has a designated Looked After Designated Teacher. They have the following responsibilities for those children who also present as having a SEN.

'Where a looked after child is being assessed for SEN it is vital to take account of information set out in the Care Plan. SEN professionals must work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. This will ensure that the child's EHC plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met. It is essential to involve the child, their carers and, where appropriate, their parents in the planning process. When referencing information contained within the Care Plan only information relevant to meeting the child's SEN should be included in the EHC plan. If in any doubt

SEN professionals will discuss this with the social worker and, where appropriate, the child and their carers.’  
*SEND Code of Practice 2015 10.17*

### **Evaluating the success of the School’s SEND policy**

- We analyse all data, including that of pupils with very low attainment at the end of their Key Stage
- We monitor behaviour incidents, including exclusions
- We aim to:
  - Reduce the percentage of children with very low attainment
  - Reduce the number of behaviour incidents and exclusions
  - Improve attendance and punctuality
- Progress against these targets is reported to the Governing body. This also includes the details of the SEND provision
- Each term, through the Data Dashboard, the SENCO provides information to the Governing body as to the numbers of pupils receiving special educational provision through the SEN register and EHCPs as well as any pupils for whom a Statutory Assessment has been requested
- Whole school monitoring and evaluation procedures will include sampling of work and observations

### **Monitoring arrangements**

This policy will be reviewed and approved by the Principal and SENCO annually.  
At every review, the policy will be shared with the governing body.

### **Linked policies**

This policy should be read in conjunction with the following:

- Accessibility plan
- Attendance policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy