

EPA SEND Policy

EPWORTH PRIMARY ACADEMY



EPA SEND Policy

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1 Introduction

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

The SENDCO, class teachers and assistant teachers 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 children with individual needs including:

- in-class support
- one to one or small group interventions in English and Mathematics
- personalised intervention packages for children 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.

2 Safeguarding Statement

Epworth Primary will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop
- Children know that there are adults in the school whom they can approach if worried or in difficulty.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children 'Think the unthinkable' Keeping Children Safe in Education.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.

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- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- It works in accordance with Working Together to Safeguard Children 2018 update' and as a relevant partner of the North Lincolnshire Tri agency to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided the multi- agency forum.

All children have a right to be protected, respected, valued and to be heard. This will be achieved by:

- The identification of children at risk of suffering significant harm, exploitation or extremism
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies
- Addressing concerns at the earliest possible stage using Early Help procedures
- Working in partnership with the North Lincolnshire Tri Agency and all other relevant partners

3 Policy Statement

We recognise that because of the day to day contact with children, academy/school staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by North Lincolnshire Local Safeguarding Children Board (LSCB) and guidance issued by the Department for Education

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4 Aims and Objectives

The aims and objectives of this policy are:

- To raise the aspirations of and expectations for all pupils with SEN.
- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work with the SEN Inclusion policy.
- To provide support and advice for all staff working with children with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To ensure that parents or carers are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

5 Identifying special educational needs

The SEND Code of Practice states that there are four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory/Physical Needs

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at Epworth Primary Academy we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

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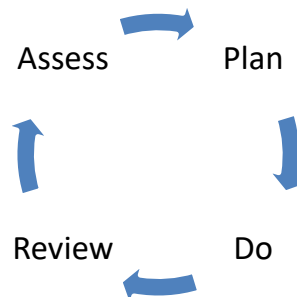
Many other areas may impact on progress and attainment; however, these are not special educational needs.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation including the provision of auxiliary aids)
- Attendance and punctuality.
- Health and welfare.
- English as an additional language. (EAL).
- Being in receipt of the pupil premium.
- Being a looked after child.
- Being a child of serviceman/woman.

Behaviour is now not considered as a SEN need. Any concerns relating to a child's behaviour is described as an underlying response to a need which the staff at Epworth Primary Academy will be able to recognise and identify.

6 Responsibility for Co-ordination of SEN Provision

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.



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: Daily teacher assessments, half termly pupil progress meetings, termly assessments grids, termly tests in accordance with our assessment guide (see attached)

Information is gathered and collated on all children from their EYFS starting points and all the way through their learning journey at Epworth Primary Academy. This includes data and reports from nursery providers, information provided during meetings with primary teachers and SENDCOs and discussions with parents and children.

Throughout our Academy, assessment continues with a range of in-house assessments and mechanisms including:

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Cognitive Abilities Tests
Reading, mental mathematics and spelling tests
Dyslexia Screening for identified students
Dyscalculia Screening 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 SENDCO, Learning Mentors, the child and parents/guardians.

The academy's system of assessment and review applies to all children. At a whole school level there are Pupil Progress Meetings as well as on-going teacher assessments and scan tracking data. Parents and children are invited to consultation evenings.

Most SEN Interventions are for the duration of a term, but we are flexible when meeting the changing needs of children so that some may run for a shorter or a longer period of time. The children are involved in the setting and reviewing of outcomes. As mentioned above there are regular reviews of progress for children with SEN in relation to the SEN Interventions and Outcomes.

Plan: Individual Education Plans created by class teacher, SENDCO and child which are shared with parents.

All children who are receiving support that is additional to or different from the core curriculum are provided with an IEP. This provides staff with support for learning information which is used in conjunction with up to date data generated from the school scan system. Outcomes are set and reviewed. Children are involved at all times and the IEPs are shared with parents at various times during the year.

Do: Interventions led by either intervention teacher, teacher, teaching assistant or Principal.

We offer a wide range of intervention programmes for individual children requiring additional support. These are led by the SENDCO and Assistant Teachers where necessary. The interventions take place in the classrooms or intervention spaces across the school. Children are monitored during the period of intervention. Progress is assessed on a regular basis and decisions are made with parents and children about future support.

Review: Reviews at half termly pupil progress meetings with Principal and through meetings with parents and children.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

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7 Specialist SEN Provision

We meet the needs of students with a variety of needs 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 children, 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:

1. Communication and interaction

Children 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. Children 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 and empathy, all of which can impact on how they relate to others.

At Epworth Primary Academy, we provide; Speech Therapy, Learning Mentor nurture and friendship groups.

2. Cognition and learning

Children who have difficulty with understanding and learning. These children may 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. Intervention groups with intervention teacher, teacher, teaching assistant or Principal either 1:1 or in small groups as often as daily and tailored to individual needs.

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At Epworth Primary Academy we provide individual support and alternative provisions for identified children.

3. Social, emotional and mental health

Children 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. Individual plans with support activities from CAMHS/ASET/EP, Life Coaching through Learning Mentors.

At Epworth Primary Academy we provide, individual support through Social Work Team, FaSST and Children's Centre as well as from Early Help.

At Epworth Primary Academy we have a school council which children are voted on to by their peers.

We also have reading buddies and playtime buddies to support with both academic and emotional challenges.

We support children's emotional and mental well-being. We try to ensure that all children 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 required.

Support is provided through our Learning Mentors who have specific training in a range of additional needs. When appropriate external help is sought, for example, from the School Nursing Team, Educational Psychologist or Children's Services.

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

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

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

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Progress and achievement leader support children on a day to day basis.

All classes have a worry box which is monitored by staff.

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

4. Sensory and/or physical needs

Some children 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 children 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.

At Epworth Primary Academy we provide individual support from the Hearing Support Team and any other external provider which can be delivered in school

8 A graduated approach to SEN support.

It is important that a pupil's special educational needs are identified as early as possible. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. The majority of pupils have their needs met through quality first teaching through normal classroom arrangements and appropriate differentiation. We will always inform parents as soon as we have any concerns about their child's progress.

The progress made by all children will be regularly monitored and reviewed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. This would be once they had all the intervention/adjustments and good quality personalised teaching. Making higher quality teaching available to all children is likely to mean that fewer pupils will require extra support.

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If a pupil is not making adequate progress the class teacher ensures that there is high quality teaching targeted at the area a pupil finds difficult, appropriate differentiation is in place and begins to collect a range of evidence through the usual assessment and monitoring arrangements.

The Principal, SENDCO and other members of staff scrutinise whole school data regularly as a means of screening pupils who are not making adequate progress. This allows early intervention to address the pupils' needs.

If a pupil is displaying an area of concern, the class teacher liaises with the SENDCO and contacts parents. Together they will initiate the process of organising additional support to meet his/her needs. This may involve consultation and advice from outside agencies. There will only be one single category of support, SEN Support.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Once children have been identified as having special educational needs, the class teacher and SENDCO will meet with parents and the pupil to discuss and plan a suitable strategy or intervention.

All participants at the meeting will be expected to play their part in the Assess, Plan, Do, Review process. They will decide the level of provision needed.

A review date will be arranged for the next meeting. If the child has made progress there is the option of a child being taken off the SEN register, however this would be agreed at the Review meeting with parents and pupil.

Class teachers will be expected to monitor the intervention and the progress of the child. The teacher has responsibility for evidencing progress according to the outcomes described in the plan.

The class teacher, SENDCO, pupil and parents meet to discuss this area of concern. All will agree a target, a time limited intervention/strategy and a date for the review. Epworth Primary Academy will follow the Assess – Plan – Do - Review cycle in partnership with parents and pupils.

Each child will create their own plan which will include the clear outcomes to be achieved within an agreed timeframe (an individual education plan). Parents will receive a copy of the record at the meeting. The class teacher is responsible for maintaining and updating the education plan (IEP) in consultation with the SENDCO. The plan should be reviewed at least termly and feed into pupil progress meetings. Parents will be invited to review meetings. If they are unable to attend, then a copy of the new IEP will be sent home and the parent's views will be welcomed.

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For some children SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. Parents know their children best and at Epworth Primary Academy we listen and understand when parents express concerns about their child's development. We always try to work as a team.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the Academy but can be requested by the parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review. The application for an Educational Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Educational Psychologists
- Social care
- Health professionals.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate the assessment leading to an EHC Plan.

