



Special Educational Needs and Disability (SEND) Policy

Document History

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By:	Principle / SENCo/ Governing Body
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1 Introduction / Aims

1.1 *This policy was reviewed and updated in September 2014 with regard to the Special Educational Needs (SEN) Code of Practice: for 0 – 25 years and Section 69 (2) of the Children and Families Act 2014; Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014.*

<http://www.legislation.gov.uk/ukpga/2014/6/section/69>

1.2 Our aim is to provide all our children with an engaging, exciting and empowering curriculum. The ability to learn is underpinned by the teaching of basic skills, subject specific skills, knowledge, concepts, vocabulary and values with a vision to prepare them for life beyond primary school. Our curriculum design builds in opportunities to allow for retrieval practise of previously learned content, supporting children to know and remember more in the long term.

We aim to provide a creative, highly inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning, both indoors and outdoors. Teaching and learning at Easterside Academy is adaptive. Teachers have an understanding of different pupil needs; provide opportunity for all pupils to experience success; meet individual needs; group pupils effectively. Our curriculum builds upon pupils' strengths, interests, prior knowledge and experiences and develops children's confidence in their capacity to learn and work both independently and collaboratively.

The wellbeing agenda is at the heart of Easterside Academy's curriculum. In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is very strong. The school has various systems in place, such as the **THRIVE** Approach, which support the personal, emotional and mental well-being of children.

Emotional and mental wellbeing is also greatly enhanced by sport and 'active learning' at our school. This is central to both our curriculum and extra-curricular provision, as we know this is hugely beneficial to our children.

1.3 Following the identification of a pupil having special educational needs, additional strategies/actions and provision are recognised and implemented, where necessary, in order to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or specific help/resources from that given to other children the same age.

1.4 Children may be identified as having special educational needs either throughout or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Special educational needs

2.1 The statutory guidelines as identified within the SEN Code of Practice: 0 – 25 years, state that a child has Special Educational Needs if:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

We provide support for the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory, physical or medical”

2.2 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If or when appropriate, school will also seek support/refer pupils in nursery to SaLT, GP/paediatrician, school nurse and/or the Early Years Specialist Support Service (EYSSS). Throughout school we will also reach out to outside agencies such as education psychologists, occupational therapy, play therapists, CaHMS, paediatricians and outreach support from specialist schools.

2.3 If our assessments show that a child has a specific or significant learning difficulty, we aim to use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Co-ordinator (SENCo) will become involved and work closely alongside the child’s class teacher and parents/carers. The aim of this partnership is to identify and provide interventions and strategies that are different from or additional to those provided as part of the school’s usual working practices. The involvement of external support agencies may also be identified and required. School may also provide CPD for staff to extend their knowledge on supporting children with a particular need. In consultation with parents, the class teacher, Principle and SENCo will take the lead in further assessments of the child’s needs.

2.4 The majority of children who have an identified need or concern will initially have a plan (cycle one) that identifies any concerns that school have and strategies/actions they can do to support the child and their needs. This will be reviewed after a term and a decision will be made as to whether the child has made progress and no longer needs to be added to the SEND register, needs to be monitored for a little longer or whether the child needs to be added to the SEND register. If the child is added to the SEND register, a new plan will be devised and shared with parents/carers. The SEND support plan (cycle two) will include targets, strategies/actions and provision used to support the child. Send Support Plans (SSP)

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will be reviewed every term. Where the involvement of external support services has been identified, information and recommendations from such services will also be outlined within the SEN Support Plan. The strategies identified will, wherever possible be implemented in the child's usual classroom setting.

2.4 In our school the SENCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues; ensuring time for staff to complete SSPs and receive support if and when needed.
- oversees the records of all children with special educational needs; including personal education plans for children in public care.
- acts as the link with parents/carers;
- acts as link and key point of contact with external agencies and other support agencies; including other schools, health and social care professionals and the Local Authority;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes/arranges professional development of all staff;
- makes or supports staff when referrals are needed for pupils.
- enables positive transition for SEND pupils throughout school.
- keep provision map up to date.
- monitors send support plans termly and monitors that the actions and strategies are used/evident within the classrooms.
- monitors the progress and attainment of pupils with SEND throughout school.
- attends SLT meetings and meetings linked to SEND organised by ELT.
- keeps up to date with guidance and legislations.
- seek advice from outside agencies/professionals.
- liaise with the SEND team regarding pupils/provisions.

