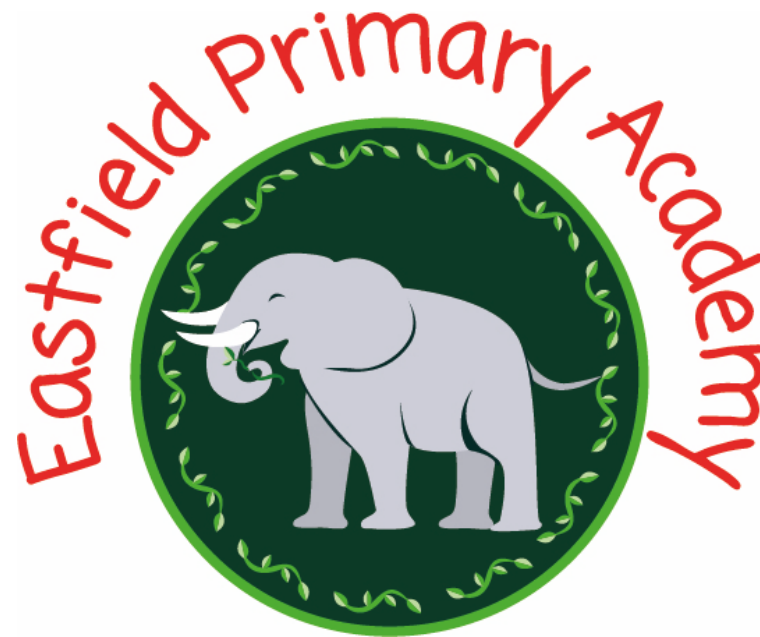




<i>Date of Policy Review</i>	<i>September 2021</i>	<i>Policy reviewed by</i>	<i>Laura Dalling</i>
<i>Date of Policy Review:</i>	<i>September 2022</i>	<i>Policy reviewed by:</i>	<i>Laura Dalling</i>
<i>Date of Policy Review</i>	<i>September 2023</i>	<i>Policy reviewed by:</i>	<i>Laura Dalling</i>
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Date of Policy Review	September 2025	Policy reviewed by:	Laura Dalling
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Special Educational Needs & Disability Policy

Contact Details

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Rationale

At Eastfield Primary Academy, we are an inclusive academy in which pupils of all abilities and from all cultures and backgrounds are valued equally. At Eastfield Primary Academy, we have high expectations of all our pupils and strive to ensure that every pupil has access to a broad and balanced curriculum that meets their needs, builds on their strengths and enables them to progress appropriately.

At Eastfield Primary Academy, we believe that each young person is unique and that during his/her time at Eastfield Primary Academy he/she may be in need of special consideration or support, either in the long or short term.

At Eastfield Primary Academy we consider every teacher to be a teacher of every pupil, including SEND. We believe therefore, that a pupil with special educational needs should have their needs met. In meeting these needs, the academy believes in the collaboration between pupil, parents / carers and academy staff. We regard involvement with all stakeholders as the highest priority in gauging the best possible outcomes for the young person.

Aims

The aims and objectives of this policy are to ensure that at Eastfield Primary Academy we:

- *identify pupils with Special Educational Needs as early as possible;*
- *create an environment that meets the special needs of each pupil;*
- *ensure all pupils have equal access to a broad, balanced and differentiated curriculum;*
- *encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;*
- *encourage pupils to be fully involved in target setting for their Graduated Approach and their learning;*
- *make clear the expectations of all partners in the process and provision of special needs;*
- *ensure parents are kept fully informed and are engaged in effective communication about their pupil's SEND*

- *During their time with us, the young person's social, emotional or educational needs may change. These will be recognised and addressed.*
- *Provide support, advice and training for all staff working with pupils with SEND to enable them to meet the needs of all pupils, including SEND.*

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Definition of Special Educational Needs and Disability

A pupil is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the pupil has significantly greater difficulty in learning than the majority of pupils of the same age; or, that the pupil has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

Implementation of Policy at Eastfield Primary Academy

Roles and Responsibilities

Eastfield Primary Academy, as a whole, has the following statutory duties:

- *Secure provision for any pupil identified as having SEND*
- *Ensure that the pupils' SEND are known to all those likely to teach and support them*
- *Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils*
- *Ensure that the pupils with SEND engage in activities in the school, together with pupils who don't have SEND*
- *Inform parents/carers of decisions made by the school that their pupil has SEND*
- *Plan, over time, to increase access to the curriculum, to premises and to written information for all pupils*
- *Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided*

At Eastfield Primary Academy **the governing body** should, in cooperation with the Principal,

- *determine the school's general policy and approach to provision for pupils with SEND*
- *have regard to the Code of practice 2014 in all decisions*
- *establish the appropriate staffing and funding arrangements*
- *maintain a general oversight of the school's work*
- *monitor the school's work on behalf of pupils with SEND*

At Eastfield Primary Academy, the **Principal** has responsibility for:

- *working closely with the school's SEND coordinator to review and manage provision*

At Eastfield Primary Academy, **teachers** should:

- *Understand that they have a duty and responsibility to provide for every pupil's needs including those with SEND*
- *Include pupils with SEND in the classroom, and provide an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion*
- *Be involved in the development and implementation of the school's SEND policy*
- *Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND*
- *Identify the Special Educational Needs of individual pupils in their class.*
- *Know which pupils in their class are on the SEND Register and at what stage.*
- *Maintain a SEND file for their class reflecting this information for each individual pupil and copies of all relevant Graduated Approaches.*
- *Write individual/group Graduated Approaches /Provision Maps for pupils on the register*
- *Ensure that Graduated Approaches are reviewed with the parents (and pupil if appropriate) at least three times a year.*
- *Ensure teaching teams are supporting pupils in their class, as directed.*
- *Provide learning experiences that are appropriate to the needs of the pupil.*
- *Attend appropriate INSET and courses.*
- *Maintain a provision map to support the pupil's Graduated Approach.*

At Eastfield Primary Academy **Teaching Assistants** staff should:

- *Carry out learning programmes planned by the class teacher and the SENDCO.*
- *Keep records of this work as requested.*
- *Support pupils in class or by leading specialist-learning programmes.*

- *Take decisions about when to 'step in' and when to 'step back' in order to promote independent learning where appropriate.*
- *Contribute information about pupil progress to class teachers regularly for pupil progress, SENDDD reviews etc.*
- *Attend INSET and courses where appropriate.*
- *Be fully aware of the school's SEND policy.*

At Eastfield Primary Academy **the SENDCO** (Special educational needs coordinator), works closely with the Principal, senior management team and fellow teachers, and has key responsibilities, which include:

- *overseeing the day-to-day operation of the school's SEND policy*
- *coordinating provision for pupils with special educational needs*
- *liaising with and advising fellow teachers*
- *managing learning support assistants*
- *overseeing the records of all pupils with special educational needs and ensuring they remain up to date*
- *liaising with parents of pupils with special educational needs*
- *contributing to the in-service training of staff*
- *liaising with relevant Looked After Pupils (LAC) Teacher where a looked after pupil has SEND.*
- *liaising with external agencies including the LA's support services, health and social services, and voluntary bodies.*
- *Monitor and evaluation of the SEND register*
- *Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed of options and experience a smooth transition.*
- *Collating and analysing data*
- *Ensuring school meets local and statutory requirements regarding SEND*

Training

At Eastfield Primary Academy, in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected undertake continued professional development. We identify training needs for both our teachers and support staff. Our SENDCo has completed the National Award in Special Educational Needs Coordination and helps to arrange training needs for other members of staff and regularly attends SENDCo Network meetings in order to keep up to date with local and national developments in SEND.

- All teachers and support staff on taking up post, will meet with the SENDCo to explain the systems and structures in place around the school's SEND provision.
- All teachers and support staff receive regular training in safeguarding, behaviour management and online safety. Some staff have additional qualifications such as;
 - Precision teaching
 - Makaton
 - Team Teach
 - ELKLAN - supporting speech and language difficulties
 - Paired Reading
 - Paediatric First Aid
 - Five point Scale - self-regulation tool
 - All About Attention - ASD strategies
 - Diabetes training
 - Percutaneous Endoscopic Gastrostomy - PEG feeding
 - Asthma
 - Allergies
 - Forest School
 - Intensive Interaction - ASD strategies
 - KAGAN

Other training can be sought if a pupil has a specific need.

Admission Arrangements

- All pupils are welcome at Eastfield Primary Academy
- The Enquire Learning Trust and the Local Authority determines our admission arrangements in consultation with the Governors of the school.
- Pupils with special educational needs are admitted to the school through the standard admissions procedures and criteria. Decisions about the admission of pupils with Education, Health and Care Plans (EHCP) are made in consultation between parents/carers and the LA. The chosen school is named in the EHCP on the pupil's admission to the school.

Identification and Assessment Arrangements

At Eastfield Primary Academy, a number of methods are employed to provide a rounded picture of a pupil's progress:

- *records of pupils' performance as determined by the Foundation Stage Profile and end of key stage SATs;*
- *evidence of performance as assessed against National Curriculum criteria;*
- *tracking pupil progress;*
- *evidence of pupils's work and records of discussion between pupil and teacher;*
- *observations; standardised tests, GL Assessment.*
- *diagnostic screening-standardised tests may be used where appropriate to identify learning or developmental difficulties;*
- *information passed on from other school, preschools*
- *liaison with parents;*
- *outside agencies.*

For identification purposes, a referral form to the SENDCO must be filled in providing evidence, which will form cycle one of their SEND journey.

At Eastfield Primary Academy, we are aware there are other factors that may impact on progress and attainment, that are not considered SEND;

- attendance and punctuality
- health and welfare
- English as an Additional Language
- In receipt of pupil premium
- Being a Looked After Pupil

MANAGING PUPILS NEEDS ON THE SEND REGISTER

A Graduated Approach to SEND support

At Eastfield Primary Academy, we adopt a 'high quality teaching' approach. The key characteristics of high-quality teaching are:

- Highly focussed lesson design with specific learning questions.
- High demands of pupil involvement and engagement in their learning.
- High levels of interaction for all young people.
- Appropriate and skilled use of teacher questioning and modelling.
- An emphasis on learning through dialogue, with regular opportunities for young people to discuss and share their learning through talk-partners to enable peer and self-assessment.
- An expectation for young people to take responsibility for their own learning and work independently and collaboratively.
- Enthusiasm and enjoyment pervade each learning opportunity with an environment that embraces mistakes.
- Teaching teams accurately assess progress in real time and adapt learning delivery when appropriate.

Teachers are responsible and accountable for the progress and development of all young people in their class, including where they access support from other adults within the teaching teams. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for the lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through enquiry walks, pupil progress meetings or professional dialogue between teaching teams and SLT. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

Assessment of current skills and levels on entry, building on information for previous setting and key stages where appropriate. Teaching teams, supported by the senior Leadership Team, make regular assessments of progress. They seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Anomalies in rates of progress from previous performance.
- Widening of the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also 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.

When a pupil is identified as having SEND, we make it the upmost priority to remove those barriers to learning at the earliest convenience. This takes form of a four-stage cycle known as the Graduated Approach.

Assess

In identifying a pupil as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's views and, if necessary, advice taken from specialist services. **Eastfield Primary Academy takes seriously any concerns raised by a parent or guardian.**

In some cases, outside professionals may already be involved with the pupil. These professionals should liaise and support the school with assessments and professional, specialist advice. This may take the form of a pupil centered review or a multi-agency meeting. Where professionals are not involved with the school, the SENDCO should contact them with parents' permission.

Plan

Where it is decided to build in a SEND support package, parents will be contacted to discuss the difficulties to learning. The teacher, the SENDCO, parents and the pupil (if appropriate) should agree on the adjustments, interventions and support to be put in place as well as clear expectations of the impact on progress (both academic or personal) and a clear date for a review. The support package that is in place should be of high impact, specific and measurable with the sole purpose of removing or minimising barriers to learning and enable access to the school curriculum. All teaching teams who work with that pupil must be involved in the support package process.

Do

The working parties (teaching teams and SENDCO) remain responsible for the working with the pupil on a daily basis and putting the agreed support package in line with the clear expectations and agreement from the planning cycle. Teaching teams should work closely with any other professionals involved, to plan and assess the impact of support and make suitable and appropriate modifications at the earliest opportunity.

Review

The effectiveness of support and interventions and their impact of pupil outcomes should be reviewed in line with the agreed date (or earlier if the progress has been quicker than expected). The impact and quality of support should be evaluated alongside the views and opinions of the pupil and their parents / carers. It is at this point, where the agreed targets are reviewed and revise the support in light of pupil progress and development.

We may involve specialists, at any point for advice regarding identification and/or effective support.

Where progress and attainment are being reviewed (in line with the SEND assess, plan, do and review cycle) parents / carers and pupils will be wholly included in the next steps process by a pupil centred review where all stakeholders will explore:

- ☐ What's working well;
- ☐ What's not working well;
- ☐ What needs to happen;
- ☐ What is next?

