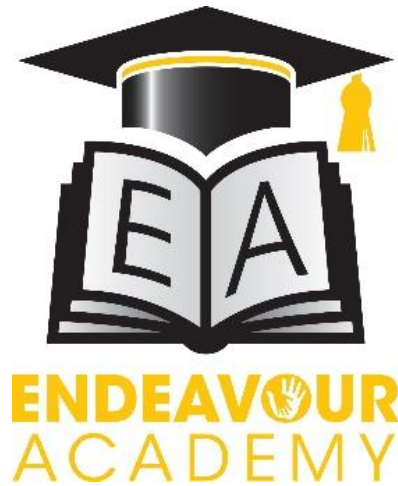




Endeavour Primary Academy

Special Educational Needs and Disabilities Policy



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN and disabilities.

This SEN and disabilities policy aims to outline the vision and values held regarding SEN and disability at Endeavour Primary Academy, whilst the SEN information report describes how the vision and values are actualised within school. The SEN information report is intended to be a useful and accessible document and is therefore written with a parental audience in mind in the style of 'Frequently Asked Questions'.

At Endeavour Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We aim to achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

2. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

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

This policy also complies with our funding agreement and articles of association, as well as all associated policies at school and Trust level.

3. Definitions

3.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 Disability

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

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

3.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction (C&I)	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning (C&L)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties, such as processing difficulties • Severe learning difficulties such as significant difficulties in learning across all areas • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 Board of Trustees

The Board of Trustees is responsible for developing the overarching strategic direction for the education of pupils with SEND and ensure that Trust academies:

- Adhere to SEND policies and procedures
- Create a culture of inclusion and value the contributions that every pupil can make to the educational and cultural life of our academies
- Offer a curriculum that ensures the best possible progress for all pupils whatever their needs or abilities.

The Trust Board maintains a clear oversight of SEND provision across all academies through the Trust Leadership Team and the work of the Academy Improvement Committee. The Trust Board has an identified SEND Trustee with responsibility for:

- Oversight of the quality and effectiveness of meeting the needs of pupils with SEND within individual academies

- Working alongside the Leadership Team, Principals and special educational needs and disabilities coordinators (SENDCos) to determine the strategic development of the Trust's SEND policy and provision

The Board of Trustees, through the Scheme of Delegation, delegates the responsibility for the implementation of the Trust SEND Policy to the CEO.

4.2 The Academy Improvement Committee (AIC)

In line with Trust Scheme of Delegation, the AIC monitors and challenges academies implementation of the Trust SEND policies and procedures to ensure that academies maintain a clear focus on raising the aspirations, expectations and achievements of pupils with SEND.

4.3 The SENDCo (or SEND Coordinator, Ms Elizabeth Hill)

The SENDCo (Special Educational Needs and Disabilities Coordinator) is responsible for overseeing the provision for pupils with SEND at Endeavour Academy, ensuring their needs are identified, supported, and met through effective planning, collaboration, and monitoring. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Principal and Enquire Learning Trust SEND Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.4 The Principal (Mrs Carol Rhodes)

The Principal will:

- Work with the SEND Coordinator and Trust to determine the strategic development of the SEN policy and provision at Endeavour Academy.
- Work with the SENDCo and Trust to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

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

4.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

4.6 Teaching Assistants

Each teaching assistant is responsible for:

- Working collaboratively and under the direction of teachers/SENDCo
- Providing class/subject teachers with pupil specific information
- Developing positive working relationships with pupils, teachers, parents and professionals
- Assisting with the identification and effective provision of appropriate resources
- Assisting with the recording and monitoring of pupils' progress
- Promoting pupil independence and facilitating peer collaboration
- Attending meetings and undertaking appropriate INSET

4.7 Parents or carers

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

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

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

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

4.8 The pupil

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

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

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

5. Our approach to SEND support

5.1 Identifying pupils with SEND and assessing their needs

At Endeavour Academy, we will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

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

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

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

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

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

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

5.2 Consulting and involving pupils and parents/carers

At Endeavour Academy, we put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will confirm to parents/carers if it is decided that a pupil will receive special educational provision.

5.3 The graduated approach to SEN support

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

Using the graduated approach means recognising that there is a continuum of special educational needs and that needs are met through the addition of a range of actions and strategies and increasingly specialist interventions as the level of need increases.

1.Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2.Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a school-based support plan and made accessible to staff via the SEND folder on the staff shared drive.

3.Do

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

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses and advise on how to implement support effectively.

4.Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

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

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Desirable Outcomes

The SEND code of practice makes it clear that:

- Desirable outcomes are not a description of the support or provision that is in place for a pupil. Desirable outcomes describe the benefit or difference made to a pupil as a result of an action/strategy/intervention and as such, there is a focus on outcomes from the earliest stages of identifying and supporting pupils with SEND.

- Any planning and delivery of support will be focused on the desirable outcomes that have been identified for the pupil i.e. how such support will contribute to achieving the agreed desirable outcomes and should be based on reliable evidence of effectiveness
- Support will be reviewed regularly as part of the Assess Plan Do Review cycle and be adapted or replaced depending on how effective it has been in achieving the agreed desirable outcomes.

