



# **Eastfield Primary School**

## **Special Educational Needs Policy**

Updated: Reviewed February 2020

Review Date: January 2021

SEND Co-ordinator: Sarah Weston

SEND Governor: TBC

## **Mission Statement**

At Hull Collaborative Academy Trust (HCAT) we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children whatever their needs or abilities. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.

We seek to ensure that children with SEND are fully included in all aspects of school life. We believe that children with SEND and their parents/carers should be at the heart of planning and decision making.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

This policy follows The Code of Practice 2014 which provides statutory guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations:-

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

This policy should be read in conjunction with the **School's SEN Information Report**.

### **Definition of Special Educational Needs (SEND Code of Practice 2014):**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

**has a significantly greater difficulty in learning than the majority of others of the same age**

***or***

**has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**

## **Principles**

The principles of the Code of Practice 2014 are designed to support:

**the participation of children, their parents and young people in decision-making.**

**the early identification of children and young people's needs and early intervention to support them.**

**to ensure greater choice and control for young people and parents over support.**

**collaboration between education, health and social care services to provide support.**

**high quality provision to meet the needs of children and young people with SEN.**

**a focus on inclusive practice and removing barriers to learning.**

**successful preparation for adulthood, including independent living and employment.**

## **Policy Objectives**

The purpose of this policy is to ensure all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with Special Educational Needs and Disabilities.

In order to meet the special needs of our children and to work within the guidance of the SEND Code of Practice (2014) we **must**:

*Identify those children who have special needs as soon as possible.*

*Provide appropriate intervention at a suitable level when a child is identified.*

*Use a variety of teaching styles and cater for different learning styles to allow all children to access the curriculum.*

*Provide a learning environment and resources that supports individual, academic and developmental needs.*

*Promote positive relationships between all children and staff.*

*Ensure that all children have the greatest possible access to the broad balanced curriculum.*

*Work with outside agencies who provide specialist support and teaching for children with SEND.*

*Work in partnership and encourage high levels of engagement with parents/carers*

*Provide a SENDCO who will work with and oversee the implementation of the SEND policy and ensure continuing training for all staff*

## **Policy Aims**

To provide all children with an education that enables them to make progress so that they:

*Achieve their best.*

*Have high aspiration and expectations.*

*Become confident individuals living fulfilling lives, and*

*Make a successful transition into adulthood.*

## **Roles and responsibilities/Co-ordination of provision**

### **The SENDCO**

The SENDCO will:

- Work with the headteacher and 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 children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN and disability receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's 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 children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and 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 children with SEN up to date

### **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 SENDCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENDCO 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

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every child 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 SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

***“Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.***

***High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”***

(from Code of Practice 2014)

## **Special Educational Needs for Which Provision is Made**

HCAT schools currently support children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

For further information on how the school meets the needs of these children please refer to the schools' **SEN Information Report**

### **Identification of children with SEND and assessing their needs**

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving children and parents**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's 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 what the next steps are

We will formally notify parents when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared.

For further details of the consultation process refer to the **SEN Information Report**

### **Assessing and reviewing children' progress towards outcomes**

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

**Assess**

**Plan**

**Do**

**Review**

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Ways in which children are assessed are outlined in the school's **SEN Information Report**

All teachers and support staff who work with the child 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 child's progress.

### **The approach to teaching children with SEN**

Teachers are responsible and accountable for the progress and development of *all* the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

- a) Some of the interventions that are used within HCAT Schools are:

- (i) In class support, where the teacher or teaching assistant may support one or more children to understand the content of the lesson.
  - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of children.
  - (iii) One to one withdrawal, where there may be a targeted support in their area of need.
  - (iv) Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
- b) For some children, it may be necessary to provide supervision during unstructured times.
- c) A variety of sports activities are held throughout the school year and children with special educational needs are encouraged to participate. Children are also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- d) Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups

See the School's **SEND Information Report** for further Details

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adhering to the School's Accessibility plan
- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs

### **Expertise and training of staff in relation to children and young people with special educational needs**

- The code of practice explains that where a newly appointed SENCO has not previously been the SENCO at that school, or any other relevant school, for a total period of more than 12 months, he or she must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.



- Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.
- Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies).
- Staff will also attend training courses provided by the local authority.

### **Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the “Assess, Plan, Do and Review” process. Parents/carers are invited to discuss with the SENDCo and/or class teacher the needs of their child in the first instant. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child’s provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher
- b) Parent Consultation days/evenings/events when advice and support in helping their child at home can also be given.
- c) Formal reviews of child’s progress

### **Arrangements for consulting young people with special educational needs about their education.**

a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-

- (i) At the initial assessing and planning stage in order to support a person-centred approach, the child/young person’s wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- (iv) Any documentation used as part of the agreed provision (for example, Individual Education Plans or similar) will have a ‘child friendly’ section which is shared with the child/young person so that they are able to understand all aspects of their support.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

- (i) Informally with their class teacher on a regular basis.
- (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

During these discussions/meetings a ‘person centred approach’ allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning provision made at the school.**

Complaints about SEND provision within the school are first dealt with by the SENDCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate.

If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

**How the school involves other bodies in meeting the needs of children with special education needs.**

Where a school has concerns where 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 and / or other professional support service, or voluntary organisation. These may include:

- Educational psychologists
- Speech and Language Support Agency
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit (Behavioural Support outreach service)
- Sibling Support Services – Barnado’s
- Traveller Education Team
- Northcott Outreach Service
- Tweendykes Outreach Service
- Police

**Links to all of these can be found in the Hull and/or East Riding Authority Local offer.**

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

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

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

### **Arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories, transition activities / programmes and / or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Dependent upon the schools setting, they may wish to elaborate on the specific arrangements that they have in place to support children with SEN through the transitions they are involved with.

### **Information on where the local authority's offer is published.**

[www.hullcc.gov.uk](http://www.hullcc.gov.uk)

[www.eastriding.gov.uk](http://www.eastriding.gov.uk)



## Eastfield Primary SEND information report

Date: 21.3.19

**At Eastfield we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014**

### **School Information:**

**SENDCO** Mrs Sarah Weston

**Telephone:** 01482 351150 **email:** admin@eastfield.hull.sch.uk

Eastfield Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need

## **The aims of our SEND policy and practice are:**

At **Eastfield Primary School** we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We seek to ensure that pupils with SEN are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

### **AIMS**

- To provide a framework, which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all pupils.

## **What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?**

Concerns about progress may be raised at any time by class teachers and/or parents. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.

Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include;

Accessibility Plan

Admissions Arrangements

Safeguarding and Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information

Data Protection

Health & Safety

Home-school agreement document

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

Equality Act, Advice for schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

Eastfield recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Eastfield. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first. Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

## What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Eastfield. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps
- One page profiles are used to gather information about pupils, parents, support and medical needs
- SEN Support plan targets are discussed with the pupils

Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward

## What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

### THE GRADUATED APPROACH:

Where a pupil is identified as having SEN, we will put special educational provision in place. This SEN support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions 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.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEN. Senior leaders at Eastfield Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils.

## What are the arrangements for supporting children and young people in moving between phases of education ?

### Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

#### Primary-Secondary Transition

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

#### Transition within the school

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.

## What is your School's approach to teaching children and young people with SEND?

- Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group
- Pupils are given an SEN Support plan that aims to close gaps in basic skills for both Literacy and Mathematical development and develop social skills. Teachers are responsible for updating SEN support plans and setting the next steps on their learning journey. Pupils requiring an SEN Support plan will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.
- All pupils are withdrawn at some point during the week to work on SEN Support plan targets and some pupils are withdrawn for additional specific



learning programmes such as Toe-By-Toe (specifically for pupils with dyslexia or dyslexic tendencies), Language in Colour (language development programme overseen by the SALT team), Phonological Awareness training (developing early phonological skills), 1:1 Reading intervention, 1:1 Mathematical instruction, Lexia, Reading and Inference training as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development.

- Some pupils also require 1:1 support within the classroom for specific learning difficulties. Pupils requiring 1:1 support are provided with an Education and Health Care Plan. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and lunchtime support is given for several pupils.
- Pupils in upper Key Stage 2 (Year 5/6) with an EHC Plan, where appropriate and needed, will participate in weekly 'Life Skills' lessons. These lessons aim to provide the pupils with basic life skills such as baking, cooking, shopping, hygiene and learning how to catch a bus around the local area.

Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are carried out.

### **What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, cream coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a daily Toe-by-Toe intervention programme.
- All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busyness of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment.
- Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to

physical disabilities then they will be adapted.

- All pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS to provide the necessary learning materials.
- Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.
- At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

#### **What training is available to staff to support children and young people with SEND? How is specialist expertise secured?**



- All ASA's have access to weekly training. The training ranges from supporting basic skills to assessment.
- Monitoring of these programmes is done as part of the schools appraisal cycle. ASA's liaise with the SENCO to ensure information sharing is key to pupil success and achievement.
- All Teaching staff are trained on an annual basis with key messages, changes in SEND law and policy
- SENCO attends the termly SEND training and disseminates information to teaching staff and the SEND team

- ASA's working 1:1 for pupils who have specialist care plans or specialist difficulties are kept up to date with training from outside agencies
- ASA's working with ASD pupils are given termly training from Speech and Language NHS service – training revolves around using PEC's (Picture Exchange Communication System) and specialist speech and language and social communication programmes. Training is continuous and changes over time as the pupil develops his/her speech, language, social and emotional skills

ASA's are provided weekly training as part of the school professional development programme – this training is based around whole school issues but is transferable to all groups of learners.

### **How is the effectiveness of the provision made for children and young people with SEND evaluated?**

Eastfield is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions 3 times a year.

### **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. Our Emotional Wellbeing Team support children during lunchtimes by offering an indoor provision for children who find the dinner hall or playground overwhelming – this consists of drawing, Lego, games, reading and craft activities or spending a quiet time in the sensory area.

### **How are children and young people with SEN supported to improve their emotional and social development?**

At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

### **How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.

Services include:

Private Educational Psychologist Service – Applied Psychologies  
Northcott Autistic Spectrum Disorder Outreach Service  
Speech and Language Therapist Service – Bridge Speech and Language Therapist Service  
NHS Speech and Language Therapist service  
IPASS – Integrated Physical and Sensory Service  
Pupil Referral Unit – Support for pupils with behavioural difficulties  
Physiotherapist service  
Occupational Therapist Service  
Tweedykes & Ganton Outreach Support Service (SLD and ASD support)  
H.Bohl – SEND Specialist teacher  
KIDS  
Virtual School – Looked After Children  
Social Care and Early help

Additional links are also provided on the Hull Local Offer website.

### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email [admin@eastfield.hull.sch.uk](mailto:admin@eastfield.hull.sch.uk) or by making an appointment through the school office.

## The Hull Local Offer



# The Local Offer Hull

For people aged 0-25 with special educational needs and disabilities and their families

The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereLive/Council?pageId=3018&lockLA=True>

Review Date: March 2020

### Useful Websites



<http://www.parentsforinclusion.org/>



Bringing Families Together  
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with->



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>