

Essa Foundation Academies Trust
Special Educational Needs and Disabilities Offer

Vision and Ethos
'All will Succeed'

Our approach is simple and some say unique; we seek to remove any barriers to learning for every young person.

In using and developing innovative learning environments our pupils are given the power, confidence and freedom to learn and be creative according to their individual needs and potential.

At Essa Foundation we are proud of our inclusive ethos, differences are celebrated and every member of our community is treated with respect. We take a holistic approach to meeting the individual needs of our students. We extend what is ordinarily available to all students, taking account of the fact that there will be individual differences between them. We offer a personalised curriculum and differentiation is at the heart of quality first teaching, especially when planning for those students with the greatest additional needs.

The Governors of Essa Foundation are responsible for entrusting a named Governor on each Local Governing Body who will monitor the SEND provision and use of funding in their establishment. In addition to this they are also responsible for monitoring the administration of the Disclosure and Barring service procedures and the establishment's 'Single Central record' (this is the record of all staff and volunteers' DBS checks.) In a support and challenge role, the Governors ensure that the establishment is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

Improving outcomes: high aspirations and expectations for students with SEND

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into further education

The Children and Families Act
Special Educational Needs (SEND)

The government is transforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

The bill will extend the SEND system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in 'Support and aspiration: a new approach to special education needs and disability - progress and next steps' including by:

- Replacing old statements with a new birth - to - 25 education, health and care plan (EHC Plan)
- Offering families personal budgets.
- Improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

Definitions of Special Educational Needs and Disabilities

- A student has special educational needs or a disability where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
- Some students require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.

The four areas of Special Educational Needs

Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs (SEND)?

Here are the people who support children with difficulties with learning and Special Educational Needs in this school.

Staff	Summary of responsibilities
Class teacher	The class teacher is responsible for: <ul style="list-style-type: none">• The day-to-day provision for teaching and learning for your child and for ensuring they make progress to the best of their abilities.• Ensuring all staff working with a child in school are supported to deliver the planned work for that child so they can achieve the best possible progress.• Ensuring the SEND policy is implemented in their classroom.• Ensuring that parents are involved in supporting their child's learning.• Ensuring that parents are kept informed about the support their child is receiving.• Ensuring that parents are involved in reviewing how their child is progressing in school.• Ensuring that parents are part of planning ahead for them.
Special Education Needs Co-ordinator (SENDCo) – Miss Rebecca Kay	The SENDCo is responsible for: <ul style="list-style-type: none">• Co-ordinating all the support for children with SEND and developing the school's SEND policy to make sure all children get a high quality response to meeting their needs in school.• Ensuring that class teachers make sure parents are involved in their child's learning and the support their child is getting in school.• Ensuring that class teachers make sure parents are involved in reviewing how their child is progressing in school and planning ahead for the future.
The Principal – Mrs Joanna Atherton	The Principal is responsible for: <ul style="list-style-type: none">• The day-to-day management of all aspects of the school, including support and provision for children with SEN.• Ensuring the Governing Body is kept up to date regarding any issues in school which relate to SEND.

The Governor with responsibility for SEND -	The Governor for SEND is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.
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How will teaching be adapted for a child with SEND?

All teachers plan lessons according to the specific needs of the children in their class and should ensure that needs of every child are met. Support staff will support a child's learning needs where appropriate. Specific resources, strategies and teaching styles will be used to support a child's learning both individually, in a group and as part of the whole class. Teachers will adapt their planning and teaching on a daily basis if needed, to ensure a child's needs are met. Outside agencies guidance will be followed by class teachers, for example, the use of specialist equipment.

What are the different types of support available for children with SEND in this school?

Children in this school will get support that is specific to their individual needs. Children in this school will also receive support to further their overall wellbeing, including emotional and social needs. If a child requires further support, this would be carried out through consultation with parents and the use of an Early Help form to involve appropriate outside agencies.

Types of Support Provided	What would this mean for a child?	Who can get this kind of support?
Class teacher support through excellent targeted classroom teaching-Quality First Teaching.	<ul style="list-style-type: none"> The teacher has the highest possible expectations for all children in their class. The teacher ensures that all teaching builds on what a child already knows and can understand. The teacher provides different ways of teaching so that all children are involved in learning. The teacher puts into practice strategies, which may be suggested by the SENDCo or other agency staff to support children to learn. 	All children in school will receive this input as part of expected excellent classroom practice.
Specific group work in a smaller group of children or on 1:1 basis.	<ul style="list-style-type: none"> The class teacher will carefully check a child's progress and if gaps are identified, they will ensure the child receives this extra support to help them make the best possible progress. Interventions will be reviewed termly. The class teacher will work with adult running the group to carefully plan the sessions to address the gaps in learning. 	<p>Any child who has specific gaps in their learning.</p> <p>Children with specific barriers to learning, which cannot be overcome through quality first teaching and intervention groups.</p>

