

SEN policy and information report

Haxby Road Primary Academy



Approved by: Jemma Tasker (SENDCO) Laura Robinson (Head Teacher)

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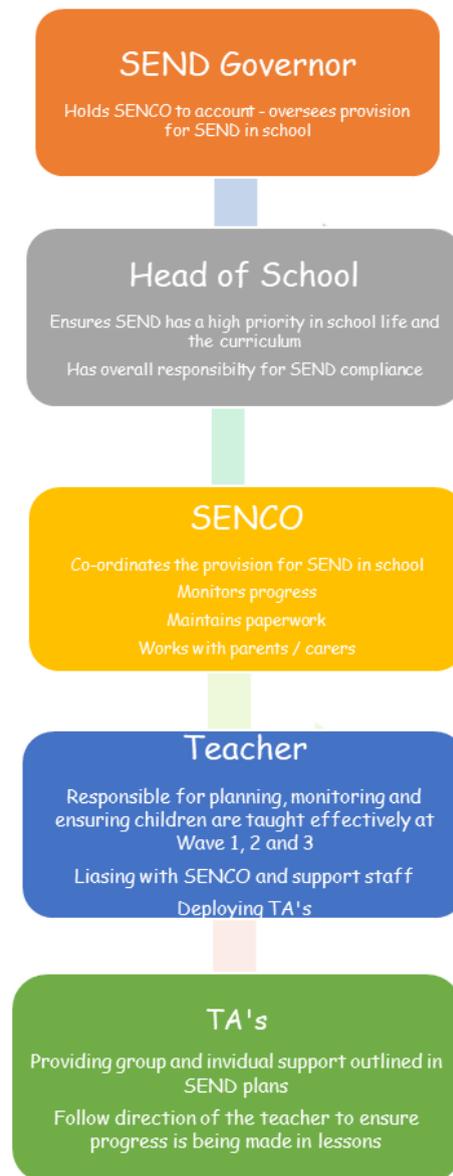
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1. Aims

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*. Our school vision of **'Learn, Grow and Aspire Together'** is underpinned by an inclusive culture and ethos that meets the needs of all pupils at our school.

All our pupils are included in all aspects of school life and are equally valued in school. SEND has a high profile in our school and we have high aspirations for all pupils. 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
- A communication friendly environment
- 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
- Zones of regulation and emotion coaching
- A preventative rather than reactive approach
- Positive praise – and lots of it!
- Staffing ratios appropriate to the level of support needed - team around a child!
- Wave 1 differentiated learning, Wave 2 interventions and Wave 3 personalised planning using professional advice and SEND targets

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 – j.tasker@ebor.academy

The EYFS SENCO is Caroline Wilkinson - c.wilkinson@ebor.academy

They will:

- Ensure that there is a whole school responsibility for SEND and that it is woven into the fabric of the school and curriculum. The SENCO will work with the SLT and senior leaders to ensure that teachers are responsible for the progress and outcomes of all of their pupils and the needs are met for all pupils in our school.

- Ensure that school leaders and governors have created an inclusive culture and ethos that actively welcomes and engages with parents of pupils with SEND.
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school - outlined in the School Development Plan and SEN on a page.
- Ensure that parents and carers are fully involved in discussions around possible SEN identification and assessment of SEND.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans and MSP plans. Ensure the SEND register is up to date and accurately reflects the needs in school.
- Track and monitor outcomes for pupils with SEND.
- Work with the Behaviour and Wellbeing Lead to ensure that a proactive approach to behaviour is taken and to consider the overlap of needs children may experience - select interventions and individual behaviour plans as appropriate.
- Provide professional guidance and training 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 and monitor the needs of pupils.
- 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
- Ensure that all pupils and parents have a voice and that is central to the provision in place in school. Ensure that all pupils have access to wider opportunities and experiences
- Direct parents to the Local Offer.
- 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.

4.2 The SEN Governor

The SEN governor will:

- Hold the school to account in order to have a positive impact on the outcomes for pupils with SEND.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this through a termly meeting, report and visit to the school .
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Holds regular link meetings with the school and SENCO and is trained / equipped. Reviews SEND provision termly through learning walks with the SENCO.

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.
- Ensure that the school has high aspirations for SEND and that all staff meet the needs of the pupils within our school.
- Ensure that risk assessments are adhered to.
- Ensure that SEND has a high profile in school and that it is frequently covered in the staff CPD calendar.

- Ensure that all teachers and teaching assistants know their responsibilities through the Teaching Standards.
- Ensure that the school is compliant with The Code of Practice 2014 and The Equality Act.
- Ensure our school uses a range of data to identify barriers to learning and this includes a review of attendance, potential bullying/peer related issues etc. A holistic approach to meeting need, including effective input from the wellbeing/inclusion team.
- Ensure that exclusions for SEND pupils are not disproportionate (fixed-period and permanent), the reasons, rates and patterns of these are carefully monitored and the exclusion criteria is followed.
- Ensure that LAC children in school with SEN are effectively supported through good communication between the Virtual School and the SENCO/inclusion team and attendance at PEP review meetings.
- Lead the pupil premium budget and provision in school.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Differentiation and planning.
- Tracking and assessment of pupil progress including the provision map of interventions.
- Liaising and informing parents of provision and SEND plans.
- 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.
- Deployment of AT's to ensure pupil progress.
- 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.
- Ensure all pupils have a voice that is central to provision and pupil voice exercises capture the experience of pupils with SEND in school. These should inform future planning.
- All pupils have an equal say in the life of the school e.g., they are represented on the school council.
- Oversee Wave 1, Wave 2 and Wave 3 provision for pupils in their class.
- Ensure independence and preparation for adulthood is addressed through teaching and provision.

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
- Have SEMH needs

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.

Teachers have a child of concern they refer to banding documents, speak to parents informally about concerns and implement strategies outlined in a pupil passport (band 1 monitoring register), SEND team to observe, suggest strategies, if progress is not being made teachers and SENCO will place the child on a MSP and hold a review meeting with parents, professionals will be involved as needed, children will be discussed at internal meetings and support monitored via the SENCO - EHCP process for any children at Band 3 and above.

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 SENDCO 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.

All children transitioning to secondary school will have a transition review, followed by a whole class transition project led by the WEB team and then individual transition visits.

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 passionately believe

We will also provide the following interventions:

- Precision teaching for phonics, reading and spelling
- Reading practise Little Wandle Sessions
- Reading Plus
- Busy fingers – fine motor skill intervention
- Craft phonics
- Sentence and punctuation boosters
- Number sense
- Number gym booster
- Times table rock stars
- Same day rapid response maths catch up
- Pre teaching
- Speed up – handwriting fluency intervention
- Reading squad – comprehension and fluency reading interventions
- ELSA – nurture groups
- Anxiety support
- Social stories and therapeutic stories
- Time to Talk
- WELCOM 0-5 years
- NELI
- Communication toolkit
- Pre-teach vocabulary
- Worry box
- The Island Mentors Service
- Wellbeing worker (CAMHS)

- 1:1 HUB support
- Use of specialist equipment – ICT equipment, coloured overlays and books, pencil grips

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.




Haxby Road SEND Provision Overview

At Haxby Road Primary Academy the SEN 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.

Our Wave 1 Offer (Universal)	Our Wave 2 Offer (Targeted)	Our Wave 3 Offer (Specialist)
<p>Our quality inclusive teaching takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</p> <p>Our strengths in Wave 1:</p> <ul style="list-style-type: none"> *Rich and broad/balanced curriculum with real life experiences - enriched by the Haxby Road 100 programme *Differentiation and flexible grouping used to ensure high expectations and progress for all children *ATs use task plans to aid independent learning 	<p>Our specific, additional and time-limited interventions are provided for some children who need help to accelerate their progress to enable them to work at age-related expectations or make progress at their level. These interventions prioritise reading as we passionately believe this holds the keys to the rest of the curriculum.</p>	<p>Our targeted wave 3 provision is designed alongside professionals of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.</p> <p>Our key strengths in Wave 3 teaching and learning:</p> <ul style="list-style-type: none"> *Children make progress from their individual starting points in line with their EHCP or MSP targets *Teachers plan and assess and work closely with the TA/SENCO to design a bespoke curriculum for the child *Children are able to access a highly flexible approach that meets their needs and access the elements of mainstream that help aid progress
<p>Our Wave 1 Offer</p> <p>All learning is differentiated using assessments and teacher knowledge. This is monitored weekly by SLT.</p>	<p>Our Wave 2 Offer includes:</p> <p>Reading</p> <p>1:1 reading, Little Wandle Keep Up sessions, Craft Multisensory phonics, pre-teach, National Tutoring Programme, Reading Practice sessions, Precision Teaching, Reading Recovery, Reading Plus</p> <p>Writing</p> <p>Precision teaching to support HFW and spelling Chromebook apps to aid independence with recording</p> <p>Maths</p> <p>Same day catch up Additive and subtraction facts groups Number Sense - National Tutoring Programme (Cycle 3)</p> <p>SEMH</p> <p>Zones of regulation intervention, Bereavement art therapy intervention, Anxiety sunshine squad, Play therapy, Restorative individual check ins, Sensory and movement breaks</p> <p>SLCN</p> <p>WELLCOMM NELI Time to talk</p>	<p>Our Wave 3 Offer</p> <p>A child centred plan is created that focuses on building on a child's strengths and interests whilst guiding them to new experiences and focus on what we want the individual child to learn and do. The classroom teacher follows the assess, plan, do and review framework to ensure progression in a highly tailored interventions.</p>
<p>We talk to our children and families every cycle to assess how they feel about teaching and learning, we look in books, monitor progress within lessons and look at how our ATs support our wave 1 offer. Our timetables show how we use time effectively to deliver a broad and balanced curriculum whilst prioritising reading.</p>		
<p>How pupils with additional needs access our broad and balanced curriculum?</p> <p>We provide additional resources, ensure the whole curriculum is differentiated and the pace/structure is considered for all lessons. We always ensure the learning is purposeful for the child! CPD is focused on retention and why this, why now? To ensure all children understand the purpose of their learning!</p>		

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:

- 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.

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 and cafes

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:

- 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