EVERGREEN PRIMARY ACADEMY

Special Educational Needs and/or Disability (SEND) Policy

Status: Statutory

Key decisions: Principal and the Governing Body

Monitored and evaluated by: Principal, SENDCo and the Governing Body

Related documents and references:

0-25 Code of Practice, 2015

The Children's Act, 1989

The Education Act, 2002, section 175

Equality Act 2010

Related policies/ procedures:

Safe touch

Anti-Bullying

Accessibility Plan

Relationships

Trips and Visits

Health and Safety

Safeguarding

Ratified by the Governing Body:

Reviewed by: SENDCo and the Councillor responsible for SEND **September 2026**

Special Educational Needs and/or Disability (SEND) Policy

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Section 1:

General information

The SENDCo monitors and coordinates the provision for children identified as needing SEND support or an Education, Health and Care Plan or Statement.

Name of SENDCo (Special Education Needs and/or Disability Coordinator): Agata Russe

Contact details: 0117 377 3085 agata.russe@clf.uk

SENDCo is a member of the Senior Leadership Team.

Councillor responsible for SEND: Tim Morris

Designated Safeguarding Lead: Julie Vincent

What are special educational needs?

'A child or young person has special education needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2015)

Evergreen Primary Academy is committed to providing an appropriate and high-quality education to all children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Every teacher is responsible for the development of every child they teach, including those with special educational needs. We believe that all children should be equally valued in school. We strive to develop an environment where all children can flourish, feel safe and nurtured.

We do not treat all children in the same way, but we respond to children in ways which take account of their varied life experiences and needs. We believe that inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, faith, impairment, attainment, and background.

This policy details how, at Evergreen Primary Academy, we do our best to ensure that the necessary provision is made for any child who has special educational needs and/or disability (SEND) and that those needs are known to all who are likely to work with them. We ensure that the teachers are able to identify and provide for those children with special educational needs and/or disability. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, maturity and additional environmental factors. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Evergreen Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve.

Section 2:

Aim

At Evergreen Primary Academy we are committed to raising the aspirations of and expectations for all children with SEND. We provide a focus on outcomes for children and young people and not just hours of provision or support. We aim to work in partnership with parents, children and outside agencies in order to achieve the outcomes identified.

Objectives

- To provide a Special Educational Needs and/or Disability Co-ordinator (SENDCo).
- To work within the guidance provided in the SEND Code of Practice 2015
- To create an environment that meets the special educational needs and/or disability of each child in order that they can achieve their learning potential.
- To provide the 'whole child, whole school' approach to the management and provision of support for special educational needs and/or disability.
- To monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To enable children to be well equipped in basic skills, social emotional intelligence and be ready to meet the demands of secondary school life and learning.
- To seek, monitor and respond to parents/carers and children's views in order to build high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet children's need, through well targeted continuing professional development
- To work in partnerships with the Local Authority and other outside agencies, to maintain a multi-professional approach to addressing the needs of vulnerable children.

Section 3:

Identifying Special Educational Needs

The SEND Code of Practice, 2015 describes 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health

- Sensory/Physical

The Code of Practice suggests that children are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personal teaching (Pg. 88 section 6.37 onwards).

The purpose of identifying needs is to work out what action the school needs to take, rather than to fit the child into a category.

Identifying behaviour as a need is not an acceptable way of describing the special educational need of a child. If there are any concerns relating to a child's behaviour, the behaviour should be described as a manifestation of a need which we aim to recognise and identify.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

We identify children as having special educational needs or needing additional help in several ways:

- Contacting previous schools or nurseries prior to the child starting
- Assessing progress in phonics, reading, writing, maths, speech and language, social emotional and mental health
- Measuring age related expectations from reception to year 6
- Standardised screening and assessment tools and observations of emotional and social development.
- Responding to concerns raised by the class teacher, learning support assistant, parents, an outside agency, doctor or school nurse.
- Weekly core team meetings with class teacher, senior leaders and SENDCo
- An existing Education, Health and Care plan.

We also consider and respond to issues other than special educational needs which may have impact on progress and attainment:

- Disability (the new code of practice, 2015 outlines the 'reasonable adjustment' duty for all settings to provide under the current Disability Equality legislation).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or Child in Care
- Being a child of a serviceman/woman

Section 4:
A Graduated Approach to SEND support

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. Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support are always secondary to good quality first teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teacher's understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Partnership with parents and carers play a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, setting and reviewing targets and the transition process.

In order to support children with special educational needs, we adopt a graduated response where assess-plan-do-review cycle is followed.

Assess

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Plan

The child's class teacher, with support from the SENDCo when needed, will decide on the action required to help the child progress in the light of assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant support.
- Staff development and training to introduce more effective strategies.

Do

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed.

Review

Class teachers formally assess the progress of children in their class three times a year. If a child makes expected or more than expected progress, they may no longer require the additional support. If a child is not making the progress expected despite the extra support, then teachers may need to consult the SENDCo to consider what else can be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class. Parents/Carers may be consulted and a specific intervention put in place and monitored for a period. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The child is then receiving 'school support'.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management or emotional support employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress.

A child can **exit the SEND** register when:

- Progress is made and gaps in learning are filled.
- Improvements in emotional or behavioural difficulties are made, and further improvements can be made by using the behaviour management techniques employed usually by the school.
- Children are making at least expected progress by quality first teaching.

