

SEN policy and information report

Elm Tree Primary Academy



Elm Tree
Primary Academy

Approved by:

Date:

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Next review due by:

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities.....	3
5. SEN information report.....	4
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Elm Tree Primary Academy is a school for autistic children from reception to year 6 who have additional learning needs. Once full Elm Tree will support 126 pupils from across Sandwell.

Our mission is to provide an inclusive, holistic provision that will enable all members of the school community to attain their full potential, in an encouraging and supportive environment.

The physical environment will take into careful consideration the sensory needs of our children ensuring the school has adequate space for discrete subject areas, break out spaces, therapy spaces, sensory support, outdoor areas and life skills.

We will provide a total communication environment where verbal language, gesture and sign, body language, visuals, symbols, objects and sounds are used and understood, providing optimal opportunity for communication development.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SENCO

The Head Teacher and SENCO is Ms B Barnsley

They will:

- › Work with the leadership team and Academy Council to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

The Academy Council

The Academy Council will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of provision within the school and update the governing board on this
- › Work with the Leadership Team to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- › Work with Leadership Team and SEN governor to determine the strategic development of policy and provision within the school
- › Have overall responsibility for the provision and progress of learners

Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the Leadership Team to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

The kinds of SEN that are provided for

Pupils attending Elm Tree will have differences in the primary areas of

- › Communication and interaction- Autism
- › Moderate learning difficulties

Pupils are likely to also have also have Social and Emotional differences and Sensory Processing differences

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and plan for individual next steps.

Consulting and involving pupils and parents

Partnership with parents plays a key role in enabling children and young people with send to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents will be treated as partners and supported to play an active and valued role in their children's education.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns
- Ensure shared knowledge and support via review meetings and parent evenings
- Take into account parents' knowledge, views and attitudes
- Consult with and involve parents at all stages of their child's provision
- Provide parents with information on school policy, support and services provided by the school and the LA
- Ensure communication is clear and effective

- Enlist the help of parents with home activities designed to reinforce work in school.

Parents and carers will be given the opportunity to meet with school staff at least once a term to discuss their child's provision, needs and wellbeing.

They will have the opportunity to express their views and opinions and school will keep them informed of intervention and progress.

However, we recognise that difficulties may arise in a minority of cases and respect the right of parents and carers to seek independent advice and support. This is available within Sandwell through the send information and advice service and regionally through the mediation service.

If a parent has a complaint about the provision for their child, we encourage them first to talk to the class teacher or leadership team. If following this, the complaint is not resolved, please see the schools complaints procedure.

We also encourage parents to contact the free and impartial service for parents of children with SEN.

Sandwell send information, advice and support service (sendiass) the Sandwell send information, advice and support services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new send legislation.

Sandwell SEND Information and Advice Support Service

Cape Hill Children's Centre

Corbett Street

Smethwick

B66 3PX

Telephone - 0121 555 1821.

A range of strategies and approaches will be utilized to enable pupil voice to be developed and heard.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils transitioning into Elm Tree will be provided with extended transition which may include visits to the school, parent and professional meetings and visual transition supports in the form of transition books and/or virtual tours.

Our approach to teaching pupils

Elm Tree aims to provide a low arousal, total communication environment where individual communication, learning, sensory and social and emotional needs are met. Routines and structures will be supported through total communication approaches and Underpinning these areas of learning will be a focus on the SPELL approach - Structure, Positive approaches and expectations, Empathy, Low arousal and Links.

Children will be taught in small groups and individually and will have access to specialist facilities as needed.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupil need. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as seating, sensory aids, laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Pupils will receive an intensive level of support provided by staff who have access to specialists, trained in communication and interaction strategies, sensory processing needs, autism and structured teaching approaches.

We work with outside agencies to provide support for pupils. These include:

- Inclusion Support
- Occupational Therapist and Sensory Integration Practitioner
- Speech and Language Therapy
- NHS Speech and Language service
- NHS Occupational Therapists
- NHS Physiotherapists

Expertise and training of staff

Our Staff will have a range of specialist training including but not limited to:

- Autism
- Sensory processing needs
- Makaton
- Safety Support Intervention
- Intensive Interaction
- Picture Exchange System (PECS)
- Structured Teaching Techniques

Securing equipment and facilities

Equipment and facilities will be funding through the Special School EHCP funding.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions
- › Using pupil voice
- › Monitoring by the Leadership Team
- › Using a range of tools to measure progress in a holistic way e.g. The Towards Independence Hierarchy, the engagement Model
- › Holding annual reviews

Enabling pupils with SEN to engage in activities

All of our activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the accessibility plan for further information.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are supported to develop their emotional and social wellbeing through everyday teaching and the curriculum design
- Pupils will be supported to develop their social and emotional wellbeing through a range of specialized strategies and interventions appropriate to the individual
- Pupils are likely to have Social and Emotional Wellbeing outcomes within their EHCP that school will work towards
- We have a zero tolerance approach to bullying.

Working with other agencies

Elm Tree works closely with a range of agencies, professionals and organizations to support the pupils and families.

As a school we have regular access to:

- Sandwell Inclusion Support Team
- Physiotherapy And Occupational Therapy Services
- Speech And Language Therapy (Salt) Service
- School Nurse
- CAMHS (Child And Adolescent Mental Health Service)
- Family Support Services
- Early Help Team
- Social Services
- Children that are looked after (CLA) Service

If your child requires support from a new outside agency you will be consulted before hand. Some of these agencies require parents to refer. If we feel this may be necessary we will ask you to contact the agency, but can support you in doing so.

The Academy maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required.

External agencies regularly attend school to review children in order to ensure the correct and appropriate provision is in place. DBS checks are sought by the school before external agencies have access to any children

Complaints about provision

Complaints about provision in our school should be made to the class teacher in the first instance. They will then be referred to the Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Sandwell Autism Group sandwellautismgroup@hotmail.com
- Autism west midlands <https://autismwestmidlands.org.uk/>
- Helping hands sam.edwards@family-action.org.uk
- Sandwell SEND and local offer <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>
- Sandwell Parents for Disabled children <https://www.sp-dc.org/>
- SENDIASS <https://www.sandwellsendiass.co.uk/>
- Young minds <https://youngminds.org.uk/>
- NAS <https://www.autism.org.uk/>
- Contact a family <https://contact.org.uk/>
- SAFSS info@safscare.org
- Black country women's aid <https://blackcountrywomensaid.co.uk/>

The local authority local offer

Our local authority's local offer is published here: Sandwell SEND and local offer <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Monitoring arrangements

This policy and information report will be reviewed by the Leadership Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Relationships and Regulation Policy
- Equality information and objectives
- Supporting pupils with medical conditions