

Southcoates

Primary Academy



SEND Information

Southcoates Primary Academy
Southcoates Lane
Hull
HU9 3TW

Date of original policy: July 2014

Date of review: July 2024

Date of next review: July 2025

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy 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 Academies or mainstream post-16 institutions.”

SEN Code of Practice 2015 p285

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Southcoates Primary Academy currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, emotional and mental health (SEMH), including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The Academy Trust has direct experience of supporting children with all of the above.

Teaching and Learning
Notes:

- The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. We ensure that all pupils with SEND receive quality first teaching. Children with special educational needs are supported and scaffolded, through the use of additional resources or modified work, to reach their full potential.
- Some of the interventions that are used at Southcoates Academy are:
 - In class support, where a teaching assistant or teacher may support one or more children to understand the content of the lesson.
 - Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of pupils.
 - One to one withdrawal, where there may be targeted support in their area of need, e.g. Precision Teach, Speech and Language Therapy.
 - Social skills or friendship groups where appropriate.
 - Lego Therapy.
 - Fine Motor Skills or Gross Motor Skills groups where appropriate.
 - The Power Programme
 - Precision Teach
- All requirements for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the Academy or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.
- Access arrangements, for children and adults with a physical disability can be seen in the latest Accessibility Audit and plan on the Academy website.
- The SENCO completed the NASENCo Award at Bishop Grosseteste University in January 2022. Staff are signposted to relevant training as and when the needs arise. Bespoke training for ASD, for all staff, is accessed through Northcott Outreach ASD training modules.
- Existing training already undertaken has included safeguarding, understanding and supporting learning, which included working memory, learning styles and metacognition. Staff have also undertaken training around attachment and ASD.
- There is an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.
- Staff will seek training from outside support agencies when necessary, including outreach and transitional support (see local offer for list of external agencies). All staff access appropriate training as and when required. E.g. Educational Psychologist, Northcott Outreach (ASD), Venn Academy Outreach and Speech and Language.
- Staff will also attend training courses provided by the Trust and the local authority.
- The Academy closely monitors the progress of all pupils, including those with special educational needs in termly Pupil Progress Meetings. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress.
- The SENCO completes termly scrutinies which include planning, teaching & learning and work & pupil interviews. These scrutinies ensure that SEN provision is closely monitored across the whole school.
- The school follows a graduated approach system to identify children where there are emerging concerns or who are not making the required progress, and to identify and plan for children who have special educational needs. If a child is not making the required progress, a formal meeting will take place with parents and class teacher to identify the needs of the child. For these children, a support plan will be written and followed.
- The support plan is reviewed termly between the class teacher and SENCO, and the class teacher and parents. The SENCO will attend the parent meetings when needed.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all of their subjects in line with the whole Academy policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty. For example, Sandwell Testing

may be carried out to identify specific areas of difficulty.

- Pupils who do not make expected progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, and Speech and Language Therapy Services.
- On entry to the Academy in EYFS, all children are subject to a baseline assessment to determine the age and stage of their development.
- Children who transfer from another school / setting have reading, writing and maths assessments undertaken.

Notes

- EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They are reviewed as a minimum every 12 months. Reviews focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and consider whether these outcomes and supporting targets remain appropriate.
- At least 2 weeks' notice of Annual Review meetings is given, and the Local Authority are invited (0-25 Integrated SEND Team).
- Within 2 weeks of the meeting, a report is sent by the Academy to all those invited to the meeting, including the 0-25 Integrated SEND Team. This report should make recommendations on any amendments needed (if any) to the EHC plan.
- Within 4 weeks of the meeting, the Local Authority should make a decision whether to maintain the EHC plan with no amendments, amend the EHC plan, or propose to cease to maintain the EHC plan.
- On a termly basis, a meeting between class teachers and the SENCO is held, whereby teachers discuss children with special educational needs. This is part of the graduated approach. Staff are encouraged to raise concerns with the SENCO regarding the performance of pupils who they suspect of having special educational needs at this meeting or as and when needed.
- As part of the graduated approach Assess, Plan, Do, Review process, the teacher and/or SENCO will meet with the child's parents once a term to review the impact of the support plan.

Notes

- At the start of each day, pupils enter the school building through their phase door, and they meet their teacher in their classroom for morning work and registration. Pupils are collected from the playground, by class teachers, after break times and lunchtimes. At the end of the day, teachers take their class to their phase exit door to be handed over to their parents. In Early Years/KS1 children are handed directly to a parent.
- Arrangements for specific children are made when necessary. For example, children who find large crowds difficult may be picked up from the school office.
- All relevant information is on the Academy website.
- Break times and lunchtimes are staggered amongst the different phases allowing less numbers of pupils out on the playground at a set time. There are always two or more members of staff on duty during a break time.
- Activities are available during lunchtimes such as, sports/games, film club and Lego club.
- All pupils are fully supervised, and the correct staffing / pupil ratio is followed during educational visits.
- Risk assessments are completed and reviewed annually.
- Parents are given copies of the anti-bullying policy and can access it on the Academy website.

Notes

- The Academy is committed to the inclusion of all pupils in accordance with the LA inclusion statement. The taking of medicines should not prevent attendance at school.
- Where possible parents are encouraged to make arrangements for medicines to be taken at home, although we acknowledge that this is not always possible.
- If a parent/carer is able to come into school to administer medicine, this is the preferred option, and arrangements are made for the child concerned to be collected and wait for the parent/carer. When a parent/carer is not able to come into school to administer medicines they must complete and sign the 'Request for the Academy to Administer Medication' form (Appendix 1 of Policy on the Administration of Medicines)
- Parents, relevant staff members and health professionals meet as and when required to review and write Health Care Plans for those pupils who need one. Copies are kept by the SENCO, class teacher, lunchtime supervisor and the main office. Action Plans are written to ensure all staff are aware of emergency procedures. The SENCo holds an overview of all health and care plans and ensures that they are regularly reviewed and updated.
- Relevant staff are trained by professionals or sent on courses as and when required in order to be able to cater for the pupil's needs.
- Additional support is provided for pupils requiring emotional and social development in the form of circle time, social skills groups and Lego therapy.
- A well-being system operates for all pupils in the Academy including those with special educational needs. This system allows children to access time with the well-being worker to discuss any problems and successes that the child may have. Further support groups are available as they may be required.
- The Academy has one member of staff who is ELSA trained.

Communication with Parents

Notes

- At the start and end of each school day, the Principal, Vice Principal and SENCo are out on the playground, one at each of the school gates. Parents can talk to these members of staff at these times and if more time is needed, a longer appointment time can be arranged for a suitable time.
- All staff wear ID badges. If a parent has a concern about his/her child, they are encouraged to talk to the child's class teacher. If needed, the child's parent can arrange a meeting with the SENCO (Mrs D Thurston).
- Relevant information is displayed on the Academy website and within the parent/reception area so parents are aware of the relevant people they can contact. Parents are asked to contact the relevant member of staff to make an appointment.
- Parents/carers are involved at each stage of the graduated approach. Parents/carers are invited to discuss with the SENCO (and/or class teacher) the needs of their child on a termly basis. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore, parents/carers have an active role in the planning and decision making regarding their child's provision.
- Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-
 - a) Liaison with the class teacher informally.
 - b) Parents Evenings when advice and support in helping their child at home can also be given.
 - c) Termly formal review meeting of their child's progress with the SENCO (and/or class teacher/form tutor).
- During some of these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.
- Parent questionnaires are distributed during each academic year.
- Weekly newsletters are sent to parents. The newsletter can include details and information for parents/carers linked to additional SEND support and training for them to access.

Notes

- Home/Academy agreements are completed at the start of each academic year.
- The Academy has a school council, a cultural council, digital leaders, and a learning council.
- Parent questionnaires are distributed throughout the academic year.
- The Academy Improvement Committee involves other bodies in meeting the needs of pupils with special educational needs eg Outreach services such as Northcott (ASD) and Venn Academy (Behaviour).
- Where the Academy has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:
 - Educational Psychologists
 - Speech and Language Support Agency
 - ASD Team
 - Northcott Outreach Service
 - National Autism Society
 - IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
 - Social Care Team
 - Children’s Centres
 - CAHMS for Mental Health Needs
 - Rowan Centre – Home Education Support
 - Echoes
 - Kids – Parent Partnership
 - Venn Academy Outreach
 - Dove House Bereavement Support Team
 - Sibling Support Services – Barnardo’s
 - Police
 - Early Help
- Links to all the services above can be found in the Hull Authority Local offer. <https://hullsendlocaloffer.org.uk/>
- Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment (EHCNAR). Details of this may be found in the DFE SEN Code of Practice.
- A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:
 - Cognition and Learning, Communication and Interaction, Sensory and/or Physical or Social Emotional and Mental Health (SEMh).
- Throughout this process, the local authority has a duty to request the opinions of parents, the Academy and other involved professionals.
- Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

What Help and Support is available for the Family?

Notes

- Parents / carers can contact school for support at any time. They can call school to request support and then will be signposted to the member of staff who is most appropriate in order to support their needs.
- Parents / Carers are offered help and support with completing forms. This is provided by relevant staff members depending on the nature of the form to be completed.
- Relevant staff, including the SENCO (Mrs D Thurston) and well-being worker (Ms J Horsley) advise and guide parents and carers to access information required.
- Parent workshops and support groups are arranged by the well-being worker to offer extra support for parents.
- Support is provided for parents / carers in many ways eg Fare Share and signposting them to other supporting agencies

Transition from Primary School and School Leavers

Notes

Transition between year groups:

- Before transitioning to a new year group, every child will spend a day with their new class teacher towards the end of the Summer Term.
- Staff will meet to discuss every child that is transitioning to a new year group, including children with special educational needs. This includes discussing any graduated approach documentation. During these meetings, staff will share information regarding individual children's needs, assessments, diagnoses etc. and ensure that plans are put in place to support these children in the upcoming year.
- The SENCo will meet with each class teacher to ensure that they know which children are on Cycles 1, 2 and 3 of the Graduated approach and which children are supported by outside agencies.
- Extra transition arrangements are put in place for children who we feel may need more support with transition between year groups. These children will be identified by the class teacher and the well-being worker. Additional support, such as additional visits to the new class teacher or transition booklets to provide extra information, will be given. For children with ASD, the well-being worker provides extra support through the use of social stories.

Transition between Y6 and secondary school:

- Transition meetings take place between relevant staff from secondary school and Year 6 teachers and the SEN Co-ordinator.
- Year 6 pupils visit new secondary schools, and most children complete the last week of term at their new school.
- Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred Academy. A request for a special Academy placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate Academies or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.
- Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend Academies and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.
- All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.
- Some children who are transferring to new schools or new classes need transition books and visits prior to the change occurring. Their class teacher and the well-being worker supports the child in the process. Parents are informed and copies are provided.

Extra Curricular Activities

Notes

- Breakfast club and after school clubs are available daily. Sports camps are available during the holidays. All are free of charge.
- All children are invited to attend the breakfast club, including those with special educational needs. The staff in charge at the breakfast club are aware of the individual needs of children that attend the breakfast club. Different choices of food are provided, and arrangements are made for children who have specific dietary requirements. A selection of inclusive activities are available to the children that attend breakfast club, and staff provide extra support for children who have difficulties with social interaction.
- Lunch time clubs/activities are offered daily covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. Specific children may leave the playground to have periods of calm time, with activities such as 'Calm Me' boxes available for identified children. A Lego club runs during lunch time, which is accessed by targeted children with special educational needs. This provides the children with a safe, calm environment for them to develop their social and communication skills. The Lego club is run by the well-being worker.
- Dinner supervisors have received training with regards to how to support children with special educational needs and are provided with resources to use with individual children to help them to calm down.
- For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.
- A variety of inclusive sports activities are held throughout the Academy year and pupils with special educational needs are encouraged to participate. The PE co-ordinator works alongside class teachers to ensure that each phase includes children with special educational needs when taking part in interschool competitions, to provide equal opportunities for all children.
- Such pupils also take part in regular extra-curricular activities. A variety of free clubs run after school, and all children are welcome to, and encouraged to, attend, including children with special educational needs.
- Friendship groups are organised for pupils who require it. These are part of interventions.
- The well-being worker has a referral system whereby staff /parents can refer pupils.
- Buddy systems are set up at break and lunchtime for pupils who require support.

Contact details of SEN staff in school:

SENCO: Mrs Dawn Thurston

Contact telephone number: 01482 701407

Email: C/o admin@southcoates.hull.sch.uk

Hull's Local Offer can be found at: <https://hullsendlocaloffer.org.uk/>