



EBORA ACADEMY TRUST

Policy Number

8

Statutory SEN Policy

Signed: _____

Dated: April 16

Review Date: April 19

Review Period: Every 3 years or as and when changes occur

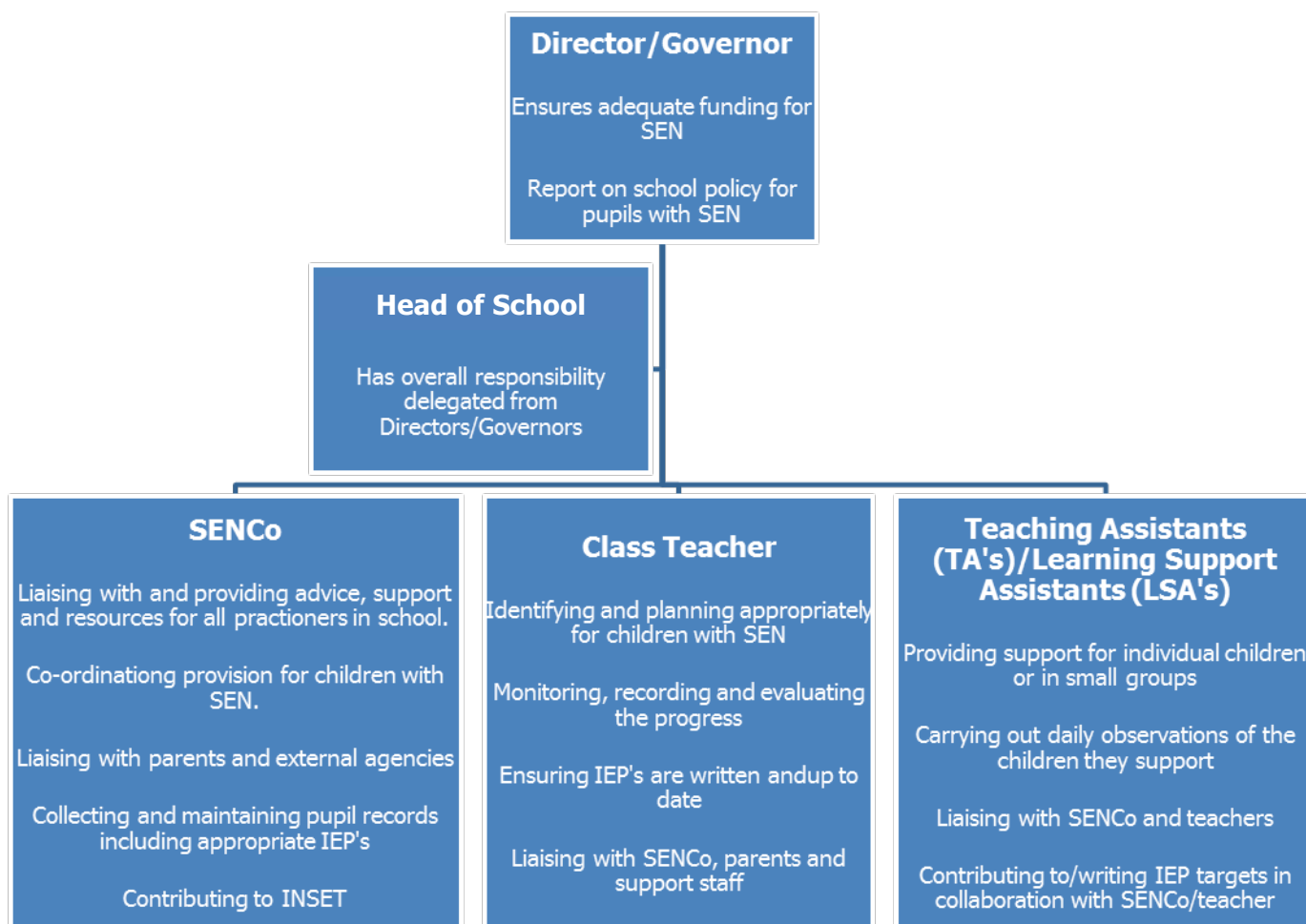
Ebor Academy Trust SEN Policy

This policy should be read in conjunction with the SEN Local Offer for the Ebor Academy Trust. (See appendix 1)

The Ebor Academy Trust is duty-bound to fulfil statutory standards by the Special Educational Needs (SEN) Code of Practice (DfES 2014). The fundamental principles of the Code of Practice form a framework for professional practice in our school: it is our responsibility to seek the views of a pupil/student with SEN, assess the needs of that pupil/student, do our utmost to meet those needs and offer an education which is balanced and broad and fully accessible to them. We will always seek ways to implement best practice and promote close co-operation between agencies and professionals.

Our policy is a collaborative whole school policy. The Head of School has overall responsibility for SEN provision across the school. A designated teacher, the Special Educational Needs Co-ordinator (SENCO), is a member of the senior leadership team and is responsible for the day-to-day operation of this policy. Class teachers are responsible for meeting the individual needs of SEN pupils/students in the classroom and are supported by Teaching Assistants and in some cases, 1-1 Teaching Assistants. We are governed by the Ebor Academy Board of Trustees who in turn delegates responsibility to the LGB, one of whom has responsibility for SEN.