3 Aims and objectives

3.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents/carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

4 Educational inclusion

4.1 At Easterside Academy we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Please refer to our accessibility policy on our school website for further details or copy and paste the link below.

<https://www.eastersideacademy.co.uk/important-information/policies>

5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

6 Allocation of resources

6.1 The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans (EHCPs).

6.2 The Principle informs the governing body of how the funding allocated to support special educational needs has been employed.

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6.3 The Principle and the SENCo meet annually to agree on how to use funds directly related to SEND pupils/EHCPs. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENCo assesses and monitors the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENCo works closely with parents and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. These may link to the SEND support plans.

7.5 The LA seeks a range of advice before applying for an assessment by means of an EHC Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate/modify work appropriately, and we use assessment to inform the next stage of learning.

8.2 Sen Support Plans actions and strategies feature significantly in the provision that we make in the school.

8.3 We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents/carers

9.1 The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents/Carers have much to contribute to our support for children with special educational needs.

9.2 We have regular meetings each term with parents/carers, to share the progress of all pupils including those identified as having special educational needs. Pupils and

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parents/carers alike are an integral part of this reviewing process. SEND Support Plans are shared with and given to parents/carers. Teachers also record parents views on the send support plans to help when children transition to new teachers.

9.3 The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. Parents/Carers can request a paper copy also. In the school entrance, there are also parent/carer friendly leaflets available.

9.4 There are also parent support groups provided throughout the year, for any parents with concerns can attend. Parents can also arrange meetings with class teachers and SENCo at any point throughout the year.

9.5 Parent/carers can also receive support from the care team if they wish to. Courses/support from outside agencies are shared with parents on social media, via letters or via telephone calls.

At Easterside we encourage parents and those children and young people identified as having SEND to be involved in discussions and decisions about every aspect of SEND.

10 Pupil participation

10.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

10.2 Children's interests and views are recorded as part of the SEND support plan assessment process along with the EHCP assessment process. When appropriate children are encouraged to participate in discussions and decision making in relation to their needs and how to achieve the best outcomes. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

11.1 The SENCo monitors the movement of children within the SEND system in school and the services involved. The SENCo also works closely with the care team to discuss children's needs. The SENCo also meets regularly with the Principle/SLT to discuss the children's needs and progress.

11.2 The SENCo will monitor books of both SEND and Non-SEND children to ensure progress and high expectations are evident. The SENCo will also monitor classrooms to ensure the classroom setting/support coincides with the children's SEND support plans.

11.3 The SENCo is involved in supporting teachers involved in reviewing, updating and drawing up SEND Support Plans for children. Time is allocated for teachers to do this every term. The SENCo and the Principle hold regular meetings to review the work of the school in this area. The SENCo also supports and monitors the work of learning support assistants along with monitoring books, send support plans and visits classrooms to ensure the Send Support Plan strategies are in place within the classroom.

12 Arrangements for considering complaints about SEND provision within school

12.1 Initially, complaints should be discussed with the class teacher. Depending on the outcome of this meeting the SENCo (Mrs Southern) or Principle (Mrs Linacre) should be informed and a further meeting can be arranged. If parent(s) and school are not in agreement then the parent can then approach the school's named governor (Mr Elliot). Parents can also contact the local authority SEND team on 01642 201831, the Parent Partnership Service or Bardardo's (Middlesbrough). You can contact Alison Joyce to seek advice and support at Bardardo's on 07925149157 or email southteessendiass@barnardos.org.uk

However, it is hoped that any concerns or issues can be resolved within school. School's telephone number is 01642 273006.

Signed: *J. Southern (SENCo)*

Signed: *D. Linacre (Principle)*