

Ermine Street Church Academy SEND Information report

Action	Date	Signature
Policy written	September 2022	<i>Mrs McDonnell</i>
Policy written	September 2023	<i>K Clover</i>

Our Vision: To be the heartbeat of our community: Rooted and established in God's love, as well as our Aims & Values of Explore, Discover, Learn, and a quote displayed as you enter our school building: 'There are two special gifts we should give our children; one is roots and the other is wings', all form a significant part of our ethos and apply to every single child, including children with Special Educational Needs and/or disabilities.

Ermine Street Church Academy is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

Our curriculum is designed to be a road map for our pupils. It is a specified journey towards success in a given field. Combined with high-quality responsive teaching, it is an inclusive, broad curriculum and appropriate adaptation is made to enable all our learners to access it and be successful.

The guide to our provision for children with Special Educational Needs at Ermine Street Church Academy

Identification of SEND at our school	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need: • Communication and Interaction • Cognition and Learning • Sensory and Physical difficulties • Social, Emotional and Mental Health difficulties At Ermine Street Church Academy, children who have Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes, however, these can overlap.
How do we identify that a child has a special educational need?	At Ermine Street Church Academy, staff continually monitor each individual pupil's skills, levels of attainment and behaviour through observations, assessments and discussions, building on previous settings and Key Stages where appropriate. Class teachers also make regular assessments of progress for all pupils and identify those whose progress: • 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. This helps us to notice when a child may be finding something difficult, when progress isn't as we would expect or when learning steps are not being retained. Pupils fitting into one or more of these categories will not automatically mean they are recorded as having SEN. This is decided in consideration to desired outcomes, expected progress and attainment, pupil voice and parent views, alongside whether additional support is needed.

	Any thoughts or concerns are discussed with our SENDCo and are shared with our Head teacher. If we believe that your child may have Special Educational Needs we will talk to you, explore the possibility in more depth and if we feel it may be beneficial, we may also involve the County SEND Services Team. Together we will put together a plan of support.
How does the school know if children need particular support?	We know when a child needs help when: - Concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to make contact with school at any time to discuss any issues they feel their child is having, whether academic or social. - Little or no progress is being made recognised through the tracking of pupils' progress and discussion at Pupil Progress meetings. - There is a change in the child's usual behaviour or progress.
If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?	At Ermine Street Church Academy, we strongly believe in working in partnership with others, most importantly parent and carers, to meet a child's needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: - All relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty. - We take into account the parents / carers views. - All relevant stakeholders understand the agreed outcomes sought for the child. - All relevant stakeholders are clear on what the next steps are. Notes of these early discussions will be added to the pupil's files. We will formally notify parents when it is decided that a pupil will receive SEN support, at which point an Assess, Plan, Do, Review and Pupil Passport will be created.
What should I do if I am concerned about my child?	Come and talk to us the moment you have concerns about your child. The first person to speak to is your child's class teacher who will monitor this, and possibly put strategies in

	place. After this meeting the class teacher will speak to the SENCO, and another meeting can be arranged if required. The school SENCO is Katie Clover, 01480 276510, senco@erminestreetca.org.uk. The Governor with responsibility for SEND is Rebecca Britton, who can be contacted through the school office.
Who will oversee the education plan for my child and explain it to me and my child?	All children on the SEND register have a plan that is written by the class teacher and monitored by the SENCO. This plan outlines their needs, key targets, and strategies that are used to meet these needs and targets. This is known as an Assess, Plan, Do, Review (APDR) graduated response cycle. These will be shared with you, and you will be asked for your views. This document will be updated three times through the school year. However, we encourage you to talk to us about any concerns or successes at any time through the school year. Children with an Education, Health and Care plan (EHCP) will have an APDR to ensure that the long term EHCP outcomes are being worked towards in small steps. The class teacher ensures this provision is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
How will I know how my child is progressing, and how will I be involved in discussions about, and planning for my child's education?	At Ermine Street Church Academy, we believe that all children should and will make progress, at their own level and pace, whilst being challenged and offered support. We will discuss and plan possible ways to support your child together. Using the graduated approach, every child will regularly receive next-step curriculum targets that pinpoint specific areas of their learning that require improvement. For children on the SEN register, these targets will form part of their APDR document (Assess, Plan, Do, Review document) which sets out targets for your child to work on both in school and at home. These support plans are shared termly with parents / carers during a meeting where parental voice is added. We strongly believe in working together.

	The views of pupils themselves are also important when planning the best way to support them. Teachers will discuss the things that help and make learning more challenging with each pupil with SEND, so their views and ideas can be taken into account. This will be recorded termly on their Pupil Passport document. If your child has an EHCP, you will be invited to Annual Review meetings to discuss the progress they have made towards their targets and any changes there may be to their individual needs and/or the provision designed to support them.
How will you help me to support my child's learning?	We encourage collaboration between parents / carers and the class teacher, with communication being vital. We view every meeting as an opportunity to review your child's successes and needs, and identify ways we can collaboratively support your child, including at home. This may be through homework, pre-learning tasks, practising skills, e.g. exercises as part of speech therapy, or challenges to extend learning. Ideas, resources and signposting of information sessions may be provided. We have a range of supportive articles and resources available to all parents on our school website (under SEND) that you may find useful.
Who will be working with my child?	• The class teacher is responsible for ensuring your child's needs are met and will work closely with your child. • Teaching assistants (directed by the class teacher and / or SENCO) may support your child at times where this is deemed most effective in supporting your child's learning and well-being. • The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. • We work collaboratively across the school to ensure that our whole school provision leaves no child left behind.

	We work very closely with a number of different external professionals that have the expertise to support us in meeting the varied needs of our children. Each of these services are known as SEND Specialist Services and include Educational Psychologists, a team of Specialist Teachers, and a range of health care professionals including Speech and Language Therapists, Occupational Therapists, Physiotherapists and Community Paediatricians. We also work with the DEMAT Central Team on ensuring the best SEND provision, and in partnership with a range of social care specialists and parental support advisors to ensure that we can provide the best possible support for each child and family. The following external agencies and professionals are currently working closely with us: • SEND Specialist Teaching Team (Link Teacher) • Educational Psychologist (EP) • Speech and Language Therapists: (Link Therapist) • County Special Needs Case Work Officer (CWO) • DEMAT Central Team (SEND Advisor) Where a child requires medical support, we work closely with health professionals to ensure we have the correct medical protocols and care plans in place, and any necessary training is undertaken by staff working with the child's class. All staff receive basic first aid training as soon as possible after joining the school, and many designated staff have specific Paediatric first aid training.
What assessment arrangements are in place to support my child?	Teachers will set high expectations for every pupil and track their progress, whatever their prior attainment. They will use an appropriate range of assessments to set targets which are deliberately ambitious and will identify potential areas of difficulty and how to support these. They will work closely with any teaching assistants and / or specialist staff to plan and assess the impact of support and interventions, with a focus on applying this

	learning into the classroom. They will also work with the SENCO to review each pupil's progress and development, and decide on any changes to provision. Whereby a child may be academically attaining below their year group or key stage, we have a range of assessments such as the Sandwell Early Numeracy Test and Sounds Write Phonics Diagnostics to identify key areas of support. In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of assess, plan, do, review. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. The support any child receives will depend on the level of need that has been identified. Universal Support: this is provided as part of quality first teaching, using differentiated learning activities or support materials within class. Targeted Support (school based): this is provided when something more individualised and personalised may be needed, in addition to that provided as part of the normal planning for learning in the classroom. Specialist support: this is when a child requires more specialised support and external agencies may be asked to advise on the best provision. Referrals to outside agencies and specialists will only be made in discussion with parents. The outcome of such referrals will also be shared with parents. The SEND assessment referral process can be initially triggered by teacher, support staff or parental concern directly to the SENCO. Occasionally a child may need more expert support from an outside agency such as Speech and Language Therapy, Occupational Therapy or a Community Paediatrician. A referral will be made with parental consent and
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	forwarded to the appropriate agency. After assessments, strategies may be recommended to the school and parents.
How will the Academy monitor the effectiveness of its SEND arrangements and provision?	In line with DEMAT's SEND Policy, Ermine Street Church Academy evaluates the effectiveness of provision for pupils with SEND by: • Reviewing pupils' individual progress towards their APDR targets each term. • Reviewing the impact of interventions each term. • Using pupil voice questionnaires. • Monitoring by the SENCO. • Using provision maps to measure progress as part of pupil progress cycle. • Holding annual reviews for pupils with EHC plans.
What are the roles and responsibilities of our governors?	The SEND Link Governor will: • Understand the quality and effectiveness of SEND and disability provision within the Academy and update the Local Governing Body on this. • Support and challenge Academy leaders with determining the strategic development of SEND policy and provision alongside deployment of resource in the Academy.
Curriculum Concerns	
How will the curriculum be matched to meet my child's needs?	All pupils, including those identified as having SEND, have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of Academy life. All DEMAT pupils are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well sequenced, and taught to be remembered. The school and trusts' inclusive practice principles lead the provision for all children, and where expertise is required, targeted support by the SENDCo will be provided.

