



# Special Educational Needs and Disability – SEND Policy and Information Report

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| <b>Committee:</b>           | <b>Trust Board</b> |
| <b>Approved on:</b>         | <b>3.7.19</b>      |
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## **Special Educational Needs and Disability (SEND) Policy**

The ESPRIT Multi Academy Trust contains inclusive academies. All of our academy policies are interlinked and should be read and informed by other policies. In particular, the SEND policy and Multi Academy Trust Information Report is linked to The Equality, Access, Diversity and Cohesion Policy and Scheme, First Aid and Medical Care Policy, Positive Behaviour policy including Physical Restraint and Anti-bullying, Safeguarding and Teaching and Learning policies.

The SEN Code of Practice 2014 says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

The National Curriculum says that:

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum (Taken from The National Curriculum in England, 2014, p.8, 4.3)

## **Requirements and responses to The 2014 Code of Practice: September 2014**

### **Stoke-on-Trent's Local Offer**

Local Authorities are required to publish a Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Stoke on Trent's Local Offer is available from the website <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

### **The ESPRIT Multi Academy Trust**

Most children are expected to make strong progress with **Quality First Teaching**. The expectation is that most barriers to learning can be addressed through every day, high quality classroom practice.

We believe that all children learn best with the rest of their class and our aim is for all children to be working independently and making at least strong progress within the classroom environment. Children with SEN and/or disabilities are entitled to be taught by their teacher, not always by a member of support staff. Teachers aim to spend time working with all children with SEN/D, individually or as part of a group. When allocating additional support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Quality First Teaching includes providing inclusion-friendly classrooms. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the Foundation Stage and National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal everyday class differentiation, curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources. Where identified, additional support interventions will be implemented, as a part of the graduated response.

All teachers expect to have children with SEN/D in their classes. They may need to cater for needs within:

### **Communication and Interaction**

- Autistic Spectrum Disorder
- Speech and Language Disorders

### **Cognition and Learning**

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global Developmental Delay

### **Social, Emotional and Mental Health**

- ADHD
- ADD
- Attachment disorders
- Emotional difficulties
- Mental health difficulties

### **Physical and Sensory**

- Including hearing and sight impairments

### **Medical Needs**

A single school based SEN category '**Special Education Needs Support**' (**SENS**) is used for children who need support in addition to Quality First Teaching. This is referred to as Wave 3 provision within our academies, as a part of the graduated response and is informed by specialist advice and support gained through referral systems.

Where, after close monitoring and tracking and despite targeted intervention and provision, there is limited progress, a **streamlined assessment process**, co-ordinated across education, health and care and involving children and their families will be implemented. This single, simpler birth to 25 years assessment process and **Education, Health and Care Plan (EHCP)** replaces SEN statements. EHCP's will only be available for children with severe and complex needs.

## **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, in partnership with parents, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

If the application for an EHCP is successful, there will be a meeting for parents, the child and the academy together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHCP, which will record the decisions made at the meeting.

## **Personal budgets**

Parents of children with an EHCP will be given a choice of whether to take control of a personal budget by agencies managing the funds on their behalf or by receiving direct payments to purchase and manage the provision themselves (as appropriate).

## **Working in Partnership**

We value partnerships with Parents, Governors and Multi-Agency Professionals and consider these partnerships to be imperative for ensuring positive outcomes for children. **Parent Partnership** and support is imperative to the progress and attainment of children with SEN/D. Within The Trust, we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited and expected to be involved at every stage of the Assess, Plan, Do, Review cycle for their child. Parents and children are encouraged to contribute to this policy to ensure that it meets the needs of their children.

## **Aspiration**

All children, regardless of their needs or abilities are expected to maximise their learning potential and have high aspirations. Progress will be monitored rigorously with the expectation of strong progress within Quality First Teaching and impact in response to interventions and support. Closing the attainment gap for children who have SEN/D is a key priority within the trust. When considering intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. We set a base level judgement and an expected outcome judgement based on accelerated progress. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers and to ensure substantial progress from starting points. The impact of interventions is monitored and analysed to ensure maximum impact.

## **Admissions**

The Governors of the academy are committed to developing an inclusive academy that reflects the diversity of the local community. For further details about our arrangements for admission, please see our admissions policy on the academy website.

## **Accessibility**

See Academy Information Report (Question 12) and the Trust's Equality, Access, Diversity and Cohesion Policy Action Plan (Includes disability/accessibility).

## **Equality**

We are also committed to ensure that no member of our Trust community, or any person in contact with the academy, receives less favourable treatment in relation to socio-economic background, health, trade union membership or spent convictions.

Within the Trust, we recognise that **Equality and Diversity extends beyond meeting legal requirements and setting targets**. Our aim is that all sections of society will be truly represented within our academy population. All members of the academy community will be valued as individuals and treated with dignity and respect. Our policy will provide protection, equality and fairness. We seek to redress any imbalances of life chances that are already present at the point of entry to our academy. We will prepare our children for living in a diverse, worldwide society enabling them to value and respect others as equal individuals who belong to groups of preference/choice.

Within the Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of inclusion. We, in consultation and partnership with the Local Authority, will make reasonable adjustments in relation to teaching and learning and wider aspects of academy life to make sure that the educational environment is as accessible for all.

(For further details see [Equality, Access, Diversity and Cohesion Policy and Scheme](#))

*This policy and report is written in full compliance with:*

- *Section 69(2) of the Children and Families Act 2014*
- *Regulations 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 Section 6 of the Special educational needs and disability code of practice: 0 to 25 years.*
- *Equality Act 2010*

# Special Educational Needs ESPRIT Multi Academy Trust Offer

Special Educational Needs and Disability (SEND)

*As a parent/carer, what might you ask us? As a trust, how would we answer?*

**These questions relate to all academies within the trust.**

## Questions

**How does the academy know if children need extra help and what should I do if I think my child may have special educational needs?**

- Team meetings are completed prior to the children entering the academy and multi-agency meetings are held to identify and discuss any pre-existing needs - home visits are completed where deemed appropriate.
- If a child is transferring mid-year, conversations will be held with the previous school/academy and parents and pre-existing needs will be identified through these. For children who are already members of the academy, they are continually assessed and progress is discussed as a team. Assessment information, along with observations and specific assessments completed by the Inclusion Lead and agency partners are used to identify specific needs.
- If, as a parent, you feel that your child may have special educational needs you should discuss your concerns with the class teacher or academy Inclusion Team immediately so that we can work together to identify needs and potential provision opportunities to support your child in and out of the academy.
- If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Inclusion Lead. The Inclusion/Personal Development, Behaviour and Welfare (PDBW) Governor can also be contacted for support.
- At this point, your child may be identified as needing "School Support" (SS) as outlined in the SEN Code of Practice 2014. With your permission, specialist support and advice from a professional outside of the academy will be sought e.g. The academy SEN/D Advisory Teacher, The Educational Psychologist, The ASD Outreach Team, Sensory Service (for students with a hearing or visual need), Speech and Language, Occupational Therapy, School Nurse/Health Visitor, Physiotherapist etc.

### **What kinds of SEND does academy provide for?**

All academies within our trust offer provision for children with a wide range of Special Educational Needs and/or

Disabilities, including Speech, Language and Communication, Physical disability, Visual or hearing impairment, Social, Emotional and Mental Health, Autism, ADHD and specific learning disorders. We have extensive knowledge of a range of needs and we are always keen to extend our knowledge, seeking training where appropriate, to ensure that we are able to meet the needs of all children that choose our provision.

### **How will the academy staff support my child?**

Your child may be supported in different ways. Firstly, targets will be set and strategies will be identified, for example, additional reading sessions, phonics boosters, concentration aids, small group activity sessions or 1:1 specifically targeted interventions. The staff will then work as a team to ensure that your child has access to these strategies and support sessions and these will be evaluated and reviewed regularly with the child and parents to ensure that progress is being made.

### **How will the curriculum be matched to my child's needs?**

#### **a) Class teacher/teaching assistant provision, via excellent targeted classroom teaching (Quality First Teaching, Wave 2 and Wave 2+ provision).**

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That specific strategies (which may be suggested by the Inclusion Lead) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child will also access small group and/or individual targeted provision within the classroom and, sometimes, in a designated, quiet, distraction free area.
- Pupil Passports will be developed with parents and pupils to reflect all provision in place.

#### **b) Specialist provision delivered by outside agencies, e.g. Speech and Language therapy programmes, physiotherapy, occupational therapy and outreach support from Special School practitioners etc.**

#### **c) Specified Individual support (as identified through the assessment process for EHCP)**

- If your child's needs are severe, complex and lifelong, they may need specified individual support.
- This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This

specified support is usually provided within an Education, Health and Care Plan (EHCP) (previously known as a Statement of Special Educational Needs).

### **For your child this would mean**

- The academy (or you) can request that The Local Authority Services carry out a statutory assessment of your child's needs via the EHC hub. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'panel of professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you, and all professionals involved with your child, to write a report outlining your child's needs.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the academy to continue with SEN school support and also set up a meeting in academy to ensure that a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the level of funding that your child will receive from the Local Authority, and how the support should be used, and what strategies must be put in place. It will also have long- and short term outcome goals for your child, which will be used to develop an EHCP Outcome and Milestone planner which helps us to track the smaller steps of progress.
- An additional adult may be used to support your child with whole class learning, individual programmes or small group provision/support including your child.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with Senior Leaders, including the Inclusion Lead, at every assessment point in reading, writing and maths. Other assessments will be used to inform progress discussions, e.g. Developmental Profiles (Locke and Beech), Renfrew, BPVS etc.
- Within the Foundation Stage (Nursery and Reception) children within the academy will be assessed using the Nuffield Communication Screen. This informs the need for targeted intervention, both within the academy and through external agencies (Speech and Language Therapy)
- At the end of the Foundation Stage (Reception) all children are assessed using the Early Years Foundation Stage Profile. The academy reports this information to parents as a part of their child's annual report.
- At the end of key stage one and key stage 2 (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools and academies to do and the results that are published nationally. Where judged appropriate, due to their additional needs, children will be subject to disapplication. Parents will be involved with this process.
- Where necessary, children will have targets set by outside agencies specific to their needs. Targets for all SEN/D children will be designed to accelerate learning and close



the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with EHCP will be formally reviewed at an annual or interim review with all adults involved with the child's education, health and care.
- The Inclusion Lead will also check that your child is making strong progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- All children will receive an annual report and you will be invited to attend a parents' consultation bi-annually.
- You will be invited to review and contribute to your child's Pupil Passport at least termly. Forward planning in line with your child's needs will also be integral to this meeting. You and your child are valuable and respected partners within this process.
- The Inclusion team will offer drop in sessions for parents and children to access as needed.
- Parents are encouraged to make an appointment with the class teacher to discuss need and provision as and when needed/appropriate in line with our open door policy.
- Standardised testing, for example BPVS, Renfrew, Salford, Vernon, PIRA, PERA, PUMA and HAST can be completed and analysed for all children.

### **How will our child or young person be involved in the decisions about their learning?**

All of the children within our academy participate in half termly meetings with their class teachers. They are encouraged to talk about their achievements and to identify the next steps in their learning. Children are also encouraged to identify ways in which we, as staff can support them in making progress and achieving goals. Where children are subject to EHCP applications, where possible, depending on the age of the child, we will seek their opinions prior to and during the assessment process.

