

SEN policy and information report

Haxby Road Primary Academy



Approved by: Jemma Tasker

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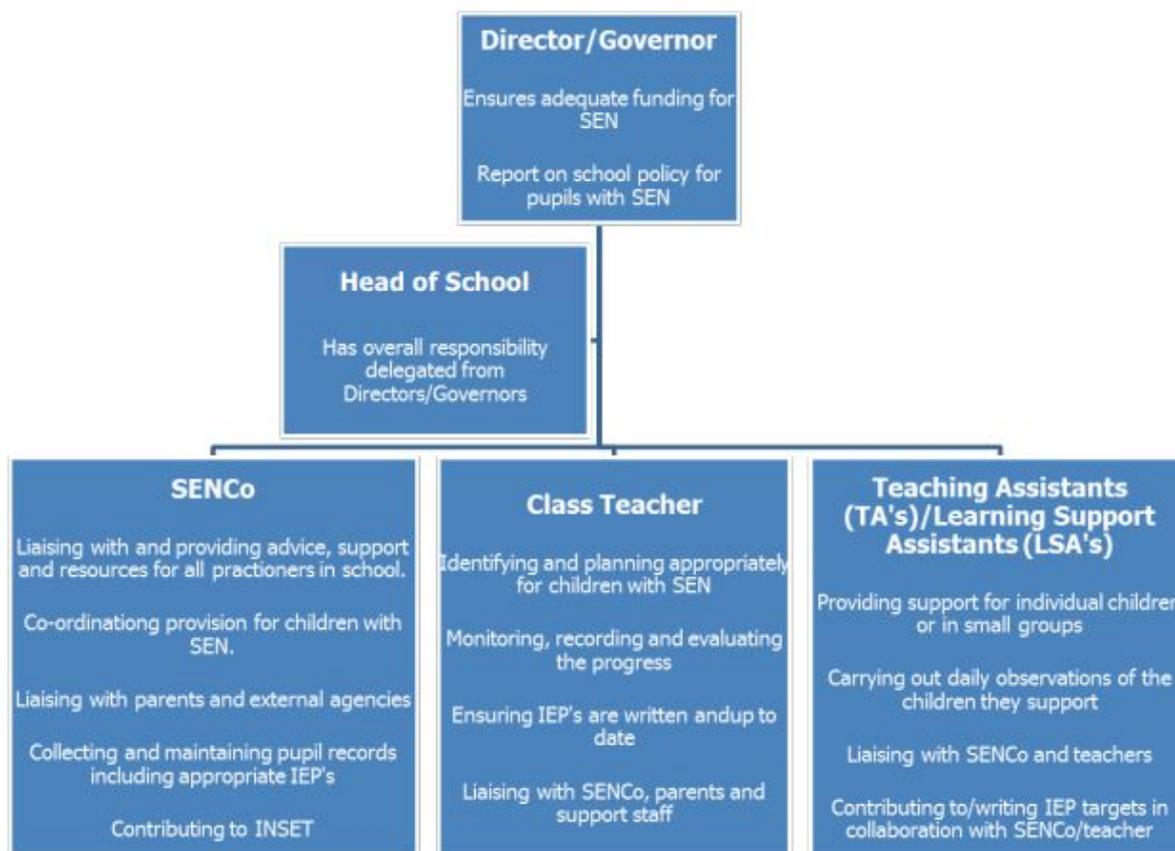
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1. Aims

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)
- The roles and responsibilities of everyone involved in providing for pupils with SEN:



All Ebor Academy Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as

possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

At Haxby Road Primary Academy, we are committed to providing our pupils with a broad, balanced and enriched curriculum which is *accessible to all and promotes inclusion*. All our pupils are included in all aspects of school life and are equally valued in school. We create environments that are safe and calm so that our pupils feel comfortable to be in school and to enable them to flourish. Our staff work closely as a team to provide consistency of approach and strategies that we have in place for our pupils. Because all children learn in different ways, we have tailored our classroom environments so that they can meet a range of needs. All of our classrooms provide:

- Visual supports (including dyslexia friendly, speech and language friendly and autism friendly approaches)
- A distraction free learning zone
- Sensory Processing strategies (movement breaks, noise reducing headphones, move and sit cushions, fiddle toys etc)
- Access to multi-sensory and hands-on learning
- Use of IT and alternative methods of recording where needed (chrome books)
- Use of de-escalation strategies
- A Restorative Practise Approach with daily check-ins and Affective Questions
- A preventative rather than reactive approach
- Positive praise – and lots of it!
- Staffing ratios appropriate to the level of support needed.

