



# Euler SEND Policy

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## **1 Aims**

### **Vision**

Euler is committed to meeting the needs of all pupils with special educational needs and disabilities (SEND).

We firmly believe that all children and young people with special educational needs are entitled to an education which enables them to:

- Achieve the best possible outcomes
- Make a successful transition through each stage of their lives
- Become confident individuals living fulfilling lives

### **Identification and assessment of Pupils with SEN**

#### **Pupils attending Euler may have an Education Health Care Plan (EHCP)**

Information is gathered from the pupils previous setting prior to the admission meeting.

Upon admission baseline assessments are made on levels of attainment and learning behaviours.

Each pupil has an individual positive handling plan

Teachers are actively encouraged to raise concerns in relation to pupil progress towards identified targets in the EHCP or presenting behaviours with the SENCO in a timely manner. This supports the continued identification of SEN need within the setting.

All Teaching and Support staff receive regular training

#### **Provision for pupils with SEN**

The policies outlined in this section apply to all Pupils with SEN whether or not they have an EHCP.

The school closely monitors the progress of all pupils with special educational needs. All pupils in the Euler are on the SEN register. The effectiveness of the provision for these pupils is evaluated to ensure they make adequate progress. This is reviewed half termly with class teacher, parent/carer, SENCO and with the pupils themselves.

## **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

This policy also complies with our funding agreement and articles of association.

### **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 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 an 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**

#### **4.1 The SENCO is Laura Harkin**

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They will:

Work with the SEN governor 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 with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

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 pupils and their parents are informed about options and a smooth transition is planned

Work with the governing board 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

#### **4.2 The SEN Governor**

The SEN Governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 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 SENCO 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**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Disorders.

## **5.2 Working with SEN Pupils and assessing their needs**

On admission to Euler we will assess each pupil's current skills and levels of attainment on entry, and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and hold regular Annual review meetings with pupil, family and other relevant professional agencies. This will also include monitoring in areas other than attainment, for example, social emotional and mental health needs.

## **5.3 Consulting and involving pupils and parents**

We will work closely with pupils, parents and professional at Euler.

These conversations ensure that:

- Everyone develops a good understanding of the pupils' areas of strength and difficulty

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on any identified next steps.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

Pupils' progress will be reviewed regularly. Where appropriate, the vehicle of the annual review will assess and review each pupil's progress towards the outcomes identified in their EHCP.

Prior to the annual review the class teacher will work with the SENCO to carry out a clear analysis of the pupil's current needs. This will include:

- The teacher's assessment and experience of the pupil

- Their previous progress, attainment and behavior.

- Other 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.

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.

## **5.5 Supporting pupils moving back to mainstream or between phases and preparing for adulthood**

We will share information with the pupil's next school. We will agree with parents and pupils which information will be shared as part of this.

We share our risk assessment which outlines strategies and de-escalation techniques which have been found to work for that individual pupil.

Transition to senior school is managed by the Transition Coordinator. Pupils will visit their next school, supported by a member of the Euler class staff, for as many visits as the school are able to schedule.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching supports all our pupils. The work will be differentiated for individual pupils.

We will also provide the following interventions:

- In class TA targeted support
- Small group and 1:1 work – Around literacy/numeracy/social skills
- Targeted support in their specific area of need
- Differentiated support within lessons
- Specific identified interventions delivered by a trained member of staff
- Well-being and pastoral support including ELSA delivered by our Personal Development Mentor.
- Increased supervision for some pupils during unstructured time
- A clear behaviour policy implemented consistently by all staff

### **5.7 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 can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating teaching and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have a dedicated team of support staff, a personal development team and a pastoral team to support the complex needs of our pupils.

Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by class teachers.

When we have concerns that a pupil will need additional or external support to meet their special educational needs a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organization which may include:

Educational Psychologist

Speech and Language Service

Social and Communication Panel team

IPASS

National Autistic Society  
Social Care  
Dyslexia Sparks  
CAMHS  
KIDS  
School Nursing Team  
Bereavement Support Team  
Northcott Outreach  
Tweendykes/Ganton Outreach  
Barnardos

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment.

Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

### **5.9 Expertise and training of staff**

We are committed to staff training so that all staff are able to develop their skills are expertise meeting the needs of pupils with SEND.

Staff training will typically include:

- Safeguarding Children Awareness
- Understanding Dissociation
- Visual supports and Structures
- Team Teach
- Promoting Positive Behaviour
- Understanding Autism Anaphylaxis- Recognition and Treatment
- Theraplay and Neuroscience, Attachment and impact on resilience.
- Autistic Spectrum Disorder online course
- Attention Deficit Hyperactivity Disorder online course
- Sensory Processing Disorder

We use specialist staff for ELSA interventions.

### **5.10 Securing equipment and facilities**

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual needs. Children with an 'Education, Health Care Plan' (EHCP) will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms:



- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their targets each term

Regularly reviewing the impact of identified interventions

Annual and Interim EHCP reviews

Monitoring by the SENCO

Using provision maps to measure progress

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, following a review of each pupil's risk assessment and having received parental consent.

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

We are an inclusive setting and no pupil will ever be excluded from taking part in these activities because of their SEN or disability.

- Our school's accessibility plan is on our website

### **5.13 Support for improving emotional and social development**

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

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of our friendship group to promote teamwork/building friendships etc.

We promote Pupil Voice across the setting

Personal Development work 1:1 and group work with identified pupils.

Emotional Wellbeing staff and sensory room.

We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

As a setting we work closely with external agencies including Health, Social Care, the Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEND needs and to support our families.

Any Annual or Termly review meetings do include invitations to appropriate professions inviting them to attend and contribute.

We work closely with CAMHS and meet termly with them. Northcott Outreach visit termly to review pupil plans. The Virtual School are in regular contact in relation to our LCA pupils.

### **5.15 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be investigated using the school'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**

- All support services available across the City of Hull are contained in the Local Offer.

### **5.17 Contact details for raising concerns**

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [hull.mylocaloffer.org](http://hull.mylocaloffer.org)

## **6 Monitoring arrangements**

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing body.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions