

## **SEND Information: Guidance**

There is a statutory requirement for schools and maintained nurseries to produce a SEND Information Report which describes what they offer children/young people with SEND.

The SEND Code of Practice states:

‘6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.’ (Page 106 Special Educational Needs Code of Practice)

What must be included in your SEND Information Report?

Name and contact details of SENCO

The range of SEN that you meet

How you assess and identify needs

How you evaluate the effectiveness of provision

Arrangements for consulting and involving parent/carers and children/young people

Adaptations to the learning environment and curriculum for children/young people with SEND

Your approach to teaching and learning

How you support emotional and social development including how children with SEND are enabled to be included in activities with children without SEND

Transition arrangements – starting to prepare children /young people for adulthood early

Expertise and training of staff and where you go to find specialist expertise

How you involve outside agencies (health, LA, CVS)

**Southcoates**  
**Primary Academy**



## **SEND Information**

**Southcoates Primary Academy**  
**Southcoates Lane**  
**Hull**  
**HU9 3TW**

Date of original policy: July 2014

Date of review: November 2021

Date of next review: November 2022

## **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, mental and emotional health, 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

- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- Staff specialisms/expertise around SEN or disability
- What ongoing support and development is in place for staff regards supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?

### 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, modified work and small group support 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 a 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.
- 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.
- The SENCO is studying the NASENCo Award at Bishop Grosseteste University. Staff are signposted to relevant training as and when needs arise.
- 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) 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 school follows a graduated approach system to identify children who are not making the required progress, and to identify and plan for children who have special educational needs. The flow chart in the Appendix gives an overview of the steps taken to identify children who require extra support, and the stages at which formal meetings between the SENCO, class teacher and parents take place. 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 adequate 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.

## Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?

### 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.

## Keeping Children Safe

- What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on bullying?

## Notes

- Pupils are collected by class teachers at the start of each day and after break times and lunchtimes. They take their class to their phase exit door to be handed over to their parents at the end of the day. 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, one of whom stands at the main gate.
- 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.



## Health (including Emotional Health and Wellbeing)

- What is the school's policy on administering medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### 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, though 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 waiting 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.
- 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 that 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.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### Notes

- 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/form tutor) 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.

## Working Together

- Do you have home/school contracts?
- What opportunities do you offer for pupils to have their say? e.g. school council
- What opportunities are there for parents to have their say about their son/daughter's education?
- What opportunities are there for parents to get involved in the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

## Notes

- Home/Academy agreements are completed at the start of each academic year.
- The Academy has a school council and a learning council. The community link worker and the curriculum leader work closely with these children on a regular basis.
- Parent questionnaires are distributed throughout the academic year.
- The governing body involves other bodies in meeting the needs of pupils with special educational needs.
- 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
  - Academy Nursing Team
  - Whitehouse/Bridgeview Behaviour Support Unit
  - Dove House Bereavement Support Team
  - Sibling Support Services – Barnardo's
  - Traveller Education Team
  - Police
- Links to all of the services above can be found in the Hull Authority Local offer.
- Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. 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 or Sensory and/or Physical.
- 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?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

#### Notes

- 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.
- Information is available on the website.
- Relevant staff, including the SENCO (Mrs D Thurston), well-being worker (Mrs R. Gleadhill) and the community link worker (Ms S Jackson) 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.

## Transition from Primary School and School Leavers

- What support does the school offer for pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?

### 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.
- 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 15<sup>th</sup> 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

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

### 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. An after school Lego club is available for all children.
- 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](mailto:admin@southcoates.hull.sch.uk)

Hull's Local Offer can be found at: <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3018>