



# Euler Academy

## SEND Report January 2024



1	Summary	SEND Report			
2	Responsible person	Robert Abrahamsen			
3	Accountable SLT member	Laura Harkin			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Laura Harkin - Principal Robert Abrahamsen - SENCO			
6	Who has been consulted and recommended policy for approval	All staff and governors			
7	Approved by and date	September 2022 January 2024			
8	Version number	2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	SEND Policy			
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	January 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Introduction

Euler Academy is committed to meeting the needs of all children including those with special educational needs and disabilities (SEND). We believe that every child deserves and is entitled to an education that enables them to achieve the best outcomes and develop as an individual.

All staff are responsible for ensuring children with Special Educational Needs or a disability receive the appropriate support and provision to ensure they achieve their full potential. We believe that we will do everything possible to meet the needs of children with Special Educational Needs or a disability. This offer and the supporting Accessibility Plan meets the following criteria:

[Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)

[Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)

[Section 69 of the Children and Families Act 2014](#)

### About this information

The purpose of this report is to explain to all stakeholders how we, as a school, will provide for children with SEND. We will review and update this information regularly to reflect changes and feedback from staff, parents and governors.

If you need any more information please see our SEND Policy or contact the schools' SENCO – **Robert Abrahamsen** on 01482 205780.

The governor responsible for SEND is Lynn Brattan.

## 2. Special Educational Needs and / or Disabilities for which provision is made

Euler Academy is primarily a specialist primary provision for pupils with SEMH, however we ensure provision is available for the following groups of children with SEND as outlined in the Code of Practice:

- **Communication and Interaction** including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning** including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) including dyslexia.
- **Social, Emotional and Mental Health Difficulties** including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other needs that are rooted in mental health.
- **Sensory and/or Physical Needs** including a range of physical (PD), Hearing Impairment (HI), Visual Impairment (VI), and Multi-Sensory Impairment (MSI).



## **2. Policies for the identification and assessment of children with Special Educational Needs and / or Disability (SEND)**

At Euler Academy, staff are aware of the importance of recognising children with a range of SEND, as soon as possible in order to adapt the provision and learning experiences for that child. The school ensures all children are treated equally with clear plans in place to ensure all children are making progress through monitoring and assessment procedures, including pupil progress reviews. This plan describes the way the school improves the physical environment for the purpose of increasing the extent to which children with disabilities participate in the school's curriculum. In addition, how the school delivers information to children with disabilities that is readily available to children who are not disabled.

The Accessibility Policy clearly defines the steps the school takes to prevent children with SEND from being treated less favourably and outlines the facilities to help children with disabilities to access the school. The information in the Accessibility Plan has been prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010.

All pupils at Euler Academy are on the SEN register, and currently all pupils have an EHCP. Referrals are made, where appropriate, to external agencies and plans are put in place where additional support is required, this is recorded on the children's Pupil On A Page online document along with any recommendations and targets given by other professionals.

Assessments of the children are made at least 6 times a year (twice in each term). These are tracked and progress reports are monitored closely. This provides us with detailed reports to monitor progress and identify potential areas for concern. Pupil Progress meetings are held termly to discuss progress and any interventions and support that needs to be put in place for individual pupils. These are documented on children's Progress Passports.

## **3. Admission procedures**

Our admissions policy is available on our website. Currently all places are commissioned by local authorities and all pupils have and EHCP.

When consulted by a local authority the Principal received information about the child, and must respond to the consult within 15 days. She may wish to talk to the child's school, parents and request any further reports. An observation of the child may be requested by the Principal prior to responding to the consult.

Before a child is admitted into school, the previous school provides information regarding the child's academic levels of attainment, the support needed within the classroom, effective strategies, a risk assessment and then attends the admission meeting alongside the child's parents / carers.

Families receive information about Euler Academy prior to admission, including a book for children with photographs of their classroom and their key staff.



#### **4. What are the school's policies for making provision for children with special educational needs and/or disability (SEND), whether or not children have Education Health and Care Plans?**

Currently all children at Euler Academy have an EHCP, an EHCP is issued by the local authority and is a legal document for the school to adhere to. It includes long and short-term outcomes that the school must work towards, these targets are decided at meetings by the children, parents and professionals.

The majority of the children have their needs met using quality first teaching and adaptations within the classroom. In most cases this is fulfilled by the teachers by differentiating learning and adapting their planning to ensure that it incorporates opportunities to meet the learning styles of the individuals. A range of interventions are also used within the school to provide an individual personalised learning session for the children.

We use a SMART target approach to setting individual targets for children. These are small, achievable, measurable, realistic targets which aim to move the children forward in their learning. These are identified within the classroom, with the pupil's voice included during personalised learning sessions, when appropriate.

#### **5. How does the school evaluate the effectiveness of its provision for SEND?**

The teaching within the school is regularly monitored and reviewed by the SLT in order to ensure the quality of teaching and learning is highly effective. The progress made by the children is a crucial factor in evaluating the effectiveness of the SEND provision. Where external agencies and professionals are involved with a child, regular visits and evaluations are provided to inform the progress made. SEND provision and support is adapted and evaluated to ensure that the correct approach is being used to support the child. Interventions and Pupil on a Page are updated half termly or sooner if required. The teachers work with the SENDCO, parents and the pupil to make sure any SEND support is adapted and is effective.

Governors are involved in the quality of SEND provision. SEND is reported to Governors termly which outlines the progress made by children with SEND and any evaluations of teaching and quality of provision.

#### **6. What are the school's arrangements for assessing and reviewing the progress of the children with SEND?**

The children are monitored through a whole school approach using pre-key stage, working towards, at and greater depth in their age-related expectations. Teachers submit data on a half termly basis which is analysed by the Principal, Venn directors, Subject Leaders and SENCO.

In addition, the children that have specific learning difficulties and are working significantly behind their chronological age are monitored using SMART targets and the assessment steps. The progress is monitored on a half-termly basis and additional support is tracked.



Through half termly progress meetings including the class teacher, Principal and SENCO all children are discussed to ensure all children are making expected or better progress. Parents are invited to termly review meetings face to face or online, to discuss their child's progress with a member of staff. Parents are also invited to optional meetings with the SENCO to discuss the provision and needs for their child. The review of targets and any new targets are discussed with parents during these meetings and parents are given the opportunity to make comments on the provision and support their child is receiving. The Principal and SENCO are responsible for moderating all assessment judgement for children with SEND and the provision that is available to them.

The teacher is responsible for all children within their class. Therefore, reviews are completed by the teacher with support from the support staff that have been working with the child during intervention time or any other agencies involved.

A child with an EHCP has an annual review to discuss the outcomes from the current EHCP and agree new outcomes for the following year. Parents and professionals involved in the support for the child are invited to the meetings. Where appropriate, the child is invited to part of the meeting.

## **7. What is our approach for teaching SEND children?**

The school supports all children to achieve irrespective of their special educational need and/or disability, ensuring all children access the school's curriculum. It is expected that all teachers will tailor their teaching to suit the needs of all the children in their class and will implement strategies and approaches suggested from other professionals and the SENCO.

The school believes in an inclusive education and all children with special educational need and/or disability are supported within the classroom by other peers and adults. The information from pupil progress meetings are used to plan learning that is challenging but builds on previous learning.

Some children are involved in additional intervention sessions at least once a week with a teaching assistant, a member of the pastoral team or a member of SLT. Some children have more than one intervention. These are evidenced in the pupil's personal development books and in their white file (within the intervention section) and evaluated at least half termly with the class teacher and SENCO. We are aware of the need to avoid the over reliance of individual support for children as this can prevent the pupils becoming independent learners.

Pupils that are identified as significantly behind age related expectations are assessed using the graduated response and termly SMART targets are set. These are monitored by the SENCO half termly and discussed during pupil progress meetings with the class teachers.

Some pupils access our Explorers class, the pathway is for Key Stage 2 pupil who are consistently, over time not in the reaches of the National Curriculum.





All pupils have an EHCP. The pupils may have a primary need of Communication and Interaction or have additional communication needs. Pupils can and will follow instructions to varying degrees.

## **8. How does the school adapt the curriculum and learning environment for children with SEND?**

We work closely with professionals and external agencies to recognise the needs of children with physical disabilities before they start the school. This is reviewed regularly throughout the duration the child is at the school to ensure that the correct equipment is used as the child moves through the school. Reasonable adaptations are made to the curriculum and learning environment to ensure that children with SEND are not disadvantaged compared with their peers.

Teachers are supported by the SENCO to adapt the curriculum to suit the needs of the children. They are also involved in meetings with external agencies who give advice and future targets for particular children.

Children following the Explorers pathway follow the engagement model which is central to the Explorers curriculum and is a pre-requisite to cognition and learning. Through promoting increased levels of engagement in cognition and learning we will see progress.

By using the Engagement model class staff can look at each pupil's engagement in different activities or tasks, and make adaptations to the curriculum or resources to further raise their engagement.