### **How will parents be involved in decisions?**

Parents are a vital part in the successful provision for children with additional needs and we ensure that Parents are involved in every step of a child's journey. Parents will be invited to regular parent consultation meetings with their child's class teacher to discuss their child's achievements, progress and next steps. They will also be invited to regular meetings with the Inclusion team to discuss their child's needs and provision. Where there are other agencies involved, for example SEND services, Educational Psychology, CAMHS, Speech and Language Therapy, there will be regular Team Around the Child (TAC) meetings, where all parties will be invited to attend or present reports to discuss achievements, progress, provision and next steps.

Where a child is subject to an EHCP parents will be invited to attend a weekly review meeting with the 1:1 support staff and/or Assistant Inclusion Lead / Inclusion Lead where required.

### **What support will there be for my child's overall wellbeing?**

- In our Multi Academy Trust the ethos is to be caring, understanding and inclusive; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

- As “nurturing academies”, our SEN/D pupils are known to staff. The academy entrances are staffed with adults who greet and welcome pupils and their families each morning and implement additional support and intervention when required.
- This ensures a smooth transition between home and the academy each day.
- The class teacher has overall responsibility for the pastoral, medical and social and emotional care of every child in their class, therefore this should be your first point of contact via the communication diary. Where required a meeting will be held with the class teacher and if further support is required the class teacher liaises with their year/Key Stage Leader and Assistant/Deputy Head Teacher where appropriate. The Inclusion and Safeguarding team can always be accessed for further advice and support. This may involve working alongside outside agencies such as Health and Social Care Services.
- Reasonable adjustments will be made to ensure that the wellbeing of your child is paramount.

### **What specialist services and expertise are available at or accessed by the academy?**

Education, Health and Care Services will be accessed on identification of individual and personalised needs. Examples are given below:

Special Educational Needs and Disabilities Advisory teachers (Inclusive Learning Services Team)

- Educational Psychology Services
- Physiotherapy
- Occupational Therapy
- Outreach – Special schools
- Speech and Language Therapy
- School Nurse/Health Visitor
- CAMHS (Child and Adolescent Mental Health Services)
- Counselling Services
- Young Carers support

### **What training do staff supporting children with SEND receive or have access to?**

The trust provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN/D. This includes whole academy training on SEN/D issues, such as Quality First Teaching, differentiation, specific needs, changes in policy etc. Staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We have staff within the trust who are trained and/or experienced in:

- ✓ Speech and Language – Makaton, Spirals, Language Steps, Achieving Speech & Language Targets, Time to Talk, Communication in print, Selective Mutism, Chatter Kids, Stoke Speaks Out (Level 3), Nuffield, Cued Articulation, Teaching Talking, Talk Boost
- ✓ Better Reading Programme
- ✓ Switch on Reading
- ✓ Active Literacy
- ✓ Early Literacy Skills (ELS)
- ✓ Direct Phonics

- ✓ Precision Teaching
- ✓ British Sign Language
- ✓ Dyslexia
- ✓ Dyscalculia
- ✓ Numicon
- ✓ Global Developmental Delay
- ✓ Autistic Spectrum Disorder
- ✓ Nurture – Boxall and Curtis Scale Assessments
- ✓ Manual Handling
- ✓ Attention Deficit Hyperactivity Disorder (ADHD)
- ✓ Emotion Coaching
- ✓ Circle of Friends
- ✓ Social Stories
- ✓ MAPA
- ✓ Visual Impairments
- ✓ Epilepsy
- ✓ Brittle bones
- ✓ Diabetes
- ✓ Severe medical peg feeding
- ✓ Supporting PE for children with disabilities
- ✓ Cerebral Palsy
- ✓ Catheterisation
- ✓ Bereavement

### **How will my child be included in activities outside this classroom including academy trips?**

We aim for all children to have access to all trips and extra-curricular activities. We will ensure that necessary adaptations are made to provision where necessary to ensure that this can happen.