The 'assess, plan, do, review' cycle will continue to identify strategies to support learning.

Section 5:
Managing children on the SEND register

Children identified as having SEND support will be placed on the SEND register. Children on the SEND register will also have a Pupil Passport that highlights, strengths, difficulties, strategies and targets. This is written by the class teacher with support from the SENDCo and is shared with the child, parent and other adults working in the class. Pupil Passports and targets are reviewed 3 times a year with the class teacher and SENDCo. Progress is also tracked alongside the whole class in fortnightly Core Team Meetings.

Children who have more complex needs may have a Support Plan or an Education Health and Care Plan (EHCP). These children will also have an Annual Review Meeting, that may include outside professionals who are involved, as well as parents.

We will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

Outside agencies will use the child's records to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly.

Early Intervention Fund (EIF)

If school identifies that additional funding and support are needed for a child at the early stage (after completing 2 cycles of 'assess, plan, do, review'), an Early Intervention Fund, fund that provides additional support for mainstream primary and secondary schools can be applied for. The EIF is based on inclusion principles and requires evidence of a graduated response, reasonable adjustments, and evidence-based intervention.

School Request for Education Health Care Needs Assessment

If a child has demonstrated significant cause for concern, and parents agree, a request will be made by the school to the Local Authority (LA) to request an Education Health Care Needs Assessment (EHCNA). The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of parents and child.
- Previous targets for the child.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Age related attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

Education, Health and Care Plans

If statutory assessment is successful, an Education, Health and Care plan is put in place detailing:

- Views, interests and aspirations of the child and parents.
- Child's special educational needs.
- Child's health needs which are related to their special educational needs.
- Child's social care needs related to their special education needs or to a disability.
- Outcomes sought for the child.
- Special education provision required by the child.
- Health or social care provision required.

Section 6:

Supporting Children and Families

Schools have a statutory requirement to provide a **SEND information report** (Regulation 51, and Par 3, section 69 (3) a of the Act). The SEND Information Report includes commonly asked questions and answers describing how we support children with special educational needs and/or disability and is available on our website.

Bristol Local Offer is where families can find information in one place about what help and support there is in the local area for children with special educational needs or a disability. It has information about education, health and social care provision.

Bristol's Local Offer can be found at:

http://www.bristol.gov.uk/bristol-local-offer

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability. They are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs.

https://www.supportiveparents.org.uk/young-people-16-25/virtual-hub/

Section 7:

Supporting Children at School with Medical Conditions

Evergreen Primary Academy recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. This will ensure that the SEND Code of Practice (2015) is followed.

Section 8:

Monitoring and Evaluation of SEND

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEN learning walks enable the SENCO and SLT to audit the quality of provision for children with additional needs in the classroom setting. All teachers use inclusive teaching strategies to facilitate full access to the curriculum.

The SENCo meets with class teachers **fortnightly** to discuss the needs and progress of individual pupils, reviewing the effectiveness of current support and adapting provision where required.

SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets are set for individual pupils and recorded on their **Pupil Passports**. These targets are monitored regularly and formally reviewed three times per year in collaboration with teachers, parents and, where appropriate, the pupils themselves, ensuring that support remains responsive to each child's evolving needs and progress.

The quality of Learning Support Assistants' support is monitored through a rigorous process of performance management. As part of this process relevant training needs are identified.

Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEN is developed through a cycle of provision planning, implementation and review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils. SEN provision and support for vulnerable learners is a focus of every academy council meeting. A regular SEN report is shared with the Academy Council who monitors and evaluates the progress of SEN across the academy.

It is the Academy's aim to involve parents in the co-production of this policy. Parent views are gathered, and these will directly influence our policy for SEN children.

Section 9:

Training and Resources

We have a dedicated team of Learning Support Assistants (LSAs) who are funded from the school budget and deliver programmes designed to meet groups or individual needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, training to support specific areas of SEND forms part of professional development (PD) meetings throughout the year. Staff training is identified through learning walks/observations, audit of needs and specific pupil difficulties.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo.

The school SENDCo regularly attends the local SENDCo cluster meetings, CLF cluster meetings, SEN Conference and SEN Briefings to keep up to date with local and national updates.

Section 10:

Storing and Managing Information

All SEN paperwork is kept in a locked filing cabinet. Relevant SEN information is forwarded to the pupil's next school. Information at the Academy is stored in line with CLF polices on Management of Information and Freedom of Information. All staff are aware of sharing information on a 'need to know' basis. Any sensitive information is stored in a confidential electronic file on CPOMS. Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

Section 11:

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time. All pupils have access to school trips and visits around the local area; where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all and parents/carers are invited to join their child's class.

Interpreters are used from the Interpreting Service, as well as using in house Somali, Romanian, Pakistani, Urdu and Polish interpreters.

We aim to identify and remove barriers to learning by increasing and promoting access to the curriculum, the physical environment and written information for children.

Section 12:

Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND.

Section 13:

Dealing with Complaints Procedure

If there are any complaints relating to the provision for pupils with SEN which have not been resolved these will be dealt with by the SENCO and then the Principal. If issues have not been resolved, the Associate Principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. Please refer to the school's Complaints Policy.