Fig 1 Roles & Responsibilities



The Ebor Academy Trust aim to:

- Ensure that every pupil/student with a special educational need (SEN) or disability reaches their full potential in school.
- To promote the welfare and interests of disabled pupils/students, and to improve the support they receive.
- Identify pupils/students who have SEND as early as possible and carry out the necessary assessments .
- Record the names of all pupils/students with SEND on the School SEND Register at the appropriate stage.
- Provide within the school a staged structure of provision in accordance with the Department of Education Code of Practice regulations on SEND.
- Formulate differentiated and individually tailored programmes to address SEND but at the same time ensure these pupils/students receive a broad, balanced and appropriate curriculum.
- Establish a record keeping and reviewing system to facilitate efficient monitoring and planning.
- Foster mutually supportive links with outside support agencies.
- Equip teaching and non-teaching staff with the necessary skills to cater for pupils/students with SEND.
- Utilise and encourage volunteer helpers to assist with support programmes.
- Establish effective links with Pre-school contacts and Secondary Schools to promote the successful transition of pupils/students with SEND.
- Involve Parents/Carers as fully as possible as partners in the education of their children.
- Develop a mutually supportive framework of consultation between the Board of Trustees, Executive Headteacher, Head of School and Special Educational Needs and Disabilities Co-ordinator (SENDCO).

APPENDIX 1

SEN INFORMATION REPORT

Inclusion for All



At The Ebor Academy Trust we are committed to providing our pupils/students with a broad, balanced and enriched curriculum, which is accessible to all and promotes inclusion. Pupils/students are fully included in all aspects of school life. All pupils/students are equally valued in school and access an environment where they can flourish and feel safe. We have a team committed to inclusion who ensure that all pupils/students are happy safe and achieving at school both academically and emotionally. The SENCO and Family Support Team oversee the provisions and interventions, and monitor their success through stringent observations and data analysis. Every teacher at The Ebor Academy Trust is committed to the achievement of every pupil/student and through excellent quality first teaching and tailored interventions, all pupils/students fulfil their potential. Progress and attainment of all pupils/students is reviewed by the Senior Leadership Team every term at which time provision may be adjusted and put in place to meet identified needs. Further information about each individual intervention will be discussed with Parents/Carers, if a pupil/student was to access them.

Learning and Cognition Interventions

- Phonics Boosters
- Rapid Phonics
- Rapid Reading
- Bug Club
- 1:1 reading
- Reading boosters
- Writing boosters
- Sentence and punctuation boosters
- Handwriting booster
- Accelerate Acceleratewrite
- Precision Teaching (bespoke to pupil/student's need)
- Hot Reading
- Early Literacy Support (ELS)
- Read Write Inc / Fresh Start
- Monster Maths
- Spaced Out
- Numeracy Booster
- Number Gym Booster
- Big Maths Quiz
- Addacus
- Numicon
- Accelerated Reader
- Small group literacy
- Scribing work
- Use of ICT for independent recording
- Homework support and private study
- Peer reading support
- Memory booster work
- Use of specialist equipment – ICT equipment, coloured overlays & books, pencil grips etc.

Communication and Interaction Interventions

- Delivery of individual speech & language programmes
- Time to Talk
- Talk Boost
- Talking Partners
- Talkabout – Teenagers
- Pre-teaching new vocabulary

Social, emotional and mental health Interventions

- Rainbows nurture group Busy Bees (HR)
- ELSA provision or mentors by trained ELSAs (Emotional Literacy Support Assistants)
- Lunch Clubs
- Circle of Friends
- Peer Buddies
- Worry Box
- Fireworks – anger management
- Use of visual prompts and timetables
- Mentoring
- Lego therapy
- Zones of regulation
- ELSA support
- Talking therapy
- Organisational support
- Lifeskills work

Sensory and Physical Interventions

- Busy Fingers boxes
- It's in the bag
- Jump Ahead
- Delivery of 1:1 Physio and OT programmes
- Use of sensory resources
- Sensory profiling
- Medical support
- Physiotherapy programmes (under guidance of Hospital physiotherapist)

Meeting Individuals Needs

If a pupil/student continues to have difficulty after intervention, or has a high level of difficulty, they may be considered to have a Special Educational Need (SEN) and be placed on the SEN Register with the SENCO becoming involved. The SEN Register is broken down in Bandings 1-6. Each pupil/student is placed at the banding level that meets the description of their need – the SENCO will be able to discuss this in more detail with you.

This would mean that they may need:

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

If a pupil/student continues to have difficulty even with this extra support and intervention in place, we will seek advice from outside agencies such as:

- Health professionals
- Primary Mental Health Worker (PMHW)
- Visual/Hearing Impairment teachers
- Educational Psychologist
- Speech and Language Therapists
- Physical and Medical Disabilities Teachers
- Pupil Referral Service

If your child's needs are complex or severe, we may suggest that we ask the Local Authority for a Statutory Assessment which usually means that the LA provide extra resources to help your child. If your child has this additional provision, this will lead to them having an EHCP (Education Health and Care Plan) which you will be involved in writing alongside the class teacher, SENCO and other professionals involved.

Working Together

Communication is key. We pride ourselves on strong links with our Parents/Carers and will always keep you informed about what is being done for your child. Termly review meetings are organised for Parents/Carers to come in and discuss progress and provision. Your child will also be invited to part of these review meetings.

All staff working with your child will be aware of their specific needs and training/support will be put in place where appropriate.

If you would like to know any more information or have concerns about your child, please speak to the class teacher or make an appointment with the SENCO. 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.

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

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

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

Please Note: *The Trustees of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Local Governing Body.*