Where a pupil has an Education, Health and Care Plan, the local authority, in co-operation with the school, must review that plan in a minimum of twelve months. Eastfield will also work in close partnership with any specialist agencies named on the plan, throughout the academic year, to meet need.

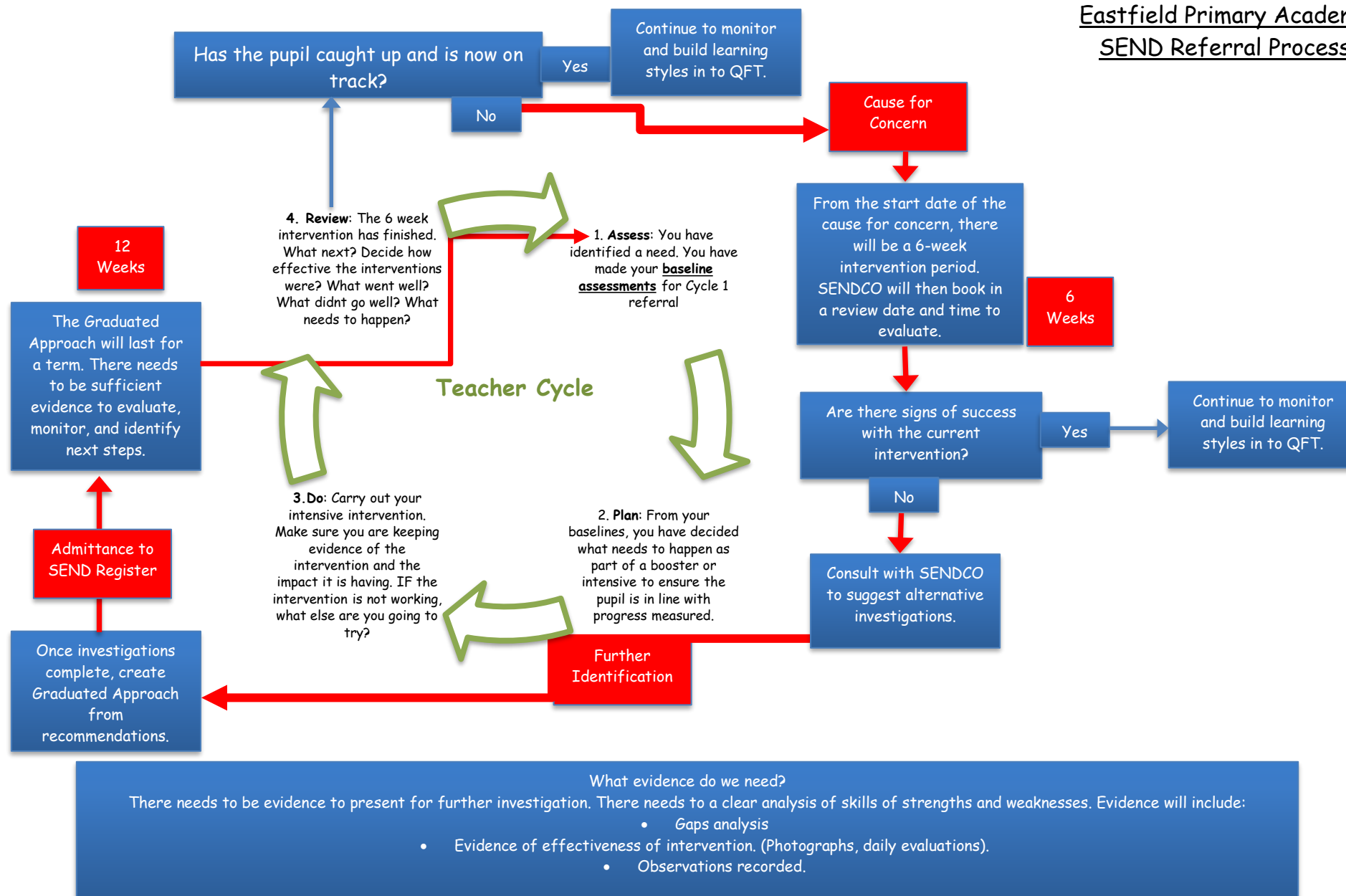
How are pupils referred to the SENDCO?