### **How accessible is the academy environment?**

**Northwood Broom Academy** is situated on one level and there are ramps to the front and rear of the academy, where there are steps to access the academy building. Access to the main entrance is enabled by an assisted door. The separate nursery building is on one level. There are adult disabled toilet facilities in both buildings and there are adapted children's toilet facilities as well as electrically adjustable changing beds in the main building and the nursery building.

**Hamilton Academy** is situated on two levels. All classrooms, including nursery, are at ground level. All entrances are accessible by walkways and ramps. Access to the lower ground floor is gained via an external pathway or an internal lift. Access to the nursery building is enabled by an assisted door. There are adult disabled toilet facilities on both levels and an electrically adjustable changing bed in the disabled toilet on the ground floor.

**Grove Academy** is situated on two levels. There are ramps to the main entrance and pupil entrance to the main building and there is a ramp to access the additional building. There are disabled toilet facilities in the main building. There are year six classrooms on the ground and

upper floor and the most appropriate space for each child would be considered. There is a height adjustable changing table available.

Accessibility Plans are in place for all academies. Specific reasonable adaptations for children are made with immediate effect where required.

### **How will the academy prepare and support my child to join the academy or the next stage of education?**

Transition is important for all children. For children with SEN/D, specific, personalised induction/transition plans with additional transition arrangements, are implemented. These may include daily/weekly visits, transition books, Social Stories, talking points.

Staff arrange induction/transition meetings for academy-school and parents/carers as appropriate.

### **How are the academies' resources allocated and matched to children's special educational needs?**

All children within our trust receive Quality First Teaching that accommodates the needs of ALL pupils. Pupils receiving Special Educational Needs School Support are also entitled to additional, personalised provision that meets their specific needs. Academy resources, human and material, are reviewed to reflect the needs of the Special Educational Needs register. Each academy has a team of support staff. Part of their roles and responsibilities is to deliver high quality intervention programmes designed to meet the needs of individuals or groups.

### **How is the decision made about what type and how much support my child will receive?**

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. Different children will require different levels of support in order to help them make progress and achieve their potential. Provision mapping, will be reviewed termly, in collaboration with parents and all parties involved; and support will be adapted as appropriate.

### **How are parents involved in the academy? How can I be involved?**

We have an open door policy across the trust. Parent consultations take place termly but parents are encouraged to make appointments (available daily at the end of the day) with the class teacher and/or Inclusion Lead as needs arise. Parent/child workshops/events take place regularly and celebration events take place weekly. Parents are also welcome to volunteer in the academy, for example listening to readers or to help with academy events.

You will also be invited to attend SEN/D drop ins regularly and SEN/D Reviews, where your child's Pupil Passport will be reviewed in consultation with yourself, your child and the class teacher.

### **What do I do if I want to make a complaint?**

Parents, initially are asked to discuss their concerns with the class teacher and progress through the stages of leadership within the academy. Parents who feel the need to make a complaint are advised to access the complaints policy, which is available from the academy office.

### **What other support is available to parents and how can I contact them?**

Within each academy there is the Home School Link Worker and the Inclusion team, all of whom can be contacted via the academy office. Where further support is required an Early Help assessment and plan will be considered, which will enable parents to access support and guidance from a wide range of services.

### **CONTACT DETAILS**

#### **Northwood Broom Academy**

Mrs Dionne Wiltshaw  
Inclusion Lead  
Keelings Road  
ST16QA 01782234379  
[northwoodbroom@espritmat.org](mailto:northwoodbroom@espritmat.org)

#### **Hamilton Academy**

Mrs Emma Harrison  
Inclusion Lead  
Barthomley Road  
Birches Head  
ST16NW  
01782 234420  
[hamilton@espritmat.org](mailto:hamilton@espritmat.org)

#### **Grove Academy**

Mrs Sabah Qayum  
Deputy Principal for Inclusion  
Turner Street  
Northwood  
ST1 2NL  
01782 234550  
[grove@espritmat.org](mailto:grove@espritmat.org)