	Teachers will have high expectations from all pupils and will plan appropriate scaffolds (e.g. cloze procedures, manipulatives, visual timetables, larger print, pre-teaching). They will provide individualised teaching to support your child's learning and provide access to the broad curriculum. The class teachers take full responsibility for the learning and progress of all children. Modelling, visual support, live feedback and small steps are part of our quality first teaching. Where appropriate, an intervention programme may be introduced for a short time, to boost their learning ahead of a lesson, address a gap in their understanding or to provide them with learning in a way more suited to them. These interventions may also support social and emotional needs. On occasions, this learning may be 1:1 with an adult, but we aim to use small groups as much as possible.
How will my child be included in activities outside of the classroom?	We believe all our learning opportunities should be inclusive. All children will have the same access to the same opportunities. We believe in providing a supportive and inclusive learning environment for all, and as such think carefully about how to enable every child to access the curriculum within the classroom and beyond, be it on an outdoor activity, school trip or after school club. Where necessary, special provision will be made to ensure all children can access and take part in the activities safely, and benefit from them.
Our approach to teaching pupils with SEN	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. We also provide the following interventions, where a child has been identified as needing this additional support: • 1:1 Reading • Speech and Language Therapy • Sensory Circuits • Pre and Post Teaching: Maths, Vocabulary, English

	• Emotional Regulation • Time to Talk (social skills) • Phonics
Accessibility	
How accessible is the school environment?	Our school is on one storey with all doorways level with the outside surface. We have 5 disabled toilets and Ermine Street has been built to the required access specifications. Class teachers ensure that classroom equipment is accessible to all children. Careful consideration is given to ensure the specific needs of individuals are met within the classroom, for example we use coloured backgrounds on our Interactive Whiteboard screens to aid children with Dyslexic tendencies, and working walls on our walls to support learning retention. Each classroom is bright, calm and has good ventilation. We have a sensory room which acts as a safe place, alongside a range of equipment to aid and support the development of children's coordination and motor skills.
Equipment	We have a range of equipment used to support our pupil's individual needs, including a supply of various pencil grips, wobble cushions, ear defenders and writing slopes. In some cases, children may require specific equipment and resources, for example, a coloured overlay for reading or specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance. Where applicable, children may access digital technology such as iPads and laptops to support their learning.
Engagement in activities	All pupils are encouraged to take part in sports day, Collective Worships, class assemblies and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

General Support for Wellbeing	
What support will there be for my child's overall well-being?	The support your child receives will not just be for learning. Your child needs to feel happy and comfortable to be in a position to learn in the first place. Pastoral support and development are a fundamental part of our ethos. We have many interventions running to aid children in this area. In addition to the pastoral support provided by your child's class teacher and Teaching Assistant, Ermine Street Church Academy has a Family Worker (Mrs Hayley Lawrence) who has designated time for pastoral support. This member of staff is also trained as a Mental Health First Aider. She supports children 1:1 and in groups on an ad hoc basis or regularly over time, dealing with a range of different needs from friendships to self-esteem. Our staff are also there for parents, so that we can support families as well as children.
How do we encourage our children to contribute their views?	• Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Pupil voice is sought through pupil questionnaires. • Children's views are sought when producing and reviewing Education Health and Care Plans and Pupil Passports.
Training	
What training have staff supporting pupils with SEND had or are receiving?	We are a forward-thinking team who are always seeking to update our knowledge and skills in order to provide the best education and support for our children. Both Teaching and Support staff have regular training sessions to update, share and extend their knowledge of specific areas of SEND or support strategies. Our staff have a range of specific qualifications and extensive experience in running a wide range of intervention programmes and in-class support.
What training have staff received recently?	• Safeguarding training September 2023. • Teacher and Support Staff training for specific health needs.

