

Eden Park Academy School SEND Strategy & Guidance Document

1. Inclusion: beliefs and values

Eden Park values the individuality of all its children. We are committed to inclusion and to giving each pupil every opportunity to achieve the highest standards. We take into account pupils' varied life experiences and needs. The development of the child as a whole person is important to us. We work in partnership with parents and carers in supporting their children's education. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We strive to provide a curriculum that develops the whole child and allows for personal, social, spiritual, cultural and moral growth.

2. Meeting needs through strong teaching

In line with our teaching and learning policy and equality of opportunity policy we aim to support inclusion for all our children.

High quality teaching is that which is adapted to meet the needs of the majority of pupils. Some pupils will need something *additional to* and *different from* what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that adaptive teaching is made for those who need it.

Eden Park Academy will do its best to ensure that necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

Staff, The Trust and School Community Board of Eden Park Academy will also work to ensure that all SEND pupils are fully included within the school community and are able to make successful transfers between educational establishments. Eden Park Academy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

3. Early identification and assessment

Early Concerns:

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by adaptive teaching within the classroom.

How we identify and support pupils with SEN:

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality adaptive teaching for all pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality adaptive teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess the pupil's barriers to learning and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when approaches are targeted particularly in a pupil's identified barriers to learning;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not resolved by appropriate relational strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised relational support plans;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships that cause a substantial barrier to learning.

4. **SEND work in differing years and key stages**

- ✓ In early years, early identification of pupil barriers to accessing learning and making expected progress are monitored closely and identified needs are addressed. Some pupils may only need adaptations to the teaching approaches, classroom organisation or provision of ancillary

equipment or resources as part of the inclusive curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence based. In the early years, the intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths, funfit, speech and language support. This intervention may be planned and taught by a teacher or teaching assistant.

- ✓ In Years 1 and 2 (Key Stage 1), there is opportunity for children to access additional support for phonics (Year 1) and literacy (reading) at a time in the year that meets the children's needs. Children are taught through a mastery approach this means there can be a range of children who have each achieved the same age-related objectives and can demonstrate application of their learning at different depths. Children who are at risk of not achieving age related objectives are supported immediately and this enables them to keep up with their peers.
- ✓ In Key Stage 2, the children are mixed ability grouped in literacy and maths with the class teachers identifying children through assessment for learning that have misconceptions and supporting them throughout the lesson. Interventions are run by skilled teaching assistants to support children who are working below age-related expectations. The focus of support and intervention is decided upon through the outcomes of children's assessments and the Pupil Progress Meetings.

5. **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

6. **Planning and review**

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review. Teachers will create these Individual Learning plans in discussion with the SENCo.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. Some pupils may require more regular meetings during unsettled periods in school this may include regular Team Around the Family meetings (TAF)

Graduated Response:

In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the

pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on an Individual Learning Plan (ILP). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the ILP.

Where appropriate, when other external agencies are involved from health and social care an Early Help assessment may be undertaken and recorded on the IT system 'Right For Children'. This will assess meeting the needs of the family and will be reviewed in Team Around the Family (TAF) meetings. This process will only occur with consent from the parents.

Parents/carers will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an Individual Learning Plan (ILP) with a date to review the plan. The date for review will depend on the level of need present. The ILP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any strategies or approaches that are required and when the ILP will be reviewed. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. The ILP will involve a contribution by parents/carers to reinforce learning at home.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is *different from or additional to* that which is normally available as part of high quality and scaffolded they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

7. **Formal assessment and EHCPs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the individual Learning Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Eden Park Academy will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

8. **Setting targets and measuring progress**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed at least termly. Additional training, advice and support will be provided to staff where necessary in order to facilitate pupil progress and to meet pupil needs.

