

All state-funded schools, except special schools established in hospitals, must publish an SEN information report on their website.

The information outlined below is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#). Guidance has also been followed from the DfE's requirements for [what maintained schools must publish online](#) and [what academies should publish online](#).

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability at ESSA Primary Academy are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To endeavour to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

Area of Need	Description of Need
Social, emotional, mental health (SEMH)	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in a variety of ways. These may include:</p> <ul style="list-style-type: none"> ▪ becoming withdrawn or isolated ▪ displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. <p>We work in collaboration with Bolton Behaviour Support Team and CAMHS to offer a range of systems and services to support these children.</p>
Cognition and Learning (C&L)	<p>This category includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.</p>

<p>Communication and Interaction (C&I)</p>	<p>This includes children who have difficulty saying what they want to, or understanding what is being said to them. It can also include children who do not understand or use social rules of communication. This area of need includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<p>Physical, Sensory or Medical (PSM)</p>	<p>This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities on our site. This includes:</p> <ul style="list-style-type: none"> ▪ Visual Impairment (VI) ▪ Hearing Impairment (HI) ▪ Multi-Sensory Impairment (MSI) ▪ Physical Disability (PD). <p>We work with specialist services including Bolton Sensory Support, Physio Team, Occupational Therapy Team and the Disability Team, to engage appropriate support to enable these children to access their learning.</p>

At ESSA Primary Academy, we are aware that these needs will be inter-related and that children may have more than one area of need.

What are the policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs and disability co-ordinator (SENDCo)?

Whilst these four areas broadly identify the primary need of a student, we also consider the needs of the whole child, which may also impact on a student's progress, such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

SEND provision is identified as that which goes **beyond** the differentiated approaches and learning arrangements **normally** provided as part of high-quality personalised teaching at ESSA Primary Academy. We are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with the class teacher. The SENDCO uses whole-academy tracking data, as an early identification indicator.

We use a number of additional indicators of special educational needs and/or disabilities. These include:

- The analysis of data, including, SATs, reading ages, CAT scores
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Tracking individual pupil involvement in interventions for core subjects over time
- Information from previous schools/academies on transfer
- Information from other services
- Teachers referring into the SEND Team via our 'Initial Concern Document'.

What should I do if I think my child has a Special Educational Need and/or Disability?

If you have concerns then please contact either your child's teacher, the academy SENDCO, Key Stage Leader or any other Significant Adult with the academy.

How can I let the school know that I am concerned about my child's progress at school?

If you have concerns about your child's progress you should initially raise those concerns with their class teacher. This can be done in person or by telephone, on 01204 201310. You should expect a response within 48 hours. If you would prefer to, you can also contact any member of the Academy's Senior Leadership Team.

If you still have concerns following this step, you can contact the schools Special Educational Needs and Disabilities Coordinator (SENDCO), Mr Gary Whiting. This can be by telephone (01204 201310) or by e-mail (whitingg@essaprimary.org).

What are the arrangements for consulting parents of children with SEND and involving them in their child's education? How is the child involved in this process?

Initial Concerns

- Teacher can raise initial concern with SENDCO via e-mail so that there is a logged record of your concern.
- SENDCO will respond to the teachers email and ask then to complete a paper-based 'Initial Diagnosis Checklist' within a pre-agreed timescale (**max. 7 days**). This document has been designed specifically to highlight any potential additional needs that a pupil may have and to record the steps that have been taken by the class teacher up to this point, including their initial contact with parents/carers and the child (if appropriate) to register those concerns.

SENDCO meeting

- A meeting will be confirmed between the class-teacher and the SENDCO to discuss the specific concerns that arise from the 'Initial Diagnosis Document', and further explore the steps that have been undertaken so far by class teacher.
- Next Step: the SENDCO will make initial contact with parents and confirm a meeting date, time and venue, inviting any other relevant members of staff (or services) and the student if required. **Class teacher may be required to attend this meeting if previous contact with parents has not provided adequate background to their concerns. They may also be advised to make initial contact with parents whilst concerns are further monitored.** These steps will enable parents to have a clear picture of their child's day-to-day contributions to the classroom and school life.