2. Legislation and guidance

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

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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jemma Tasker – mrstasker@hr.ebor.academy

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will 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 may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, 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. 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.

5.3 Consulting and involving pupils and parents

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:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We complete a transition passport with the child and family to ensure their views and feelings/ideas are part of this important process. Each year every class moves up to their new class prior to the summer holidays to also help with transitions.

5.6 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 differentiated for individual pupils.

We will also provide the following interventions:

- Precision teaching for phonics, reading and spelling
- IDL – Indirect Dyslexia Learning reading and spelling program
- Busy fingers – fine motor skill intervention
- Multisensory handwriting intervention
- Craft phonics
- Sentence and punctuation boosters
- Rapid reading
- Number gym booster
- Times table rock stars
- Same day rapid response maths catch up
- Numicon
- Pre teaching
- Speed up – handwriting fluency intervention
- Reading squad – comprehension and fluency reading interventions
- ELSA – nurture groups
- Social stories and therapeutic stories
- Time to Talk
- WELCOM 0-5 years
- Communication toolkit
- Pre-teach vocabulary
- Talk Boost
- ELKLAN strategies
- Worry box
- The Island Mentors Service
- Wellbeing worker (CAMHS)
- 1:1 HUB support
- TLG mentors
- Young Carer Group
- Use of specialist equipment – ICT equipment, coloured overlays and books, pencil grips
- Delivery of physio and OT programmes
- Early movement sessions

- It's in the bag
- Sensory room
- SALT interventions

5.7 Adaptations to the curriculum and learning environment .

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 19 teaching assistants who are trained to deliver interventions such as Emotional, Literacy, Support and cognition and learning interventions.

Teaching assistants will support pupils on a 1:1 basis when they have a My Support Plan or an EHCP plan and additional support is required to help the child access the curriculum.

Teaching assistants will support pupils in small groups when a child has been identified as requiring some additional interventions if they are behind their age related expectations.

We work with the following agencies to provide support for pupils with SEN:

- Emma Truelove, Educational Psychologist
- CAMHS (Child Adolescent Mental Health Service)
- Speech and Language Therapists (both in school and in clinic)
- Other Health Professionals e.g. the Bowel and Bladder Clinic
- Physiotherapists
- Occupational Therapists
- CYC Specialist Teaching Teams
- Physical and medical
- Autism specialist teaching team
- Early years specialist teaching team
- Hearing Impairment specialist teaching team
- Dyslexia outreach support
- Speech and Language outreach support

5.9 Expertise and training of staff

As a school we value training and CPD across the academy. We draw on specialist training from the Local Authority and professionals e.g. Speech Therapists, Autism Specialist Teachers and the Educational Psychologist Service to continually develop our knowledge and understanding across a range of needs. We are forward thinking and dedicate training days and staff training sessions to SEN needs in the school.

Our SENCO is also responsible for Teaching Assistant Training and she is allocated two days a week to manage SEN provision outside of the classroom.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

The SEN team have a designated budget to secure new specialist equipment and interventions. The Friends of Haxby Road also support the SEN needs through fundraising and have recently purchased a sensory resource kit for each classroom.

We work with the Local Offer to secure extra funding for families e.g. Short Breaks or Family Fund.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 9 weeks
- Using pupil questionnaires and pupil voice interviews
- Monitoring by the SENCO e.g. Teaching and Learning observations and book scrutiny's
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Parent consultation meetings

5.12 Enabling pupils with SEN to engage in activities available

At Haxby Road Primary Academy we are an inclusive school where we teach children about diversity, tolerance and respect to all pupils. We ensure that all children, including those with special educational needs and or disabilities can access the same activities as any other pupil in our school. We ensure barriers to learning are minimised so that all children can participate in broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

All pupils are encouraged to take part in the enrichment after school clubs in Key Stage 2.

All pupils have a Haxby 100 passport which encourages pupils to take part in 100 activities by the time they finish Haxby Road Primary Academy.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

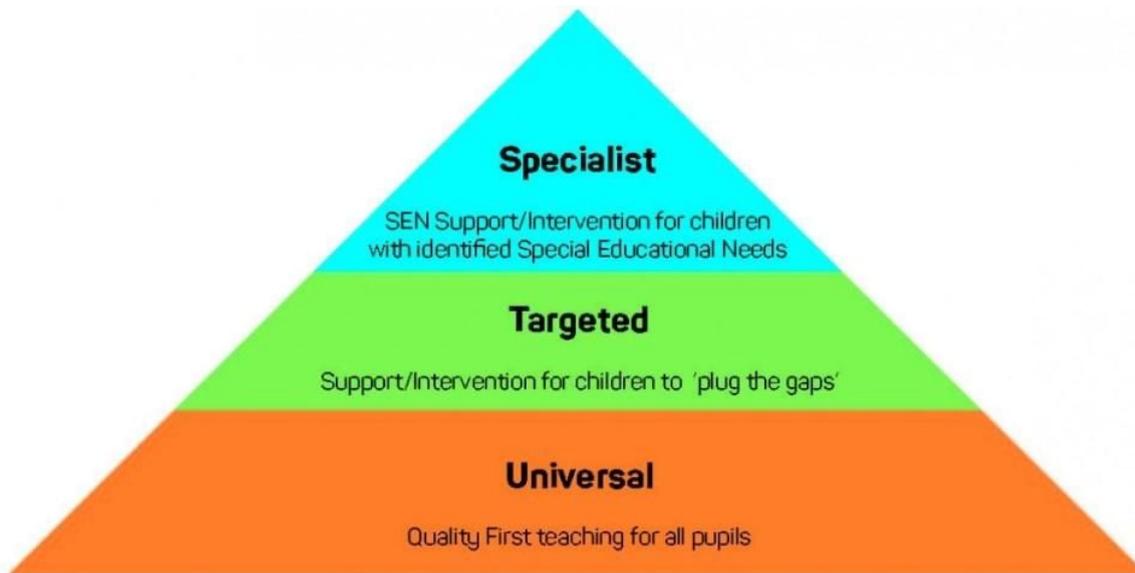
We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of nurture groups to promote teamwork/building friendships etc.
- Pupils participate in restorative practice to help with their emotional and social skills.
- Pupils have support from the Wellbeing team and service to help with specific social and emotional difficulties or traumas.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The SEN Team and the Pupil and Family Support Team oversee the provisions and interventions we have in place for all our pupils at Haxby Road. Along with the Senior Leadership Team, they monitor the effectiveness of provision through observations and data analysis and provision will be adjusted as required to ensure pupils are fulfilling their full potential. Children will always be supported to engage in activities available to pupils who do not have SEN.



Because we understand that **Early Identification is key**, we have a dedicated Early Years SEN worker (Caroline Wilkinson) to work with staff to help identify children with any additional needs and advise on intervention as this early stage. This is done in liaison with the SEN team.

All pupils with SEN at Haxby Road have a document in place that is jointly written by parents, the child and professionals. Depending on the level of need, this may be called a 'Condensed My Support Plan', a 'Full My Support Plan' or an 'Education Health Care Plan.' An EHCP is a statutory document that is written alongside the SEN Panel at the Local Authority.

We work in a multiagency model to ensure children with identified Special Educational needs access specialist support, advice and targets to help children reach their full potential.

We work with the following agencies to provide support for pupils with SEN:

- Emma Truelove, Educational Psychologist
- CAMHS (Child Adolescent Mental Health Service)
- Speech and Language Therapists (both in school and in clinic)
- Other Health Professionals e.g. the Bowel and Bladder Clinic
- Physiotherapists
- Occupational Therapists
- CYC Specialist Teaching Teams
- Physical and medical
- Autism specialist teaching team
- Early years specialist teaching team
- Hearing Impairment specialist teaching team
- Dyslexia outreach support
- Speech and Language outreach support

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy or directed to the SENCO or Head Teacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. SENDIAS will support families with this process. 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

5.16 The local authority local offer

Our local authority's local offer is published here:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

6. Monitoring arrangements

This policy and information report will be reviewed by Jemma Tasker **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions