

# EPWORTH PRIMARY ACADEMY



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## 1 Introduction

Epworth Primary Academy aims to support students with special educational needs and disabilities by seeking to remove barriers to learning and facilitating participation in all aspects of school life.

The SENCO, the Progress and Achievement Lead, the Senior Leadership Team and all staff work closely together to provide a wide-ranging support service for students and their families within the academy and also facilitate support from outside agencies if required.

We offer a variety of support for students with individual needs including: in-class support, one to one or small group interventions in English and Mathematics and personalised intervention packages for students with additional needs.

We also provide pastoral support packages for students who may have social, emotional and mental health difficulties.

By working closely with a number of external agencies we can also offer bespoke packages.

This document constitutes the academy's Special Educational Needs (SEN) Report as required by the 2014 SEN Code of Practice.

Along with the academy's SEN Policy it sets out the provision being made by Epworth Primary Academy for students with SEN and disabilities in the current academic year.

It is published in conjunction with the North Lincolnshire SEND Local Offer which provides information about SEN provision within the county area for children and young people from 0-25 who have special educational needs and/or disabilities.

The Local offer aims to provide you with the information you may need or want to know about resources, services, support, activities and events for children and young people with Special Educational Needs and/or Disabilities and their families.

You can find the North Lincolnshire SEND Local Offer at the following website

[www.northlincslocaloffer.com](http://www.northlincslocaloffer.com).

## 2 The types of Special Educational Needs that are provided for at Epworth Primary Academy

We meet the needs of students with SEN through the curriculum and SEN planning.

The new SEND Code of Practice which came into effect in September 2014 sets out four main areas of need but we are mindful that the areas of need are not mutually exclusive and some student's needs may fall into more than one category.

We recognise that for some students, a special educational need can be identified at an early age while for others difficulties only become evident as they develop.

The four main SEND areas are:

### **Communication and Interaction**

**Students with speech, language and communication needs have difficulty communicating with others.**

This may be because they have difficulty saying what they want to, difficulty with understanding what is being said to them or they do not understand or use the social rules of communication.

Students with Autism Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, imagination, empathy all of which can impact on how they relate to others.

### **Cognition and Learning**

**Students who have difficulty with understanding and learning.**

These students learn at a slower pace than others of the same age even when work is differentiated (changed) for them.

Learning difficulties cover a wide range of needs, including:

- specific learning difficulties which affect one or more specific areas of learning. Examples of a specific learning difficulty are Dyslexia, Dyspraxia and Dyscalculia.
- moderate learning difficulties and severe learning difficulties which may require support in all areas of the curriculum and in some cases associated difficulties with mobility and communication.
- profound and multiple learning difficulties which can include severe and complex learning difficulties, a physical disability and/or a sensory impairment.

### **Social, emotional and mental health difficulties**

**Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways.**

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## Sensory and/or physical needs

**Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.**

These difficulties can be age related and may fluctuate over time. The needs in this category include:

- a physical disability
- a visual impairment
- a hearing impairment
- a multi-sensory impairment

Many of these students will need specialist support and/or equipment to access their learning or the educational environment. They may also need additional support to access all the opportunities available to their peers.

### 3 The Identification of Students with SEN at Epworth Primary Academy

Epworth Primary Academy is committed to the early identification of special and additional educational needs and adopts a graduated response in line with the Code of Practice 2014. Students who are making expected progress in line with their target grades and not receiving 'additional to' or 'different from' provision are not deemed to have an SEN, despite any diagnosis or screening previously conducted.

Information is gathered and collated on all students throughout their time at Epworth Primary Academy.

A range of in-house assessments and mechanisms may be used during their time including:

Cognitive Abilities Tests for all students

SEMH checklists/assessments

Reading, phonics and spelling assessments for identified students

Maths assessments for identified students

Psychometric testing for identified students

Close tracking of academy assessment and data.

Discussion with teachers and observations

This identification of particular individual needs of students is a collaborative process between teachers, support staff, the SENCO, the student and parents/guardians and the Progress and Achievement Lead (if appropriate).

There is referral form for teachers to complete if a student causes concern once at Epworth Primary Academy, for example, if a student is not making expected progress or is judged to be struggling in a specific area. The referral form will trigger close scrutiny of existing information and further testing to ascertain whether the student has an undiagnosed special educational need.

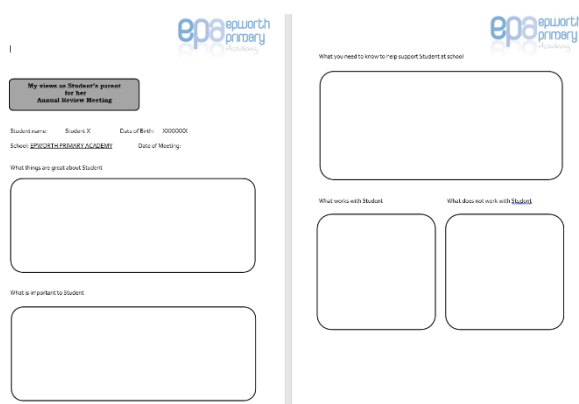
#### 4 Arrangements for consulting with parents of students with SEN and involving them in their child's education

As parents/guardians of students with SEN you will have the same opportunities to contact school as any other parents/guardians:

- you will be able to approach the academy at any time for information or to share concerns with any member of staff including the SENCO
- you will be contacted and kept informed through the academy's usual whole school arrangements including the student's reading record for everyday communication, reports, Parents' Evenings, etc.

However, you will also be offered additional opportunities to discuss your child's progress, for example,

- students receiving SEN Support Interventions will have reviews of progress during the school year to which you will be invited. Miss Parkin, SENCO, is available at parent's evenings for all year groups for parents who would like an appointment with her.
- Parents will be sent electronic copies of support plans termly and invites for reviews
- students with a Statement of Special Educational Needs or an Education Health and Care Plan will have a statutory Annual Review Meeting.

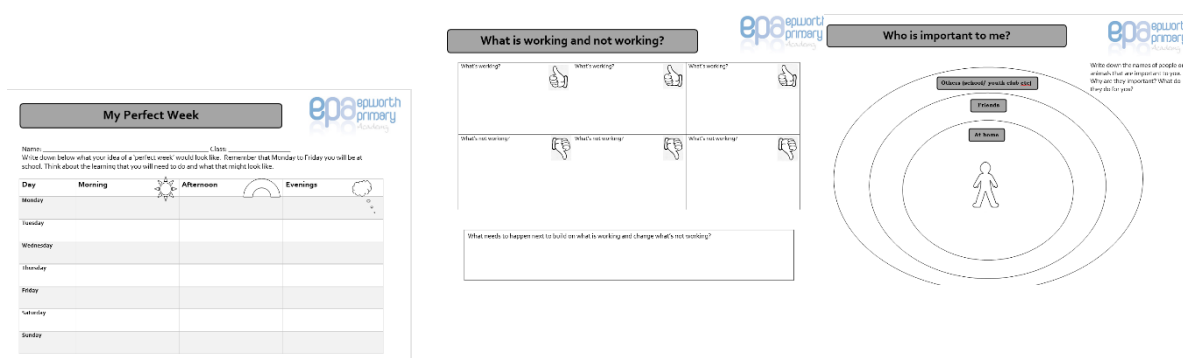


## 5 Arrangements for consulting young people with SEN and involving them in their education

Students with SEN are consulted as part of the process of setting and reviewing outcomes. Student comments are added to the support plan document, where able.

Students are welcome to attend any review meetings, meetings with professionals and Parent's Evenings along with their parents.

Students with SEN are encouraged to get involved with a range activities and extra-curricular clubs throughout school such as special mention assemblies and student council. Over the last few years' staff have noted the increased confidence in students with SEN and their positive EPA mind-set.



The image shows three worksheets from Epworth Primary Academy. The first, 'My Perfect Week', is a grid for tracking daily activities from Monday to Sunday, divided into Morning, Afternoon, and Evening. The second, 'What is working and not working?', is a reflection sheet with thumbs up/down icons for 'What's working?' and 'What's not working?' sections, and a space for 'What needs to happen next to build on what is working and change what's not working?'. The third, 'Who is important to me?', features a concentric circle diagram with a person icon in the center, labeled 'Me', and an outer ring for 'Friends', with a text prompt: 'Write down the names of people or animals that are important to you. Who are they important to you? Why are they important? What do they do for you?'.

## 6 Arrangements for assessing and reviewing young people's progress towards outcomes

The academy's system of assessment and review applies to all students. At a whole school level there are Pupil Progress Meetings, as well as on-going teacher assessments and data tracking. Parents and students are invited to consultation evenings and for those with SEN this is an opportunity for an additional meeting with the appropriate staff members i.e SENCO and/class teachers.

The class teacher (in collaboration with SENCO, when needed) will set outcomes for students having SEN Interventions. Most SEN Interventions are for the duration of a term, but we are flexible when meeting the changing needs of students so that some may run for a shorter or a longer period of time. The students are involved in the reflecting on their outcomes and seeing where their next steps are.

At least once a year, a range of assessments (reading, maths, phonics and spelling) takes place to measure progress in basic skill areas as well as learning based outcomes.

## 7 Arrangements for supporting SEND students and young people in moving between phases

### Transition from primary school to Epworth Primary Academy

The SENCO liaises with South Axholme Academy and other secondary settings in relation to students with SEN and/or disabilities prior to transfer. For students with a Statement or Education, Health and Care Plan this can start as early as Year 5. The SENCO (from the secondary setting) will


be invited to attend Annual Review Meetings to discuss student needs and implications for support with a view to planning for transition.

For other students with SEND the liaison usually begins during the Spring Term and there is a more formal meeting just before/after Easter with the secondary SENCO to facilitate the transfer of information needed to begin planning appropriate support for identified students at their new setting.

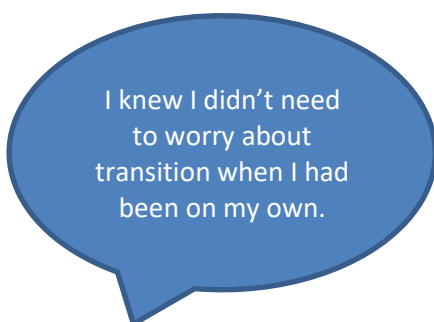
In addition to the Transition Days that all students have in early July, some students with SEND have additional visits in the terms leading up to transfer.

If it is considered necessary and where possible, an Assistant Teacher from the secondary setting will visit a student or group of students primary school to begin to build a relationship to help with transition. This is most likely to be put in place to help with the transition of a student with a Statement or an Education, Health and Care Plan.

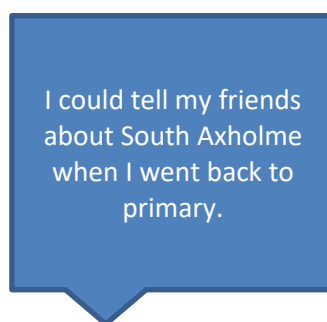
Here are some comments from Year 6 pupils with SEN and their thoughts about transition.



I really liked coming for extra days. The teachers were all really nice!



I knew I didn't need to worry about transition when I had been on my own.



I could tell my friends about South Axholme when I went back to primary.

### **Transfer to / from another nursery/primary school**

When a student transfers from another nursery/primary school, we do our best to get SEN records forwarded to help us meet individual student needs.

As long as we know where a student moves to, we also forward our SEN records to the new school.

### **8 The academy's approach to teaching children and young people with SEN**

The academy believes that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. However, some students will need educational provision that is additional to or different from this.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Assistant Teachers or specialist staff. The class teacher should be the first point of contact for a concern regarding their progress or attainment in any area.



The SENCO will oversee and monitor interventions that are additional to or different from the academy's differentiated curriculum, these will be delivered by Assistant Teachers and/or outside agencies. These may be short-term or longer term depending upon the need.

### **Adaptations made to the curriculum and the learning environment for young people with SEN**

For those students with additional needs that require more than the differentiated curriculum to make expected progress there are a range of support strategies on offer at Epworth Primary Academy.

#### **In-class support**

We believe that all teachers are teachers of students with special and additional needs.

Teaching staff are supported by the SENCO in providing tailored support to students across the curriculum and participate in the review process for students with special educational needs.

We have 4 full time and 11 part time Assistant Teachers (including Early Years Practitioners) who work within the Academy.

Support is provided to students in class, in groups or on a one to one basis under the direction of the class teacher.

#### **Designated Support Groups**

Where needed students may be put into designated support groups, where they have additional sessions either to embed their learning or to pre-teach concepts.

Identification of students for this group is primarily based on their prior attainment from in-house assessments however is at the discretion of the SENCO and class teachers in school.

#### **SEN Support that is additional to or different from the normal curriculum**

We offer a wide range of intervention programmes for individual students requiring additional support.

These are led by teachers, the SENCO and Assistant Teachers or outside agencies where necessary such as Speech and Language Therapist or Complex Behaviour Team. The interventions may be short term or longer term depending upon the identified need. Students are monitored during the period of intervention. Progress is assessed on a regular basis and decisions are made with parents and students about future support.

Examples of intervention programmes offered:

- English intervention targeting phonics knowledge, reading accuracy, reading comprehension and /or writing skills
- Paired or small group sessions
- Development of handwriting skills
- Development of emotional/social skills
- Numeracy interventions
- Lego therapy

All students who are receiving support that is additional to or different from the core curriculum are monitored on a provision map. Any identified students with SEN also have a provision log to monitor their interventions and their impact. This provides staff with support for learning information which is used in conjunction with up to date data generated from the school system. Outcomes are set and reviewed. Students are involved at all times and the IEP's are shared with parents at various times during the year.

If a student has a Statement of Special Educational Needs or an Education Health Care Plan additional support is provided as detailed in the documents. The provision is resourced through additional funding from the council and from school resources. Statutory reviews take place at least annually but can be more frequent if required, for example, where the school identifies a student has made little or no progress or where it is felt that the existing provision may be no longer appropriate.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Hearing Support Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

### **Access Arrangements**

Identified children are assessed at end of EYFS, Phonics Screening in Year 1, End of KS1 and End of KS2.

Access arrangements could include extra time, a reader, a scribe, use of a word processor, rest breaks. However, the examination boards apply very strict guidelines and there has to be evidence of an established way of working as well as evidence of long term need and provision.

### **Accessibility**

The school site is a relatively new building. We are continually working to improve accessibility.

In the main academy car park there is a designated disabled parking space.

The fire alarm is linked to flashing lights to assist students and adults with a hearing impairment.

The school has procedures for the safe administration of medicines for those who need regular medication on site to help them to access their lessons.

Where required specific resources are accessed on loan or purchased for students with a disability to allow them to access the full curriculum.

The academy is on one floor and/or has ramps leading up to the majority of outside doors and an automatic door has been installed in the main entrance.

There is a disabled toilet.

9 The expertise and training of staff to support students with SEND, including how specialist expertise will be secured

The Special Needs Coordinator holds the NASENCO award and holds a Master's degree.

In addition, a large proportion of the staff have many years' experience in teaching students with special educational needs and disabilities.

The Special Needs Coordinator and the staff team attend appropriate courses to update their working knowledge of policy, procedures and developments relating to the education of pupils with special educational needs and disabilities.

Whole school staff and departmental training takes place as part of the programmes developed for Staff Training. During the last academic year there was whole staff training focusing on life coaching and reasonable adjustments within the classroom. The focus for this year is on social, emotional and mental health with relationship building for success; looking at those with sensory needs and how to implement the sensory toolkit/profile fully throughout school.

The SENCO provides any relevant updates regarding students via staff meetings, staff briefings and 1:1 conversations.

Assistant Teachers are encouraged to attend in-house training sessions and appropriate courses to develop their knowledge and expertise in relation to working with students who have SEN and disabilities.

### **Evaluation of the effectiveness of the provision made for children and young people with SEND**

All Assistant Teachers meet with the SENCO each termly (or more frequently when needed) to share information about individual students, groups of individual or classes.

The SENCO works closely with the Progress & Achievement Leader to ensure all are working together to meet individual needs of students particularly where needs overlap - students with SEN and/or disabilities and who are vulnerable students or Looked After Students.

Statutory Annual Review Meeting are organised to evaluate the effectiveness of the provision for  
SEN Information Report

students with a Statement or an Education Health & Care Plan.

The SENCO evaluates data for SEND students on an individual and a group basis with regard to progress.

The SENCO works to ensure that there is a strategic overview in relation to provision, attainment and progress for SEND students.

The SENCO is involved in reviewing and updating the academy's Access Plan.

10 How students with SEND are enabled to engage in activities available with students in the academy who do not have SEND

The academy provides extra-curricular activities and organises trips that are available to all students.

The academy will support a SEND student to get involved in any activity or trip if necessary. For example, risk assessments and reasonable adjustments are carried out/put in place to ensure SEND students are able to participate in activities and trips.

Vulnerable students are supported to allow them to spend break and lunchtime in a quiet and safe place. Where needed students may have timetabled sensory breaks to aid their transitions.

Some students go into lunch at the start with Assistant Teachers to avoid the hustle and bustle of the queues.

There are clubs on during a lunchtime in the blue room. This is open to all children.

## 11 Supporting for improving emotional and social development

### **Pastoral Support at Epworth Primary Academy**

At Epworth Primary Academy all staff and students are able to provide pastoral support. We do have a Progress and Achievement Leader who can offer additional support to both students and families.

To support transition from Key Stage 2 to Key Stage 3, KS2 staff and SENCO liaises closely with all our feeder secondary's. Students will be encouraged to take responsibility for their own learning as well as to become involved in all aspects of school life.

We support students' emotional and mental well-being. We try to ensure that all students feel supported through a range of interventions including access to support groups for self-esteem, dealing with conflict, attendance, behaviour for learning as well as Life Coaching as/when required.

Support is provided through our staff team, who have specific training and experience in a range of additional needs. When appropriate external help is sought, for example, from the Primary Behaviour Support Team, Educational Psychologist or Children's Services.

The Educational Psychologist and Primary Behaviour Support Team offer a 'drop in' sessions regularly at the children's centre.

At lunch and break times there are designated, staffed areas for our more vulnerable students.

All classes have a worry box and ensure the children's voices are heard daily.

Specific interventions for students with additional needs include: having a named member of staff for support, being guided to particular areas or activities, being able to access student mentors, 1:1 Life Coaching, small group behaviour interventions as examples.

### **Pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

Progress and Achievement Leader, class teachers and all staff support students on a day to day basis

The Progress and Achievement Leader is available in the Pastoral Office for students to come to if assistance is needed.

Class Teachers and Assistant Teachers are available for students throughout the day.

Other Pastoral work is done during assemblies and tutor time, via PSHE lessons.

The School Nurse Service run regular Choices Clinics and a PCSO is attached to school

### 12 How the academy involves other bodies

#### **including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families**

The academy is able to seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Pupils with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The School Nursing Service
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language

- Medical Authorities
- Social Services
- Complex Behaviour Team
- CAMHS

The academy is aware of a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

North Lincolnshire SEN Section has a team of staff who attend Annual Reviews and who also provide general advice regarding SEND policy and procedures.

There is an independent service SENDIASS that provides impartial advice and support for families regarding issues relating to SEND provision in schools.

If you have a concern and wish to contact SENDIASS please use one of the following contacts

[sendiass@northlincs.gov.uk](mailto:sendiass@northlincs.gov.uk)

Tel: 01724 277665

### 13 Arrangements for handling complaints from parents of students with SEN about the provision made at the school

Complaints regarding SEN provision should in the first place be raised with Miss Parkin (SENCO) who will seek to resolve the difficulty quickly and to the satisfaction of all concerned. If the issue is not resolved it should be referred to the Principal who will follow the school's normal complaints procedure.

The member of the AOC with responsibility for SEN is Mrs Hellewell who can be contacted through the academy.

For more information please see the academy's Complaint Policy on the school website.

#### 14 Document Control

<b>Contact</b>	M Parkin
<b>Status</b>	Issue
<b>Publication Date</b>	December 2019
<b>Review Date</b>	Annually
<b>Approved/Ratified by</b>	AOC
<b>Version Control</b>	
Draft 1 - For comments	
Issue 1 – Authorised version	