Additional Assessment

- Additional assessments with the student can be requested via an EHA (Early Help Assessment), which may be completed as part of the initial parent meeting, but this will be dependent on the specific requirements identified or requiring further exploration.
- These assessments will be requested by the SENDCO via the EHA, or if parents are required to make additional referrals (i.e. diagnostic testing or CAMHS referral via GP). These will be followed up by SENDCO within a pre-agreed time-frame (**max. 14 days**). Minutes of all meetings with parents will be shared via e-mail. Parents will be given a clear deadline to respond and make amendments. These will be kept on file for the pupils time on roll at the academy.

Advice and strategies

- If it is felt that no further exploration of potential barriers to learning are required, further advice will be provided in the form of strategies for supporting the pupil, both within school (for class teacher) and at home (for parents), further developing the relationship and dialogue between home and school. The academy SENDCO will continue to act as point of contact for parents and the student regarding these strategies and/or any additional concerns.
- The pupil will continue to be monitored through the academy's tracking system and will be provided with additional intervention where and when appropriate.

Monitoring

- A decision will be made by the SENDCO, (Local Authority - where appropriate), SLT and Principal about whether the pupil meets the academy's SEND criteria for SEND Support.
- If the pupil does not meet the criteria for an EHCP, further advice will be provided in the form of strategies for supporting wave 1 and 2 pupils. These will be confirmed in writing (via e-mail where possible) to both parents and class teacher. Wave 1 and 2 students are added to the SEND register and subject to additional data analysis by the SENDCO following each data collection. Additional applications may be made if this data provides further evidence.

SEND Support

- If the pupil meets the criteria for an EHCP, the student will be added to the SEND register and their wave 3 status will be updated. This will result in additional support hours being allocated; additional CPDL for teaching staff (where appropriate); more stringent analysis of data relating to the identified barrier, thus ensuring that the support that is in place is appropriate; sharing of strategies from specialist providers (and from within the EHCP); IEP/PSS amended to include the specialist advice and utilised by class teacher; regular reviews and meetings with parents.
- The cycle of EHCP SEND Support will begin.

Supporting pupils and families

Criteria for Exiting the SEND Register

When pupils are working broadly in line with their peers, with or without wave 1 or 2 intervention, they will be removed from the SEND register. Parents will be involved in this decision. These pupils will be closely monitored to ensure progress remains in line with age related expectations.

Pupils will remain on the 'SEND watch list' (which includes all pupils removed, or exiting the SEND register) for three half-terms to ensure that the decision to remove them has been the correct one.

Parental Partnership

At all stages of the SEND process, the academy will keep parents fully informed and involved. Taking into account the views and opinions of parents at all stages through regular meetings, annual surveys and questionnaires, consistent and regular feedback, the sharing of data with all stakeholders, and collaboration with those stakeholders to ensure that parents have an appropriate point of contact to address their concerns. We appreciate that parents are often the experts on their children. Their knowledge of their children's interests, dislikes, triggers for anxiety or challenging behaviour and strategies which are effective in supporting them can be invaluable for academy staff. We encourage parents to make a full contribution to their child's education and well-being: allowing parents to support their child in the decisions they make for their future.

Meetings with parents are held at least three times a year to share the progress of SEND pupils. Permission will be obtained from parents before beginning any external intervention. Parents will be provided with clear information throughout the Graduated Approach process.

What is the local offer?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area, for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the "local offer". The local offer provides information on all the services available to children, young people and their families. It details what can be expected from a range of local agencies, including education, health and social care providers, allowing you more choice and control over what support is right for your child. Bolton's local offer can be found at:

<http://www.localdirectory.bolton.gov.uk/send.aspx>

What are the arrangements for supporting pupils moving between phases of education and preparing for adulthood?

The SENDCO will ensure that transitions into Reception, across Key Stages and onwards to Key Stage 3 provision is smooth. The SENDCO will accompany students to their next provider (KS2-3 transition) in order to ensure support, guidance are provided, sharing information with the child's new provider and SENDCO, so that the transition is as seamless as possible. The SENDCO will initiate contact with nursery providers of new Reception students to gather information relevant to their transition and any potential SEND needs or concerns (for monitoring).

A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

What are the approaches to teaching pupils with SEND?

A graduated approach to SEND Support

The current code of practice advocates a graduated approach to meeting the needs of pupils with SEND. The levels of support a pupil receives as part of the graduated approach are as follows:

- Action relating to SEND support will follow an assess, plan, do and review model:



- 1. Assess:** the class teacher and SENCO will collate Data on the pupil held by the school in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - 2. Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
 - 3. Do:** SEN support will be recorded on a Personal Learning Plan (PLP) that will identify a clear set of expected outcomes, which will include ambitious and relevant academic and growth mindset targets, that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 - 4. Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- **High Quality Teaching and Differentiation** - in the first instance high-quality 'first' teaching will be effective in ensuring that a student's needs are constantly planned, delivered, assessed and reviewed. This cycle of learning will consistently be applied by teaching staff, to refine the most effective ways to deliver learning content to all pupils. All pupils will have access to a wide range of learning experiences and a highly differentiated curriculum appropriate to the needs of all learners.

'Differentiation is simple. It involves planning and teaching in a way that takes account of all learners in a class. By working in this manner, teachers ensure that every student has the opportunity to make good progress, regardless of their starting point.'

Mike Gershon (2013), How to use Differentiation in the Classroom, SEND specialist and author.

The responsibility for appropriate differentiation, and for identifying and meeting the child/young person's individual (including special) educational needs is the responsibility of the class teacher. The function of other staff/professionals e.g. SENDCO, Local Authority services, health professionals, is to support them in fulfilling this responsibility.

- **Pupils added to the SEND register at academy support level.** A pupil SEND profile (or IEP) is created and additional support is put in place. Additional support could include: Teacher Assistant (TA) in-class support; withdrawal sessions or specific interventions. Additional support is created on an individual basis.
- **Pupils receive support from an outside agency who will offer advice and give strategies on how we can best support them.** All information is communicated to staff and parents by the SENDCO and these strategies are regularly reviewed and refined.
- **A request could be made for an Education, Health and Care Plan (EHCP)** and support is received through high-needs funding.

Managing pupils needs on the SEND Register

Our aim is for pupils needs to be identified as quickly and accurately as possible, and for support to be put in place at the earliest opportunity. The SENDCO has the overall responsibility for managing the pupils on the SEND register.

Criteria for entering the SEND Register

The following guidance is set out for Teachers to raise concerns regarding a pupil with possible SEND.

How does the Primary Academy provide expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured?

Within the academy, a variety of staff will be available to talk to you about your child and their SEND provision. These include:

Contact Details within Essa Primary

Your key points of contact at Essa Primary Academy are:

- **Principal:** Mrs Joanna Atherton,
- **SENDCO:** Mr Gary Whiting
- **SEND Governor:** Mr Nigel Whittle

In the first instance enquiries regarding SEND should be directed to: Mr Gary Whiting.

Tel: 01204 333226

e-mail: whitingg@essaprimary.org

Class teachers

Your child's class teacher is responsible for:

- Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and liaising with the SENDCO as necessary.
- Communicating specific targets and sharing and reviewing these with parents or carers at Parents Evenings
- Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work, and the opportunities to respond to that marking and feedback.
- Knowing the needs of the students and planning their lessons accordingly to meet those needs
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Teachers and support staff will be required to attend training that is relevant to the needs of groups or specific pupils within the academy.
- Class teachers and teaching Assistants will be provided with training, resources, support and hand-over information to ensure that they are fully briefed and ready to teach and support SEND learners. Any additional training needs that arise throughout the year will be addressed by the SENDCO, or via training from external agencies and providers.

The Academy SENDCO

The SENDCO is responsible for:

- Co-ordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to ensure that all pupils get a consistent, high quality response to meeting their needs in school. Crucial to this role is an open and honest dialogue so that you are:
 - ✓ involved in supporting your child's learning
 - ✓ kept informed about the support your child is getting
 - ✓ involved in reviewing how they are doing
 - ✓ part of planning process for them around transitions
 - ✓ liaising with all the other people who may be coming into school to help support your child's learning e.g. Medical Support Teams, Speech and Language Therapy, Educational Psychologist etc.

- ✓ aware of your child's aspirations and how pathways within the academy will allow your child to fulfil those aspirations.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the academy are known and accounted for) and making sure that there are up to date records of your child's progress, needs and associated interventions.
- To provide specialist support for parents, and staff in the academy so that they can help your child (and other pupils with SEND in the school) to achieve the maximum progress in school, and at home.
- The purchase, lease and renewal of equipment and facilities to support children and young people with SEND will be overseen by the SENDCo, drawing advice from professional and external agencies that support the young person.
- Ensuring that academy staff are aware of the needs of individual pupils.
- Advising academy staff of recommended strategies and training to support individual pupils with SEND.
- The SENDCo will continuously evaluate the provision for SEND learners through observations, leaving walks, pupil progress meetings and parent events.
- The SENDCo will ensure that reasonable adjustments are made so that pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.
- Organising training for staff, so they are aware and confident about how to meet the needs of your child and others in school.
- Ensuring that transitions into Reception, across Key Stages and onwards to Key Stage 3 provision is smooth. The SENDCO will accompany students to their next provider (KS2-3 transition) in order to ensure support, guidance and to share information with the child's new provider and SENDCO, so that the transition is as seamless as possible. The SENDCO will initiate contact with nursery providers of new Reception students to gather information relevant to their transition and any potential SEND needs or concerns (for monitoring).

SEND Governors

The LGB are responsible for:

- The implementation of the SEND policy.
- Making sure that the necessary support is provided for any child attending the academy who has SEND, through regular contact with school staff.
- Holding the SENDCO and Principal accountable for the diagnosis, support and intervention relating to students with SEND.
- Having up to date knowledge of the school's SEND provision, including funding.
- Knowing how personnel resources are deployed.
- Ensuring that SEND provision is an integral part of the Academy Improvement Plan.
- Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Training and resources

SEND is an integral part of continuing professional development programme for all staff in the academy. SEND 'In-service training' will be delivered on an annual basis, and throughout the academic year to meet the training needs of individual staff, small groups of staff and the whole staff. The SENDCO is kept up to date with current legislation and policy, through attending Local Authority training, cluster meetings, NASEN events and specialist training. The SENDCO will also take part in professional discussions with outside agencies, developing links to further enhancing their knowledge and experience of working with pupils with SEND and their families.

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
2. Out of class support (relationship building, social, emotional skill development)
3. Small group tuition to enable catch up (subject or targeted at additional need)
4. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
5. Provision of specialist resources or equipment (use of ICT, laptops, iPads, sloping board, electronic versions of text etc)
6. Partnership working with other settings
7. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience – Commando Joe)
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Access to support from the learning mentor.
10. Implementation of strategies from support agencies e.g. Behaviour Support/Ladywood Outreach/Speech and Language

Accessibility

The academy is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The academy will continue to increase the accessibility of provision for all pupils, staff and visitors to the academy. We make every effort to ensure that everyone has:

- Access to the physical environment of the academy, including improving/providing specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Access to the curriculum for pupils with a special educational need and/or disability, including expanding the curriculum as necessary to ensure that pupils with a special educational need and/or a disability are as equally prepared for life as other pupils. This covers teaching and learning, and participation in extra-curricular activities, leisure and cultural activities or academy visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located close to the school reception.
- The school has a ramp system to ensure the site is accessible to all.

- One toilet has been adapted to ensure accessibility for visitors with a disability. We also have the provision of a medical room with disabled toileting facilities.
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

All pupils with significant medical need and/or disability will have a Health Care Plan, with significant input from parent/carers, healthcare professionals and key staff.

The schools Accessibility Plan can be located at: http://www.essaprimay.org/serve_file/269408

What support is in place for improving emotional and social development?

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Individual and small group nurture sessions to support pupil's well-being are delivered to identified pupils and groups. These sessions aim to support improved social interaction skills, emotional resilience and well-being.
- Commando Joe sessions, which happen on a weekly basis, also support pupils' in building their skills in resilience, perseverance, problem solving, team work and communication.

Dealing with complaints and resolving disagreements

Parents/carers of pupils with special educational needs and/or disabilities, like all parents, should raise any concerns about SEND provision for their child with designated staff in the academy, following the Trust's complaints procedure which is available on the Trust's/ academies web site or from the academy.

The Local Authority also provides a disagreement resolution service for parents/carers who have concerns about how the academy carries out its SEND provision. Parents/carers should use the Trust's complaints procedures before raising the complaint with others.

Bullying

Please refer to our 'Behaviour/Anti-bullying policy' which is available on the Trust's/academy's website or from the academy.

Local Offer

The school's local offer can be located:

- http://www.essaprimay.org/serve_file/230127

The Local Authorities Local Offer can be located:

- <http://www.localdirectory.bolton.gov.uk/send.aspx>