



Special Educational Needs and Disabilities Offer

Approved by the Local Governing Body - 22nd June 2016

Offer written - May 2016

Updated to make reference to the multi-academy trust -
Summer Term 2016

Date for Review - September 2018

Vision and Ethos: Right From the Start

Essa Primary Academy is part of the Essa Foundation Academies Trust.

The Board of Directors and Local Governing Body (LGB) are responsible for ensuring that the legislation and code of practice relating to children with special educational needs and/or disabilities (SEND) are adhered to.

The Board of Directors has delegated responsibility for curriculum policy to the Local Governing Body. The LGB is responsible for approving the SEND policy and SEND offer at Essa Primary Academy, monitoring SEND provision, and publishing an annual report on SEND provision.

This document should be read in conjunction with our Special Educational Needs and Disability Policy.

At Essa Primary Academy our approach is simple; we seek to remove any barriers to learning for every child.

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.

Improving outcomes: High aspirations and expectations for pupils with SEND

All children 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 adulthood, whether into employment, further or higher education or training.

The Children and Families Act 2014

The government has transformed the system for children and young people with special educational needs and/or disabilities so that services consistently support the best outcomes for them. The Act came into force on 1st September 2014.

The Act extends the special educational needs system from birth to 25, giving children; young people and their parents/carers 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 of special educational needs with a new birth to 25 Education, Health and Care plan (EHC Plan).
- Offering families personal budgets.
- Improving co-operation 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/or Disabilities

- A pupil has special educational needs and/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 pupils of the same age.
- Some pupils 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 and/or Disability

Special educational needs and/or disabilities provision can be considered as falling within four broad areas:

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

What should I do if I think my child has a Special Educational Need and/or Disability?

If you have concerns then please contact your child's class teacher or the SENDCo.

What is Essa Primary Academy's approach towards pupils with SEND?

(Reg 3c: In general, how does the school approach the teaching of pupils with SEND?)

At Essa Primary Academy 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 pupils. We extend what is ordinarily available to all pupils, 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 pupils with the greatest additional needs.

This may include additional support by their class teacher, teaching assistants, SENDCo or from an outside agency. If your child needs support relating to one of the four areas of special educational needs and/or has a disability then they may be placed in a small focus group or given a specific 1:1 intervention. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. These interventions will be recorded. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.

Pupil Progress meetings with parents/carers are held frequently throughout the year. The SENDCo meets with class teachers to discuss the progress of SEND pupils across

the curriculum. The SLT also meet to discuss intervention impact. These discussions may highlight any potential problems in order for further support to be planned as part of the Access, Plan, Do and Review cycle.

Occasionally a pupil may need more expert support from an outside service. A referral will be made, with your consent, and forwarded to the most appropriate service. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Local Governing Body of Essa Primary Academy has identified a named Governor who will monitor the SEND provision and use of funding in the academy. The LGB is also responsible, through the Trust's HR team, for ensuring that the requirements of the Disclosure and Barring service are carried out and a 'Single Central Record' of all staff and volunteers and their DBS checks is kept up-to-date. The LGB also ensures that the academy is as inclusive as possible and treats all pupils and staff in an equitable way. The LGB and/or the Board of Directors, as applicable, approves, reviews, and monitors the implementation of the academy's accessibility plan and all other policies, procedures and plans, statutory and otherwise, used in the academy.

Essa Primary Academy's teachers use quality first teaching and a highly differentiated curriculum to meet the individual needs of all pupils. Teaching assistants (TAs) may be allocated to work with a pupil in a 1-to-1 or small focus group to target more specific needs. If a pupil has been identified as having a special educational need and /or disability they may be given an Individual Learning Plan in which targets will be set according to specific needs and abilities. These will be monitored by the teacher and the SENDCo during year. They will also be discussed with parents/carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil.

How will I know how my child is doing at Essa Primary Academy?

(Reg 3b: School arrangements for assessing and reviewing the progress of children)

You will be able to discuss your child's progress at Academic Review Days and parent/carer Consultation Events.

Appointments can be made to speak to your child's class teacher in more detail or the SENDCo by contacting the office.

Progress of pupils with SEND support needs is monitored regularly in line with Essa Primary Academy's assessment procedures. Internal tracking systems are used to highlight the progress of individual pupils as well as identified groups.