Education, Health and Care Plans. (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

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9 Admissions

Pupils with special educational needs will be admitted to Epworth Primary Academy in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at Early Years Action or Early Years Action Plus.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

10 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.

11 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.

There is a disabled toilet.

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12 Access to the Full Life of the School

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

The academy will support a SEND child 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 children are able to participate in activities and trips.

Vulnerable children are supported to allow them to spend break and lunchtime in a quiet and safe place.

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

There are clubs during lunchtimes in the Blue Room. These are open to all children.

13 Inclusion

Epworth Primary Academy is committed to the development of inclusive practice.

We seek to enable all children to participate in the life and work of the Academy to the best of their abilities, whatever their needs.

We seek to fulfil every child's entitlement to support by the provision of a service for the whole Academy.

We seek to facilitate the integration of children with additional and exceptional learning needs via appropriate teaching methods, classroom management and physical access to the curriculum.

We seek to ensure that the necessary provision is made for any child who has additional and exceptional learning needs.

14 SEN Budget

All mainstream schools and academies are provided with resources to support those pupils with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Epworth Primary Academy has an amount identified within our overall budget, called the notional SEN budget. We always endeavour to provide high quality appropriate support from this budget.

North Lincolnshire Authority will provide additional top-up funding where the cost of the special educational provision for a particular child (with an EHC Plan) exceeds the nationally

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prescribed threshold. Where some or all of this budget is to enable the child to participate, enjoy and achieve their learning outcomes, this element is called the personal SEN budget. A child may also have an element of their personal budget from social care or health. While the personal SEN budget is focused on learning outcomes, a personal care budget is focused around family and home life. Personal health budgets are focused on health outcomes. Together these elements form the child's overall personal budget.

Since April 2013 the new school funding arrangements divide funding into three parts, elements 1, 2 and 3.

1. Universal services and mainstream funding per pupil at a school/academy.
2. Targeted services and support. Each setting is expected to provide support up to the equivalent of £6,000 to meet the additional needs of children who require this.
3. Choice and control/self-directed support. This is 'top up' funding by North Lincolnshire Authority. This funding is allocated through a resource allocation system as indicative personal SEN budgets. It provides the additional individual support the pupil's needs in order to achieve their learning outcomes as set out in their EHC Plan.

Parts of the personal SEN budget may be taken as a direct payment and used by parents on behalf of the child to purchase the additional and individual support set out in the EHC Plan.

15 Roles and Responsibilities

The Principal - Mr Woolley is responsible for managing the pupil premium funding and SEN budget with support from The SENDCo.

The SENDCO is Miss M Parkin. Her role is to determine the strategic development of the SEN policy and provision in school. She also has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The Learning Mentor works closely with families to provide support.

16 Training

At Epworth Primary Academy we are committed to developing the ongoing expertise of our staff.

The Special Needs Coordinator and appropriate staff 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.

Other teaching staff will be kept up to date informally by the SENDCO and formally at staff meetings and training.

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Assistant Teachers who support individual pupils and groups of pupils have a wide range of curriculum and special educational needs knowledge. This is regularly updated by the SENDCO.

17 Storing and Managing Information

- All SEN folders will be stored digitally in line with our GDPR Policy.
- The SEN policy, the school offer and information for parents and staff will be on the academy website under SEN provision. (www.epworthprimaryacademy.co.uk).
- A folder of SEN information will be passed on when a child transfers to another school or setting, including into the secondary phase. All SEN records etc will be treated as confidential.

18 Dealing with Complaints

Complaints regarding SEN provision should in the first place be raised with Miss Parkin – (SENDCO) 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 academy's normal complaints procedure.

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

For further information please see the Trust's Complaint Policy on the school website.

Our complaints procedure can be found in our Complaints Policy on our website or can be obtained from our academy office upon request.

19 Reviewing the Policy

The SEN policy will be reviewed annually. A focus group of parents and children will be asked to help with the review. The policy will then be reviewed and updated by staff and the Advisory Board will be informed. The focus group will improve levels of engagement with parents, carers and families.

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20 Document Control

Contact	S Woolley
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