<p>Specialist groups run by outside agencies, for example Ladywood Outreach, Speech and Language therapist and Educational Psychologists.</p>	<ul style="list-style-type: none"> • If a child is identified as needing more specialist support in addition to the provision noted above. The parent will be invited to a meeting to discuss their child's progress and future provision. • The parent will be asked for permission for the school to refer the child to a more specialist agency. This will help both the school and the parent to better understand the child's needs and support them better in school. • The specialist professional will work with the child to understand their needs and will make recommendations. • The school may also suggest agreed individual support for a child within the classroom as appropriate to the child's needs. • The school or parent can request that the Local Authority carry out a statutory assessment. This is a legal process leading to an Education and Health Care Plan for the child. • If the Local Authority agree that an Education and Health Care Plan is appropriate for a child, then the parent and all professionals will be invited to submit reports detailing the child's needs. • If the Local Authority are in agreement with the reports given a meeting will be called where all agencies, the school and the parents meet to draw up and agree the Education and Health Care Plan. The plan will outline short and long term targets and the number of hours of support the child will receive from the Local Authority. • The extra hours of support may be used to have an additional adult provide support for the child in the classroom, to run small groups with the child or provide an individual program of support. 	<p>Children whose learning needs are severe, complex and lifelong.</p>
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Who are the other people providing services to children with SEND in this school?

The SENDCo will draw on advice and support from outside specialists regarding further changes that could be made, for the child's special educational needs to be met. These specialists/services may include:

Communication and interaction	Cognition and Learning	Social, Mental and Emotional health	Sensory and/or physical
Educational psychologist Ladywood Outreach Service Achievement, Cohesion and Integration service School Nurse Child and Adolescent Mental Health Services Bolton social communication and interaction panel Speech and Language Service Connexions Home and Hospital teaching service Social Care	Educational psychologist Ladywood Outreach Service Achievement, Cohesion and Integration service School Nurse Connexions Home and Hospital teaching service Social Care	Educational psychologist Child and Adolescent Mental Health Services Achievement, Cohesion and Integration service School Nurse Behaviour Support Service Pupil Referral Unit Fairbridge Parenting Classes Youth Offending Team Connexions Home and Hospital teaching service Social Care Raise the Youth Fair bridge	Educational psychologist Ladywood Outreach Service Achievement, Cohesion and Integration service School Nurse The Hearing Impaired Team The Visually Impaired Team Physiotherapy Occupational therapy Connexions Home and Hospital teaching service Social Care Wheelchair services

How will a child's progress be measured in school?

Every child's progress is continually monitored by the class teacher, SENDCo and Senior Leadership team; with a regard to what is expected of a child of that age. This is shared with parents and the child, during Academic Review Days. The progress of a child with Educational and Health Care Plan will also be formally reviewed each year or on a 6 monthly basis if the child is aged 5 or younger, the child attends the review, as appropriate.

How does this school involve pupils in their education and in any decision-making process?

Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the teacher or their views can be sought through pupil interviews, informal discussions, Social Stories and School Council etc.

What support is available for parents of a child with SEN?

Essa Primary, Academic Review Days are held termly. Further appointments can be made with class teacher or SENDCo at any time. We provide Termly Topic Planners on our school website with details of what children will be learning about and ideas for parents to use at home. Teachers provide differentiated homework to meet every child's individual needs. All information from meetings with other professional will be shared with the parents and reports will be shared. Wherever possible, parents will be invited to attend these meetings. When a child is assessed by someone from an outside agency, for example behaviour support, the parents will be given a copy of any individual strategies given. This will ensure the parent and child is supported at home.

How has this school been made accessible to a child with SEN?

All areas of the school have disability access. Within school all equipment used is accessible to all children regardless of their needs. Health and Safety routines are reviewed regularly, including individual Risk Assessments and Evacuation Plans. After school clubs are open to all children, with support provided as appropriate.

How will a child with SEN be supported when they are new to school?

At Essa Primary we recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible

If your child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

How are teachers in school supported to work with children with SEN and what training have they had?

It is part of the SENDCo's responsibility to support teachers with planning for children with SEN. Whole school training is provided when appropriate for specific SEND issues – for example, dyslexia, behaviour management, use of additional adults in the classroom. Individual teachers and support staff attend training course run by outside agencies that are relevant to the specific needs of children in their class. All staff have access to the NASEN SEND Gateway, an online portal developed for all education settings to have access to high quality, resources and training to support SEND.

Where can I find information about Local Authority provision for children and young people with SEN?

Bolton Local Authority is currently offering the Family Services Directory for advice and guidance. The Local Offer will be available from September 2014, in line with current guidance. The name of the person who is leading on the Local Offer within Bolton Local Authority is Mrs Susan Cornwell - Head of SEND Services and Principal Educational Psychologist.

Here is a direct link to the website: www.mylifeinbolton.org.uk/localoffer

How should complaints regarding SEND provision be made and how will they be dealt with?

Your first point of contact is always the person responsible – this may be the teacher or SENDCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed ask to speak to the Principal then ask for the school SEND Governors representative.

If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school.

If your concern is with the Local Authority, contact the Complaints and Representations Officer.

Who do I contact for further information?

The Principal for Essa Primary is Mrs Joanna Atherton

The SENDCo for Essa Primary is Miss Rebecca Kay

If you would like more information please arrange a meeting with the SENDCo by making an appointment. A SENDCo is always available to discuss your child at Academic Review Day.

The SENDCo has an important role to play with the principal and governing body, in determining the strategic development of SEND policy and provision across the foundation. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans. The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies.

The key responsibilities of the SENC0 include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after child has SEND;
- Advising on a graduated approach to providing SEND Support;
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of children with SEND;
- Liaising with early years providers other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LEA and LEA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the principal and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; ensuring that the foundation keeps the records of all children with SEND up to date.