The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. Essa Primary Academy is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

What support will there be for my child's overall well being?

(Reg 3g: including the development of their social and emotional skills?)

Essa Primary Academy's Behaviour Policy will be implemented fairly and consistently, in particular:

- Home/Academy contract where behaviour is a key component of the contract.
- Individual behaviour plans for the classroom and for the break times/lunchtimes when necessary.
- Key support staff on duty, to focus on and support identified pupils with emotional and behavioural issues.
- Access to the library during breaks for pupils with a current Statement of Special Educational Needs or an Education, Health and Care Plan.
- Regular communication with parents/carers, keeping them up to date on social, emotional and mental health issues.
- Teachers, SLT and SENDCo to talk through issues and resolve conflicts with pupils.
- Parents and carers can be part of this resolution process.
- Educational Psychology Service and the Child and Adolescent Mental Health Service support.
- Home/Academy communication methods to share both positive and negative incidents in establishment and the home.
- Assemblies reinforce positive behaviour and social skills.

Additional reinforcement includes reward systems awarded to encourage positive learning and behaviour. This includes certificates given in assemblies, praise and encouragement and other celebrations of success.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: School arrangements for consulting the parents/carers of pupils, and involving them in, the education of their child)

We aim to work in cooperation with parents/carers and pupils to create the best outcomes for individual pupils. For all parents/carers we will invite you in regularly throughout the academic year to discuss your child's progress. We encourage all parents/carers to contact your child's teacher if you have any concerns in the first instance.

If your child is placed on the SEND register at Academy Support level we will invite you in to Essa Primary Academy to meet with the SENDCo. This will take place every term. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes. The Individual Learning Plan is shared with all staff involved. We encourage pupils on the SEND register to be involved with this process in an age appropriate manner.

For a few pupils that have a Statement or an EHCP in addition to an Individual Learning Plan review we also hold an Annual Review of the EHCP which is monitored by the Local Authority.

We endeavour to keep parents/carers informed of any changes and adjustments to support arrangements when necessary.

How does Essa Primary Academy involve pupils in their education and in any decision making process?

(Reg 8: School arrangements for consulting and involving pupils in their own education)

Your child will be able to contribute (age appropriately) at all SEND reviews. They can have their views and needs expressed at their reviews; through discussions with their teacher or teaching assistant, or their views can be sought through pupil interviews, and informal discussions.

Who outside of Essa Primary Academy, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for pupils with SEND, for example parent/carer partnership)

By looking at the Bolton Local Authority website, you will see a list of all the services available to you and your child. You can arrange to meet with our SENDCo who will offer you advice on other local service providers.

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

(Reg 13: Details of where the Local Offer is published)

Bolton Local Authority is currently offering the Family Services Directory for advice and guidance. The name of the person who leads on the Local Offer within Bolton Local Authority is Mrs Susan Cornwell - Head of SEND Services and principal Educational Psychologist.

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

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

Your first point of contact is always the person responsible for the aspect of provision you have concerns about – this may be the teacher or the SENDCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, ask to speak to the Principal. The trust's/academy's complaints procedure sets out how to raise concerns or make a complaint. This is available on the trust's/academy's' web site or from the Essa Primary Academy office.

The Local Authority also provides a disagreement resolution service for parents/carers who have concerns about how the academy carries out its SEND provision. Parents/carers should use the trust's/academy's complaints procedure before raising the complaint with others.

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

How do I get a copy of Essa Primary Academy's SEND policy?

If you would like to know more about what we offer at Essa Primary Academy please download a copy of our SEND policy from our website. Alternatively, hard copies can be obtained from the office.

Who do I contact for further information?

(Reg 4: Contact details of the SENDCo)

The SENDCo for Essa Primary Academy is Miss Rebecca Kay – kayr@essaprimary.org

If you would like more information please arrange a meeting with the SENDCo by making an appointment.

The SENDCo has an important role to play with the Principal and the Local Governing Body, in determining the strategic development of SEND policy and provision across Essa Primary Academy. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have a Statement or an EHC plan. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies.

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of Essa Primary Academy's SEND policy;
- Co-ordinating provision for pupils 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 Essa Primary Academy's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents/carers of children with SEND;
- Liaising with early years providers other schools/academies, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;
- Working with the Principal and the LGB to ensure that Essa Primary Academy meets its responsibilities under the Equality Act (2010) with regard to making reasonable adjustments and access arrangements; and ensuring that the academy keeps the records of all children with SEND up-to-date.

