



## **SEN INFORMATION REPORT**

### **INCLUSION FOR ALL**

At Ebor Academy Trust we are committed to providing our pupils with a broad, balanced and enriched curriculum, which is accessible to all, celebrates diversity and promotes inclusion.

Pupils are fully included in all aspects of school life. All children are equally valued in our schools and access an environment in which they can flourish and feel safe. We have teams committed to inclusion who ensure that all children are happy, safe and achieving at school both academically and emotionally. Our SENDCOs and Wellbeing/Pastoral Leads oversee provision and interventions, and monitor their success through stringent observations and data analysis.

Every teacher at Ebor Academy Trust is committed to the achievement of every child and through excellent quality first teaching and tailored interventions, all children fulfil their potential.

### **BROAD AREAS OF NEED**

There are 4 broad categories of need outlined in the SEND Code of Practice 2014:

#### **COMMUNICATION AND INTERACTION**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

## **COGNITION AND LEARNING**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. 4

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

## **SENSORY AND/OR PHYSICAL NEEDS**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Ebor Academy Trust uses the definition of SEND and disability as set out in the SEND Code of Practice and Equality Act 2010.

Our schools recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- a) Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate;

- b) Termly tracking of all pupils to monitor rates of progress and attainment;
- c) Concerns raised directly by Parent/Carers, school staff or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- a) Attendance;
- b) English as an additional language;
- c) Family circumstances;
- d) Economic disadvantage.

Ebor Academy Trust acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. Parent/Carers will be fully informed and involved in decisions where additional support is deemed necessary.

## **MEETING THE NEEDS OF PUPILS WITH SEND**

When it is evident that a pupil may require higher levels and more individualised support than that available from everyday teaching our schools will offer it. The school SENDCO may become involved at this point.

Parent/Carers will be invited to discuss the needs of their child and notified when their child needs additional support and intervention.

This may mean that they need:

- a) Extra help from teaching assistant in class
- b) Small group or individual support in or out of class
- c) Alternative resources.

If a child continues to have difficulty after intervention, or has a high level of difficulty we will seek advice from outside agencies as appropriate. These may include:

- a) Health professionals
- b) Primary Mental Health Worker (PMHW)
- c) Visual/Hearing Impairment teachers
- d) Educational Psychologist
- e) Speech and Language Therapists
- f) Physical and Medical Disabilities Teachers

The child may be considered to have a Special Educational Need (SEN) and be placed on the SEND Register. At this point an individual support plan will be developed with the SENDCO to plan and monitor the quality and impact of individual provision.

The pupil, Parent/Carers and all professionals involved contribute to planning provision and reviewing progress through the support plan.

This will be managed through a four part cycle of assessment, planning, intervention and review.

This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

#### **THE GRADUATED RESPONSE:**

**ASSESS:** Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with Parent/Carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs outlined above:

- a) Communication and interaction
- b) Cognition and learning
- c) Social, emotional and mental health difficulties
- d) Sensory and/or physical needs

Ebor Academy Trust recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

#### **PLAN:**

Our Academy schools will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- a) Be outcome focused with the desired benefit or difference from any intervention clearly identified and support the evaluation of any impact of any provision
- b) Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- c) Highlight the ways Parent/Carers can be involved to reinforce and contribute to progress outside of the school
- d) Give details of the role and input of external agencies when they are involved with a pupil
- e) Be recorded on individual support plans and on class/school provision maps
- f) Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed

Parent/Carers will be invited to contribute to the individual support plan and receive a copy. This will then be reviewed at least two times per a year.

**DO:**

Class/subject teachers, with the support of the SENDCO will be responsible for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offered and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

**REVIEW:**

The impact of any additional support offered will be reviewed at least termly. Parent/Carers will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the cycle of Parent/Careral consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- a) Impact of each element of the intervention towards the identified outcomes;
- b) Pupils' response to the support and view of their progress where this is applicable;
- c) Views of Parent/Carers and specialist agencies;
- d) Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of Parent/Carers, the SENDCO will make a referral to specialist agency.

If a child's needs are complex or severe, we may suggest asking and request the Local Authority to complete a 'Statutory Assessment' of the child's needs, this in order to access additional necessary resources to meet the child's needs.

This can lead to the development of an EHCP (Education Health and Care Plan) a statutory document, developed in consultation with Parent/Carers, the class teacher, SENDCO and other professionals which outlines the child's needs and what provision and resources must be made available.

**PARTNERSHIP WITH PARENTS**

Trust schools believe that good communication between parents and school staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. The Trust encourages each school to forge close partnerships with parents in the education process. Parents are encouraged to visit the individual school to discuss any concerns about their child with the SENCO and/or class teacher, at a mutually agreed time.

**TRANSITIONS**

Trust schools have transition programmes in place for all pupils. Those with SEND are given additional support with transitions as is appropriate.

Foundation staff will visit pupils with SEND in a preschool setting, prior to them starting mainstream education. Additional visits can also be made for those pupils with SEND to familiarise them with staff and their classroom.

A transition programme is in place to support pupils transferring into a new class or new key stage. In the summer term all pupils visit their new classroom and new teacher(s). Additionally, staff will share information about pupils with SEND to ensure a smooth transition at the start of the new school year.

Information is shared between primary and secondary staff for all SEND pupils to ensure a smooth transfer. Where possible the appropriate member of secondary staff will attend the final annual review of Year 6 pupils with Statements/EHCPs due to join the secondary stage. Secondary representatives visit feeder primary schools to meet parents and pupils before transfer.

Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation.

## **STAFF DEVELOPMENT**

As a Trust we acknowledge the need for additional training for school staff when working with SEND pupils. Each Trust school is committed to gaining further expertise in the area of SEND. Training could include the following; school-based whole school INSET (in-service training), in-house training provided by SENDCOs/Wellbeing/Pastoral Leads, training sessions for Teaching Assistants and lunchtime supervisors, SENCO LA Network meetings and Teacher Assistant group meetings, Individual staff development provided by various higher education institutions, Staff meetings etc.

## **FUNDING**

The Headteachers/Heads of School, Deputy Heads, Assistant Heads, SENCOs/Inclusion Leads, plus the governors of each school monitor the needs of SEND pupils. Resources within each Trust school are allocated according to need and will be dependent on the individual school's budget. Resources available include training for staff, teachers time, Teaching Assistant (TA) support, 1:1 support, additional materials e.g. learning resources, intervention programmes etc.

## **THE LOCAL OFFER**

All local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

a) To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

b) To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

## SCHOOLS SEND INFORMATION REPORT

All Ebor Academy Trust Schools publish their own annual SEN Information Report on their website, as required by their Local Authority. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- a) the kinds of SEND that are provided for
- b) policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- c) arrangements for consulting parents of children with SEND and involving them in their child's education
- d) arrangements for consulting young people with SEND and involving them in their education
- e) arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- f) arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- g) the approach to teaching children and young people with SEND
- h) how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- i) the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- j) evaluating the effectiveness of the provision made for children and young people with SEND
- k) how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- l) support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- m) how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- n) arrangements for handling complaints from parents of children with SEND about the provision made at the school

Parents/Carers can request a copy of this, along with the school SEND Policy.

If Parent/Carers would like more information, or have concerns about their child, they should speak to the class teacher or make an appointment with the SENDCO. Appointments can be booked through the school office.

Alternatively, please view the relevant LA Local Offer for more information about what they can offer you and your family. These can be found here:

**North Yorkshire** <http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

**City of York Council** <http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

**Hull** <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

**East Riding** <http://www.eastridinglocaloffer.org.uk/>