SEN policy and information report

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Elm Tree Primary Academy

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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
- Ensure everyone is treated with dignity, and respect and has the right to be heard
- Encourage a highly effective learning culture for all
- 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.

Elm Tree Primary Academy is a school for autistic children from reception to year 6 with additional learning needs, with 126 pupils from across Sandwell.

"All of our children have an EHCP (Educational Health and Care Plan) which means they have Special Educational Needs and Disabilities (SEND). This requires a unique approach to their education. To ensure their learning is effective, we provide enriching, relevant, multi-sensory, and hands-on activities. This way, their learning is secure and can be applied in various engaging contexts and experiences.

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 school's physical environment is carefully designed to take into consideration the sensory needs of the children. It has ample 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 opportunities 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 coordinators (SENCOs) and the SEN information report

3. Definitions

At Elm Tree Academy 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

A special educational provision is additional or different to what is provided for other children or young people of the same age in mainstream schools.

4. Roles and responsibilities

The SENCO

The Head Teacher is Ms B Barnsley

There are two qualified SENCos at Elm Tree, Beth Barnsley and Lisa Ingram

Both roles 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 and collaborate 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 with the Leadership Team to review each pupil's progress and development, and to agree on any necessary changes to provision.
- Working closely with teaching assistants and specialist staff to plan support, assess its impact, and ensure interventions are effectively linked to classroom teaching.
- Directing and coaching support staff in the delivery of specific interventions.
- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.

- Checking pupils' progress and identifying, planning, and delivering any additional support required.
- Applying the school's SEND policy consistently in daily practice.

5. SEN information report

The kinds of SEN that are provided for

Our school provides support for Autistic pupils with a wide range of special educational needs. These include:

Communication and Interaction Needs, such as speech, language and communication differences

Cognition and Learning Needs, including moderate or severe or learning difficulties (MLD, SLD,)

Social, Emotional and Mental Health (SEMH) Needs, such as difficulties with emotional regulation and, mental health.

Sensory needs, including visual impairments, multisensory impairment, and sensory processing needs,

Identifying pupils with SEN and assessing their needs

All pupils at Elm Tree Primary School have an Education, Health and Care Plan (EHCP) and therefore their needs have been identified with a multi-agency team of professionals prior to coming to our school.

As a specialist school, the provision in place on a pupil's EHCP is reviewed and updated through the Annual Review process in conjunction with parents/carers. Staff are continually developing their understanding of the individual needs of each pupil with the support of parents and professionals.

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 pupil'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 welcoming, respectful and inclusive environment where parents and carers feel comfortable sharing their experiences, insights and any concerns.

• Foster shared understanding through review meetings and parent/carer evenings, ensuring that all voices are heard and valued.

• Recognise and actively include parents' and carers' knowledge, perspectives and expertise about their child.

• Work in genuine partnerships with parents and carers, involving them at every stage of planning and reviewing their child's provision.

• Offer clear, accessible information about school policies, support and the services available through the school and the local authority.

• Ensure communication is open, transparent and responsive, using formats and approaches that meet individual family needs.

• Collaborate with parents and carers on home–school activities that build on pupils' strengths, interests and preferred ways of learning.

Parents and carers will have opportunities each term to meet with school staff to discuss their child's provision, needs and wellbeing. They are encouraged to share their views, and the school will keep them informed about interventions and progress.

If concerns arise, parents and carers have the right to seek independent advice. Support is available locally through **Sandwell SENDIASS**, which provides free, confidential and impartial guidance, and regionally through the mediation service.

If a parent has a complaint about their child's provision, they should first speak with the class teacher or a member of the leadership team. If the issue remains unresolved, the school's complaints procedure should be followed.

Sandwell SEND Information and Advice Support Service

Sandwell SENDIASS

www.sandwellsendiass.co.uk

Association/Organisation in Wednesbury

Dorsett Rd, Wednesbury WS10 0JG · < 1 mi

0121 289 2566

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

Every child at Elm Tree Primary Academy has long-term outcomes set by Teachers, parents and other professionals during EHCP (Education, Health and Care Plan) meetings. The long-term outcomes are broken into smaller short-term personal learning goals. All outcomes are discussed and agreed upon annually and integrated across all areas of the school day including the curriculum and routines.

Class teachers and support staff carefully observe children from the beginning of their educational journey, capturing their progress in current skills and levels of attainment. By accurately establishing the baseline of each pupil, their starting point can be identified, enabling teachers to plan accordingly, identify gaps, inform next steps, and measure progress.

During the Annual Review, we thoroughly examine the outcomes, targets, and provisions related to all areas of the student's needs.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and 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 experiences of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly

All the staff working with the student will be informed about their requirements, the desired outcomes, the support provided, and the teaching strategies or approaches that are necessary. We will regularly evaluate the effectiveness of the interventions and support offered to the student and assess the impact on the progress of all children.

Supporting pupils moving between phases and preparing for adulthood

We will ensure a transition plan is shared with all pupils. We will share information with the school, college, or other setting the pupil is transitioning to. Parents and pupils will be in agreement which information will be shared as part of this.

Pupils transitioning into Elm Tree will be provided with an 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. Embedding the SCERTS model ensures we incorporate a multidisciplinary framework that directly addresses the core challenges faced by our children. The SCERTS® Model is a research-based educational approach and focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities. We implement consistent routines and structures that are supported through total communication and sensory regulation strategies.

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 is personalised and individualised based on the pupils and their interests, to ensure active engagement is prioritised.

Adaptations to the curriculum and learning environment

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

- Every learning opportunity is engaging, meaningful, and tailored, capturing each pupil's imagination and curiosity, broadening their experiences, and supporting understanding.
- Every pupil makes secure and meaningful progress through our hierarchy of knowledge and skills, striving for excellence in their learning journey.
- Learning is personalised and responsive to individual strengths, needs, and ways of thinking, encouraging courage to try new approaches and explore ideas.
- Knowledge and skills are at the heart of every pupil's learning, celebrated and developed with integrity in recognising and valuing individual progress.
- Our curriculum is personalised to ensure equitable access, promoting unity by enabling all pupils to fully participate through flexible groups, 1:1 support, adaptive teaching, and tailored content.
- We provide recommended support, including seating options, sensory tools, technology, visual supports, to enable full engagement.
- We collaborate with professionals to ensure the learning environment and resources are neuro-affirming, inclusive, and responsive, fostering curiosity, unity, and excellence

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, autistic experience and neuro-affirming 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
- Neuro affirming approaches
- Sensory processing needs and integration
- Makaton
- Safety Support Intervention
- Intensive Interaction
- First Aid
- SCERTS
- Total Communication Environments
- Rebound
- Tac Pac
- Emotion Coaching
- Trauma Informed practice
- Attention Autism

Securing equipment and facilities

Elm Tree Primary Academy allocates its budget to purchase specialist equipment and learning resources as needed to support pupils. This includes funding for the equipment and facilities required to meet pupils' individual needs.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their personal learning goals each term
- Reviewing the impact of interventions
- Using pupil voice and recording pupil views
- Monitoring by the Leadership Team
- Using a range of tools to measure progress in a holistic way
- Holding annual reviews for all pupils
- Regular feedback from stakeholders

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 school events

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 Primary Academy works closely with the Local Authority and 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
- CAMHS (Pupil And Adolescent Mental Health Service)
- Family Support Services
- Early Help Team
- Social Services
- Children that are looked after (CLA) Service

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

The Academy maintains a professional dialogue with all external agencies involved with a pupil, 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

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

Appendix 26 - SEN Policy and Information Report amended 2025

Final Audit Report 2026-03-10

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