9. **Neurodiversity**

When working with neurodivergent students, teachers will adapt their classroom strategies. Adaptive teaching is based on the idea that a classroom should be accessible to everyone, and that a teacher's instructional style should accommodate everyone in the classroom without the need for special adaptation. In other words, adaptive teaching is about creating an education environment that works well for both the neurotypical and the neurodivergent, without the need for teachers to vary their approach from one pupil to the next.

10. **Alternative learning pathways**

Pupils with special educational needs and disabilities (SEND) in our schools have the greatest need for high-quality teaching and this requires daily decisions regarding the school learning environment and classroom management. Such high-quality teaching – adjusting, adapting and assessing in the classroom is crucial for the progress of all pupils.

Having a full understanding of every child is extremely important in adaptive teaching. Time is spent identifying reasons for learning struggles, not just the struggles themselves. As such, pupils' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are fundamental. Our systems ensure regular communication between teachers, families and the young people to understand barriers and to share effective strategies. Teachers use adaptive strategies when planning prior to the lesson and adjusting practice during the lesson.

11. **Working with other services**

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school works with. This report can be found on the school website and is up-dated annually.

12. **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Director of Inclusion, School Community Board, Co-head Teachers and SENCo, all members of staff have important responsibilities.

Co-Headteachers

The Co-Headteachers have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Co-Headteachers will work closely with the SENCo and the Director of Inclusion (DIS) at trust level.

SENCo:

In collaboration with the Co-Headteachers and DIS, the SENCO determines the strategic development of the SEND strategy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND strategy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality adaptive teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of provision and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' more effectively.
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Co-Headteachers and the DIS to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Director of Inclusion and Safeguarding

The role of the DIS is to support school improvement and development around the areas of inclusion and safeguarding as well as providing continued professional development of teachers and support staff, specifically Early Careers Teachers.

All teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND strategy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for all pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to support SEN pupils.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Parents and Carers

- At Eden Park we recognise that working with parents and carers is fundamental to children's development. Parental involvement in education has long-term positive effects on children's social and emotional development and their overall achievement.
- The staff at Eden Park academy listen to parent and carer views, making decisions with them and helping them to contribute towards special educational needs assessments.
- Parents and carers are required to attend meetings, support children with learning at home, give feedback on individual learning targets, take children to appointments and follow any programmes from professional agencies.

We ensure parents know:

- Who they can come to for support and their roles. The SENCO works closely with practitioners to ensure children with SEND receive the high-quality provision they need to thrive.
- SEN strategies and guidance. Parents/carers need to read and understand our setting's strategies regarding SEND and all related policies (inclusion, medicines, relational practice, intimate care, manual handling, safeguarding and child protection).
- How our procedures work (admissions, transitions, referrals to outside agencies etc.)
- How the SEN support system works. This includes how we identify that a child has emerging needs, what steps we take to support them in the setting and how we work with professionals across education, health and social care to meet a child's needs.

At Eden Park Academy we endeavour to support parents/carers so that they are able to:

Feel fully supported and taken seriously should they raise a concern about their child

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special education provision

Children:

Children with SEN will have access to an inclusive curriculum and high quality adaptive teaching and learning. Children will form supportive relationships with adults and children in school to enable them to make connections and feel safe.

Children with SEN will be expected to engage in all aspects of the school day and will have a voice in how their needs are met.

Meeting Medical Needs:

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of pupils.

Where pupils have SEN, their provision should be planned and delivered in a co-ordinated way using the ILP paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

13. **Staff support and training**

Allocation of resources:

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs:

- The SENCO and other Senior Leader Team (SLT) members provide regular CPD to staff in school in specific aspects of meeting the needs of pupils with SEN.
- All staff have regular meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

14. **How does the school monitor the voice of the child, parents and carers?**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo. The SENCo is happy to meet with parents/carers whenever possible.

Parents/carers are encouraged to seek help and advice from Devon Information Advice and Support (DIAS) <https://devonias.org.uk/> These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress and Individual Learning Plan Meetings and at the end of a targeted intervention.