The 5 areas of engagement are:

- exploration
- realisation
- anticipation
- persistence
- initiation

## **9. What additional support for learning is available to children with SEND?**

All equipment, resources and interventions are assessed on an individual basis. This is dependent upon the nature of the need, funding may be provided by the school or requested from other agencies. Specialist equipment can be provided or advised by external agencies e.g. IPaSS after assessments.

The school follows a 3-wave process of support for children with SEND. Wave 1 is available to all children and includes quality first teaching which is intended to take into account the learning needs of all the children within the classroom. This includes adapting work and the learning environment to suit the needs. Wave 2 is specific targeted interventions which supports the children to make accelerated progress to enable them to achieve the age-related expectations. Wave 2 can be an individual intervention however is generally targeted at a group of children. Wave 3 is an





individually tailored intervention used to support the pupils in making accelerated progress. This may include a specialist intervention.

#### **10. What extra-curricular activities are available for SEND children?**

Euler Academy has a wide range of extra-curricular activities available to all pupils at no extra cost. There is currently a breakfast club in a morning, a range of lunchtime clubs providing a range of activities including art, sport and reading for all children. If it is agreed that attending these clubs will support the child to meet agreed outcomes it will be encouraged that a child attends.

Lunchtimes are staggered to ensure the dining hall remains as quiet as possible. Lunch time and playtimes are highly staffed to support children with their social etiquette and turn taking skills.

The needs of children with SEND are considered when arranging any educational visit. We endeavour to include all the children and where necessary the parents of the children with SEND. The benefits and risks of pupils with SEND attending educational visits off site are evaluated to meet the needs of the children. All off site activities and visits are pre-visited by the class teacher and the risk assessment, bus seating plans and staffing is submitted onto Evolve for approval by SLT.

We also fund the following interventions from outside agencies to help develop our children academically, socially and physically:

Advotalk talking therapy, Go Scoot, The Best You talking therapy, Pedestrian Skills, Pet Respect, swimming lessons, 1:1 music instruction, horse riding lessons, Learn to Ride, Bikeability, Prison Me? No Way! And Mentors In Violence Prevention.

#### **11. What support is available for improving the emotional and social development of children with SEND?**

We use restorative approaches in school and encourage our children to make the right choices throughout the day and to be responsible for their actions. Policies on behaviour and bullying set out the responsibilities of everyone within the school. The policies also outline clear procedures, protocols and processes that enable staff to identify any social, emotional and mental health difficulties. Where children have more complex problems we provide these children with interventions such as:

- ELSA – Emotional Literacy Support
- Individual plans which are discussed with the children to give them strategies to manage their feelings and emotions. Child centred plans are also shared with parents. We encourage children to follow the school rules using Pearl Points charts, good day notes and rewards
- Small group sessions that promote positive behaviour, social interaction and friendship groups
- The Pastoral team support emotional and social development by taking small groups or children individually on a 1:1 basis
- The readiness scale is used to monitor and assess the social, emotional and behavioural difficulties to ensure the pupils develop in specific areas.



## **12. Who is the SEND Co-ordinator and how do I contact them?**

Our Special Education Needs Coordinator (SENCO) is **Robert Abrahamsen** who is the assistant headteacher. Along with the Principal, he works closely with all staff to ensure children with SEND can achieve the best outcomes.

If you have any concerns regarding your child's needs please speak to your class teacher before speaking to the SENCO. If you wish to make an appointment to speak to the SENCO please enquire at the school office or telephone on **01482 205780**.

## **13. What expertise and training do the staff have in relation to SEND and how will specialist expertise be secured?**

All staff have attended Team Teach and safeguarding training. Staff have the opportunity to attend training from outside agencies when necessary. Teachers, teaching assistants and other staff have an ongoing internal CPD programme. Training has been given to staff on meeting the needs of children with ASD this includes specific sensory processing training, bespoke PECS training for children who are non-verbal. All staff across the school are provided with relevant training linked with the children who they support including Dyslexia training, Trauma and Attachment and PACE training and sensory processing training. Training can also be arranged when required with the focus of the needs of the pupil. The school works closely with external agencies who give advice and support to teachers and support staff.

## **14. What equipment and facilities are available to support children with SEND?**

The school is equipped with a range of facilities to support children with SEND. The entrances are all on a ground floor level with no steps or ramps. There are disabled toilets that is located near to the office and another located upstairs. There is an accessible changing room with changing bed and shower on the ground floor. There is a lift to the second floor and a medical room with a locked cabinet and fridge to store medications and a bed to use if needed. Some of the children's toilets have been adapted to suit the needs of individual pupils to become more accessible.

The playground is fully accessible by all pupils with footpaths being tarmacked to support those using walkers or wheel chairs. The outdoor equipment has been carefully planned to ensure a range of sensory needs can be met outside.

Advice is sought from external agencies and professionals such as occupational therapy, physio therapy and IPaSS. From the advice of these professionals, specialist equipment is purchased to support pupils with physical needs.

We have a sensory room and sensory equipment based on children's individual sensory plans, as directed from the sensory processing teams.

We purchase personalised resources for individual children such as ear defenders, weighted blankets and jackets, sensory grab bags and fiddle equipment, chair bands and PECS books. We have purchased Widget as recommended by the speech and language therapists to ensure all of our writing prompts are uniform.

**15. What are the arrangements for consulting and involving parents of the children with SEND in their child's education?**

Parents of children with EHCP's are invited to annual reviews and encouraged to contact the school in between reviews if adaptations need to be made to the EHCP during the year.

All assessments and target reviews are made half termly by the class teacher with guidance from the SENCO. Parents are invited and encouraged to contribute to their child's education to discuss these reviews and comment on targets with the class teachers.

Parent's evenings are scheduled termly to speak with the teacher and meetings are held if any concerns regarding the children's progress and achievement.

Discussions between parents and teachers occur regularly and are noted down on CPOMS.

**16. What are the arrangements for consulting and involving children with SEND in their education?**

All pupils with SEND complete a one page profile which takes into account the child's likes and dislikes, interests and friends. The child is also involved in the review process of their personal targets both for personal and social development as well as curriculum targets. This enables the individual to feel that they have more control over decisions about their support. SMART targets are used to show progress in small steps and pupils are involved in discussions when teachers consider they have achieved targets or levels through their work.

Prior to professional meetings, the children have the opportunity to express their views by completing a pupil questionnaire. Children with SEND are also involved in school council meetings.

All aspects of the intervention sessions will be explained to the child and discussions enable individuals to feel that they have control over their support.

Where resources are being purchased the personal budget of a pupil with an EHCP is used, the child and parent may be involved in the decision making process. This can be with a professional trying a range of resources and the pupil choosing which they prefer or discussing what the child needs in order to access the curriculum further.

**17. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?**

We are committed to providing a provision that is safe, accessible and in the best interests of the child. As a school we refer to external professionals and act upon advice and support that is given. We believe that the best way to support parents and children with SEND is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact the school about their concerns at the



earliest opportunity. We have an open door policy and invite any parent to contact our SENCO to discuss the provision that is in place to support their child.

Should the need arise for a parent to make a complaint relating to the SEND provision that has been put into place, please contact the following people in this order.

- the class teacher
- the SENCO
- the Principal
- the Executive Head
- the SEND governor – a letter can be submitted through the school office. All of these people can be contacted using the school telephone number **01482 205780**

If you feel you have a complaint, please contact the school for further information.

As a last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here: <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure> , or by phone on 0300 123 4666.

## **18. How does the school work with other agencies to support the child and families?**

Where Euler Academy has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider or other professional support or voluntary organisations.

This may include

- Educational Psychologist
- Speech and Language Service
- Humber Sensory Processing Service
- IPASS
- National Autistic Society
- Social Care
- Dyslexia Sparks
- CAMHS
- Advotalk
- The Best You Therapy
- KIDS
- School Nursing Team
- Bereavement Support Team
- Northcott Outreach
- Tweedykes/Ganton Outreach
- Barnardos

This list is not exhaustive. Advice may be sought from one or several service providers. Throughout this process the local authority has a duty to request the opinions of parents/carers, the school and allied professionals.

**19. What local support is there for parents of children with SEND?**

The school work closely with a range of professionals that support parents throughout the education process.

Local support including the support we offer children can be found of the Local Offer pages of the LA websites:

<https://hull.mylocaloffer.org/>

<https://eastridinglocaloffer.org.uk/>

**20. What are the school's arrangements for supporting children with SEND when they join the school and moving to next stage of education, if this is mainstream, secondary or special school?**

Meetings are held between the SENCOs of the primary and secondary schools to transfer information and levels of support. Within these discussions is the support needed to ensure there is a smooth transition and also how the child will fit in the secondary school.

We endeavour to arrange regular opportunities within the Summer term for children to attend the secondary school as transition period. These children are identified as needing extra support and attending any nurture / support group when necessary.

When moving to another school we contact the school and in particular contact the SENCO of the school in order to share previous arrangements and support that has been used. Records are to be transferred between schools within a 2 week deadline.

When moving classes through school, transition meetings are held within school with the new class teacher. Transition books are created as a visual support and used to explain the changes that the pupil might face. There are also visits made to the next teacher and classroom.