6. Levels of support

Where there is an emerging SEND (Cycle 1) we will:

- Complete a Cycle 1 Graduated Approach with parents
- Discuss and record parental information and views
- Record pupil's views
- Examine data and/or previous school/Health records
- Try strategies for up to 12 weeks
- Review and record the impact of strategies with parents across a range of contexts both at home and at school to understand whether need is contextual/situational and to inform strategies needed

Following a Cycle 1 SEND Review (in agreement with parents) decide whether to:

- **Discontinue Cycle 1** if concerns have been addressed; pupil progress will continue to be monitored through whole school systems
- **Maintain at Cycle 1** for a maximum of 1 more term if required
- Move to Cycle 2 . The pupil will be **placed on the SEND register** if moved to cycle 2.

For pupils placed on the SEND register (Cycle 2) we will:

- Hold a meeting to discuss a pupil's needs and provision requirements with Teacher, SENDCO and parents to determine whether pupil will go on the SEND register.
- If agree to place on register, implement a Cycle 2 of Graduated Approach
- Collate and record parent and school view on 'Summary of Need' sheet and record 'Pupil Voice' on graduated approach template
- Refer to the Desirable Outcomes section provided in the Trust SEND Handbook
- Refer to suggested Actions/Strategies section provided in the Trust SEND Handbook
- Produce a SEND Support Plan detailing desirable outcomes, actions and strategies to address need, and provision on graduated approach template
- Implement actions and strategies for up to 12 weeks.
- Review impact of Cycle 2 SEND Support Plan with parents on at least a termly basis on graduated approach template

Following a Cycle 2 SEND Review (in agreement with parents)

- Decide whether the pupil should be **removed from the SEND register**; if so, the school will continue to monitor progress through whole-school systems.
- Decide whether the pupil should **remain on the SEND register at SEND Support (Cycle 2)**; if so, a new SEND Support Plan will be written.
- If the pupil has not made expected progress despite the school taking relevant and purposeful action to meet their needs, the school will
- consider, and make if appropriate, a **request for Education, Health and Care (EHC)** needs assessment to the Local Authority. If agreed, the school will work with the pupil and their parent/carer to complete the application and submit all required evidence.

For pupils with an Education, Health and Care Plan (Cycle 3) we will:

- Update the SEND register to reflect that the pupil has an Education, Health and Care Plan (EHCP) in place.
- Refer to the outcomes and provision set out in the EHCP, noting that some outcomes may require adaptation to inform the termly SEND Support Plan at Cycle 3.

- Continue to follow the graduated approach (plan, do, review) by producing and reviewing a termly SEND Support Plan at cycle 3 using the graduated approach template, aligned with the outcomes and provision set out in the EHCP.
- Conduct the statutory annual review of the EHCP and submit the Local Authority Annual Review Report.
- Continue to implement advice and recommendations from external educational and health professionals.
- Carry out and review further assessments as advised by professionals or as needed.

7. Supporting pupils with medical needs

Endeavour Academy recognises that pupils with medical conditions should be supported so that they have full access to the curriculum and wider academy offer. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed. Specific personalised arrangements are put in place in the academy to support pupils with medical conditions.

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil at Endeavour Academy. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

9. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Endeavour Academy's Accessibility Plan can be found on each school's website. Paper copies are available upon request.

10. Admission to Endeavour Academy

The Enquire Learning Trust Admissions Policy sets out the arrangements on how to apply and for allocating places at Endeavour Academy. Furthermore, it sets out how to appeal against a decision not to offer a child a place. All pupils whose EHC plan names the school will be admitted. When pupils with identified SEND are admitted to the school via the Admissions Policy, the SENDCo in liaison with the class teacher will ensure that provision is made in line with the Trust and academy SEND Policy. For full details, see the Trust Admissions Policy – <https://enquirelearningtrust.org/key-information/admissions>

11. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Expertise and training of staff

At Endeavour Academy, staff benefit from a comprehensive and well-supported SEND offer provided through the Enquire Learning Trust and Tameside Local Authority. This includes access to advice, support and guidance from the commissioned Educational Psychology Service (EPS), with dedicated input at both Trust and academy levels. Staff development is prioritised through a wide-ranging CPD programme, which features termly SENDCo network and hub days. Ongoing training opportunities for all school staff are accessed via Flick Learning, an online platform offering flexible, high-quality training modules to support

professional development in SEND and safeguarding. A bespoke training offer is also available through the Trust upon request. Staff also have access to collaborative practice for example, through the Resource Base Collaborative and the SEND Collaborative, which promote continuous professional development and a solution-focused approach to meeting pupil needs. Additionally, academy staff can book 1:1 'helpful conversations' with Educational Psychologists to explore individual, group or whole-class SEND concerns, pedagogical strategies, or specific tools and approaches.

13. Complaints about SEND provision

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

Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy which can be accessed via this link or a paper copy provided upon request: <https://www.endeavouracademy.org.uk/statutory-information/policies#tab-7597>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint and the complaints policy indicates how to do this.

14 Monitoring the policy

This policy will be reviewed annually by Elizabeth Hill (SENDCo). It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Principal, Carol Rhodes.

15. Links with other policies and documents

This policy links to the following documents:

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

Reviewed: Autumn 2025

Approved: Autumn 2025

Next Review Due: Autumn 2026