The first port of call for teaching teams is to create a referral form. This consists of emerging concerns/ identification of need; what evidence is available and what plans are going to be in place as part of a booster to bring pupils back in line with progress measures / attainment measures. This will consist of a 6-week (or half term) quality assured intervention period of carefully planned and evidenced intervention. This will be reviewed after six weeks. If little or no progress is made, there may be a need for further investigation from the SENDCO or specialist professionals. Once these investigations are complete and targets and strategies are in place, these will form most of (if not all of) the Graduated Approach and admitted to the SEND register as the interventions are additional to or different from the universal provision. Teaching teams will evidence all SEND interventions with observations, evaluations and evidence of learning. This will enable effective and precise interventions that will be chronologically evidenced throughout their journey through Eastfield and information concisely available.





Eastfield Primary Academy SEND Referral Process



The stages for SEND are:

- **Universal.** All teachers are teachers of pupils with SEND and the first port of call is Quality First Teaching. This is the first point and initial direct teaching and learning experiences provided by the teaching teams through appropriate and necessary differentiation of the curriculum.
- **Pupils with Additional SEND:** Young people who experience more complex need and a requirement of educational provision that is additional to or otherwise different from the educational provision made generally for pupils of their age in schools.
- **Education, Health and Care Plan:** When pupils experience significant difficulty within their learning, which is above and beyond the constraints of the school's SEND local offer, in consultation with parents, an EHCP will be pursued to guarantee provision and financial contributions in order to sustain the level of support.

A register of pupils with SEND is regularly updated. The pupils's records will be regularly reviewed and updated. Reviews will normally take place termly alongside Pupil Progress Meetings. Parents will be informed of Graduated Approach revision meetings and will be invited to attend. It is our policy that status on the SEND register is transitory.

Pupils can have Special Needs in the following areas:

- **Communication and Interaction** - Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, some hearing impairments or autistic spectrum condition.
- **Cognition and Learning** - Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and Sensory impairments and autistic spectrum disorder.
- **Social, Emotional and Mental Health** - Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.
- **Sensory and/or Physical Difficulties** - Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Graduated Approach / Provision Maps

At Eastfield Primary Academy, strategies employed to enable the pupil to progress will be recorded within their Graduated Approach supported by a provision map. The documents will include information about:

- *What are the barriers to learning?*
- *What are we hoping for XXX?*
- *What strategies will be used?*
- *What actions do we take?*
- *What are the outcomes for XXX?*
- *Pupil voice (I like/dislike, I am good/bad at, I need help with, I want to...)*

On review:

- *What is now different for XXX?*
- *What were we hoping for XXX and how has this been achieved?*
- *What was the impact of our actions and strategies?*
- *How do we remove barriers to learning in the future and what do we do next?*

The Graduated Approach will only record that which is **additional to, or different from**, the differentiated curriculum and will focus upon individual targets that match the pupil's needs and have been discussed with the pupil and the parents. The Graduated Approach will be reviewed a minimum of three times a year and parents' views on their pupil's progress will be sought. Wherever possible, the pupil will also take part in the review process and be involved in setting their targets.

Removing Pupils from the SEND register

In consultation with parents and where appropriate, other stakeholders, removal from the SEND register will be considered;

- When the pupil has made sustained/good progress that is an improvement on the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age or;
- Where a pupil's wider development/ and or social needs have improved and progress in the targeted area is sustained;
- If SEN support is no longer required to ensure this progress is sustained.

Support for pupils at school with medical conditions

Eastfield Primary Academy recognise that pupils at school with medical conditions should be appropriately supported so they can have full access to the curriculum and enrichment activities, including school trips and physical education. Some pupils with medical

conditions may be disabled and where this is the case the school will comply with the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have an EHCP, which encompasses together their educational provision and health and social care needs. For more information on the support given to pupils with medical needs, request the Eastfield Primary Medical Needs Policy 2023.

Safeguarding pupils with SEND

Pupils SEND and/ or certain medical or physical health conditions can face additional safeguarding challenges, these can include;

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to group isolation or bullying (including prejudice based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties in reporting these challenges.
- Cognitive understanding - being able to understand the difference between fact and fiction and then repeating the content/ behaviours in schools and/or the consequences of doing so.

Any reports of abuse/ bullying involving pupils with SEND will require close liaison with the Designated Safeguarding Lead (DSL) and the SENDCO. Extra pastoral support will be considered alongside ensuring any appropriate support for communication is in place.

Resources

Eastfield Primary Academy SEND funding contributes to the costs of:

- *staffing e.g. time for the SENDCO, and other staff working to support pupils with SEND*
- *specific equipment and resources*
- *assessment materials*
- *training*
- *fees to agencies outside school that offer additional expert advice and assessments*

Allocation of resources

- At Eastfield Primary Academy, the SEND budget for resources is allocated at the beginning of the financial year by the Principal, and Academy Business Manager, and approved by the Finance Committee and full Governing Body.
- In consultation with the Principal, teaching staff and Business Manager, targeted provision will be mapped out to show how resources are allocated.
- The SENDCO is responsible for purchasing resources that will best support the needs of pupils with Special Educational Needs in our school.

Facilities

- Eastfield Primary Academy is well equipped with disabled toilets and handrails in the toilets where needed. The school is accessible to the physically disabled throughout the ground floor. An Access Plan is in place and available on request.
- Eastfield Primary Academy will endeavour to ensure that the school is well equipped and resourced and able to provide for the needs of all pupils with SEND.

Support Services

Eastfield Primary Academy has access to a full range of support services including:

- *Enquire SEND Collaborative*
- *Educational Psychologists (Applied Psychology)*
- *Behaviour Support*
- *Visual Impairment (ETHV)*
- *Hearing Impairment (EHTV)*
- *Occupational Therapy*
- *Physiotherapy*
- *Speech & Language Therapy*
- *SEND Outreach team.*
- *Compass Go*
- *Fortis Therapy*

Partnership with Parents, Carers and Families

- The Local Authority has set out their SEND provision under the Local Offer (Available from <http://localoffer.nelincs.gov.uk/EarlyYears/LocalOffer/Default.aspx>). Similarly, we

have set out our own policies and procedures for pupils with SEND which can be found at <https://eastfieldprimary.net/important-information/SEND>

- At Eastfield Primary Academy, parents/carers are important partners in the effective working relationship with the school in raising their pupil's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents /carers' contribution to their education is valued highly by the staff of the school. Parents/carers are encouraged to involve their pupil in the decision-making processes, including determining the level of participation, recording pupil's views, implementing, and reviewing the Graduated Approach.
- At Eastfield Primary Academy, parents are encouraged to be fully involved with all aspects of their pupil's education. This is done in a variety of ways including review meetings, open evenings, telephone, letters, home/school agreements and informal meetings.
- At Eastfield Primary Academy, we inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.
- Specific issues or complaints will be handled in the first instance by the SENDCo and formal complaints will be handled under the schools normal complaints procedure.

Pupil Participation

Eastfield Primary Academy recognise that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupil's self-advocacy skills to enable them to transfer to their next phase of education, confident and able to assess, communicate and negotiate their own interests, desires, needs and rights. We endeavour for pupils to become increasingly able to make informed decisions about their learning and their futures, taking responsibility for those decisions.

- We support pupils to develop self- knowledge; to understand their strengths , needs and approaches to learning that are successful to enable them to have the confidence to voice, concerns, hopes and aspirations.
- Pupils are involved at an appropriate level in setting targets in their Graduated Approach and in termly review meetings. Pupils are encouraged to make judgements about their own performances against their targets.
- Pupils are provided with support (where needed) to contribute as fully as possible in their annual reviews. This can be for example, attending part of the annual review, sharing a statement from the pupil, sharing pupil voice or by using peer advocates to support them in meetings.

- All pupils, including those with SEND are encouraged to participate in the school EAST team to advocate for peers in the rest of the school.

Transition between Educational Placements

We will ensure that all pupils will receive the highest possible care when moving to a new or different educational setting to ensure a successful and smooth transition.

Our transition programme for pupils with SEND includes:

- *Liaison with previous placements*
- *Liaison with future placements to meet the pupils and staff*
- *Parental Visits*
- *Induction Days*
- *Discussion with outside agencies re: pupils with special educational needs transferring to us.*

Monitoring and Evaluation

At Eastfield Primary Academy, the SENDCO will monitor the assessment, identification progress and support for pupils identified as having SEND system in school.

The SENDCO is involved in supporting teachers involved in drawing up Graduated Approaches and Provision Maps for pupils. The SENDCo and Principal and Governing Body hold regular meetings to review the work of the school in this area.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled pupils, staff and parents and any information the school holds on disabled pupils, staff and parents.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- School's SEND Information Report Regulations (2014)

- Staff and stakeholders were consulted about this policy during the Autumn Term 2022.
- Policy will be reviewed in Autumn 2023.
- The Governing Body agreed this policy on _____