	• All staff have support from the SENCO to support your child's needs through their teaching and how to help your child make progress from their starting points. • First Aid Training. • Sounds Write Training. • Autism Training. • SEN Documentation Training.
We plan to undertake the following training / disability awareness sessions(s).	• Specific staff members will have Sounds-Write training, which is an approach to teaching phonics, reading and writing. • Autism Training.
Transitions	
How will the school support my child in starting school?	• We will always contact your child's previous school or nursery/pre-school to ensure that key information is passed on. • We will arrange transition sessions with you, so your child can visit and meet their new class and teacher prior to starting at Ermine Street. • If your child would benefit from additional support with transition, including additional visits during or out of the school day or a social story about moving schools, then this can also be discussed and arranged. • We will work together with you and your child to find the best way to support their move to Ermine Street and make it as positive and as smooth as possible. • If other professional agencies have been involved in supporting your child at a previous school, we may also arrange a transition meeting with them so information can be shared and passed on.
How will the school support my child in moving classes within school?	• In the Summer term, each child has the opportunity to spend time their new teacher. • If it is felt that a child may benefit from additional support before transition, opportunities for additional, individualised support will be planned in. • Teaching staff and support staff also liaise closely to ensure key Information about each child is passed on as a child moves from one year to the next.

	• The SENDCo will ensure all staff are fully informed about any child's SENDs and all appropriate records will be passed on for the start of a new school year. • If additional visits to meet their class teacher, a separate chance to talk or a book to support transition would be helpful for your child, then arrangements will be made. • Summer transition packs, including social stories, are available for children needing this support.
How will the school support successful transition to Secondary School?	• During the Summer term in Year 6, the SENDCO will liaise with the SEND teams at the Secondary Schools to which children are transferring. • The SENDCO from these Secondary Schools will be invited to meet with Year 6 staff and the SENDCO to discuss the specific needs of individuals transferring to their schools. • A programme of transition will then be planned to meet a child's specific needs. This may include additional visits to their new school with a parent or Teaching Assistant. • Transition discussions for children with an EHC Plan will begin at their Annual Review in Year 5. • Parents are encouraged to make direct contact with the SENDCO at the Secondary School a child is transferring to, to discuss concerns and plans that may be in place to support their child.
Complaints	
Who can parents contact for further information?	If you have any questions or concerns about how to support your child, or how the school is meeting their individual needs, please don't hesitate in raising your concerns or questions with the class teacher. Remember, we operate an open-door policy. An informal conversation when a concern or question first develops is usually the most positive and productive way of the school, parent and child working together. We would hope that this discussion should be enough to resolve any problem. However, if you need further information, then please ask to speak to the SENDCo.
Complaints about SEN provision	Complaints about SEND provision in the Academy should be made to the Headteacher in the first instance. They will then be referred to the Trust's complaints policy if necessary.

	The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the Academy has discriminated against their children. They can make a claim about alleged discrimination regarding: • Exclusions; • Provision of education and associated services; • Making reasonable adjustments, including the provision of auxiliary aids and services.
Contact Details	
Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01480 276510 or office@erminestreetca.org.uk). The Headteacher IS available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs if you continue to have concerns.
Who is the SENCO?	SENDSCO – Katie Clover SENCO@erminestreetca.org.uk 01480 276 510
Contact details of support services for parents of pupils with SEN Contact details for raising concerns The local authority local offer	Our local authority's local offer is published here: Cambridgeshire Local Offer • The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. • The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.
What other external support services for information or advice are there?	Special Education Needs and Disability Information, Advice and Support Service (SENDIASS). Click here for Cambridgeshire SENDIASS.
Monitoring arrangements	This report will be monitored and reviewed on annual basis or as required.

Links with other policies and documents	This report links with the following Policies/Procedures: • SEND Policy • Accessibility Plan • Behaviour Policy • Curriculum Policy • Education of Care Experienced Children Policy • Equality and Diversity Policy • Intimate Care Policy • Supporting Pupils with Medical Conditions Policy
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