Transition

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

If your child is has moved to us from another early years setting/school/academy:

- We will contact the early years setting/school/academy SENDCo to ensure we know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are collected by us as soon as possible.

If your child is moving to another school/academy:

- We will contact the SENDCo to ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on to the school/academy as soon as possible.

When moving classes within Essa Primary Academy:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place between class teachers. All Individual Learning Plans are shared with class teachers.

At Essa Primary Academy, following the allocation of places to Reception pupils from our feeder nursery schools, and other early years settings in the area, the SENDCo and Early Years Leader, Mrs Mariner will work with the nursery/early years setting SENDCo and their teacher/key worker in order to identify pupils with special educational needs and/or disabilities.

Essa Primary Academy has strong and clear procedures for transition which support pupils with SEND, these include;

- Early Years Leader visits to nurseries/early years settings re: SEND/levels and transition
- Additional transition visits for identified pupils with a Statement or an EHC Plan from feeder nurseries/early years settings.
- A transition programme led by Ladywood Outreach for identified pupils.
- A new Reception parents/carers evening
- Two Reception induction visits

Essa Primary Academy SEND provision strategies

Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Identification for SEND register using SEND criteria. • Pupil Profiles • Quality First Teaching • Highly differentiated curriculum • Keyworker for those pupils with a Statement or EHCP • Designated class teacher • Annual review and reporting cycle • BPVS • Access to Speech and Language programmes 'Talking Partners' • Specialist teaching by Ladywood Outreach Service • In-class support if appropriate • Visual timetable if appropriate • Social stories if appropriate • Nurture groups • Time out card 	<ul style="list-style-type: none"> • Identification for SEND register using SEND criteria. • Pupil profiles • Quality First Teaching • Highly differentiated curriculum • Keyworker for those pupils with a Statement or EHCP • Designated class teacher • Annual review and reporting cycle • Teaching Assistant support if appropriate. • Specialist teaching by Ladywood Outreach service • Literacy interventions • Toe by Toe phonics programme taught one to one • Read, Write, Inc. • Reading Eggs 	<ul style="list-style-type: none"> • Identification for SEND register using SEND criteria. • Pupil Profiles • Quality First Teaching • Highly differentiated curriculum • Keyworker for those pupils with a Statement or EHCP • Designated class teacher • Annual review and reporting cycle • Nurture/Social skills groups • Personalised Timetable if appropriate • Time out card • School Nurse • Behaviour Support Service when necessary. 	<ul style="list-style-type: none"> • Identification for SEND register using SEND criteria. • Pupil profiles • Quality First Teaching • Highly differentiated curriculum • Keyworker for those pupils with a Statement or EHCP • Designated class teacher • Annual review and reporting cycle • Pupils have access to Physiotherapy, nurses or Occupational Therapists when necessary. This can be on a long or short-term basis depending on need. • The local Sensory team liaise on a regular basis and offer their specialist knowledge and support to both staff and pupils.

A Multi-Agency Approach

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

Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> • 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 • Hospital teaching service • Social Care • Early Intervention Service 	<ul style="list-style-type: none"> • Educational Psychologist • Ladywood Outreach Service • Achievement, Cohesion and Integration Service • School Nurse • Hospital teaching service • Social Care • Early Intervention Service 	<ul style="list-style-type: none"> • Educational Psychologist • Child and Adolescent Mental Health Services • Achievement, Cohesion and Integration Service • School Nurse • Behaviour Support Service • Pupil Referral Unit • Parent/Carer classes • Youth Offending Team • Hospital teaching service • Social Care • Early Intervention Service 	<ul style="list-style-type: none"> • Educational Psychologist • Ladywood Outreach Service • Achievement, Cohesion and Integration Service • School Nurse • The Hearing Impaired Team • The Visually Impaired Team • Physiotherapy • Occupational Therapy • Hospital teaching service • Social Care • Wheelchair services • Early Intervention Service

STAFF DEVELOPMENT

Training around aspects of SEND and Inclusion is on-going throughout the year.

Each teacher receives specialist SEND training annually. Essa Primary Academy's SLT meet regularly throughout the year to discuss SEND provision across the academy.

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.