



SEND INFORMATION REPORT - GUIDANCE FOR SCHOOLS

INCLUSION FOR ALL

At Ebor Academy Trust we are committed to providing our pupils with a broad and balanced curriculum, which is accessible to all, celebrates diversity and promotes inclusion. We have a strong focus on high expectations and improving outcomes for all our pupils.

Pupils are fully included in all aspects of school life and all children are equally valued. We have teams committed to inclusion who ensure that all children are happy, safe and achieving at school both academically and emotionally.

Every teacher at Ebor Academy Trust is committed to the achievement of every child and through high quality teaching and tailored interventions, all children fulfil their potential. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. We train teachers in neurodiversity to ensure that they are equipped to meet the needs of all learners, including those learners who may have co-occurring needs across the four broad areas of need outlined below.

FOUR BROAD AREAS OF NEED

There are 4 broad categories of need outlined in the SEND Code of Practice 2015:

COMMUNICATION AND INTERACTION

Children and young people with speech, language and communication needs (SLCN) may have difficulty expressing their needs and wishes or understanding what is being said to them. They may not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic pupils can experience difficulties with language and communication, affecting play and social interaction.

Children with SLCN benefit from communication-friendly environments and visual supports. A referral to speech and language therapists may be appropriate. We promote early intervention to remove barriers to progress as soon as possible. Makaton can support children who are pre-verbal to develop vocabulary and interact with their peers and Augmented Alternative Communication (AAC) can support some pupils with SLCN to express their wishes and needs.

COGNITION AND LEARNING

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Slower progress does not always mean there is a special educational need. However, if these difficulties are more persistent, they may indicate this is the case. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.

Children with cognition and learning needs can be supported effectively by evidence-based strategies in the classroom, including effective questioning, scaffolding, pre-teaching, and overlearning opportunities. Effective use of technology can support pupils with cognition and learning needs in the classroom.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Clear processes in schools and strong pastoral care support children and should include a plan of how to manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. Our school teams gather a holistic understanding of needs and barriers to learning to help inform decision-making and the accurate identification of need. Daily check ins and approaches such as the Zones of Regulation can support children to feel safe, calm and happy in school and make expected progress.

SENSORY AND/OR PHYSICAL NEEDS

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Specialist teachers and other professionals such as physiotherapists may be involved and can advise on provision and support in school.

Some children and young people with a physical disability (PD) require additional ongoing support and adjustments to access the opportunities available to their peers, including the use of auxiliary aids. Schools should take the necessary steps to ensure that pupils with a disability are not treated less favourably than other pupils. For pupils with sensory needs, sensory supports in class or short sensory breaks during the school day may be necessary.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Ebor Academy Trust uses the definition of SEND and disability as set out in the SEND Code of Practice and Equality Act 2010.

Our schools recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are at risk of falling behind or who are facing difficulties in any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- a) Review of skills and attainment when pupils join school, reviewing information from any previous settings or agencies as appropriate.
- b) Termly tracking of all pupils to monitor rates of progress and attainment. Slower progress does not always indicate a special educational need, but it should be monitored and addressed by teachers and school leaders.
- c) Concerns raised directly by Parent/Carers, school staff or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- a) Attendance
- b) English as an additional language
- c) Family circumstances
- d) Economic disadvantage

Ebor Academy Trust acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can mask an unmet need and further assessments may need to be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the class teacher will review current arrangements to meet the child's needs within daily practice and consider any further modifications and adaptations that should be put in place to support good progress. Parent/Carers will be fully informed and involved in decisions where additional support is deemed necessary.

MEETING THE NEEDS OF PUPILS WITH SEND

When it is evident that a pupil may require higher levels of support than that available from everyday teaching, our schools will offer it. The school SENDCO will become involved at this point. Parent/Carers will be consulted and notified when their child needs additional support and intervention.

This may mean that they need:

- a). Overlearning opportunities and immediate feedback/same day interventions.
- b). Pre-teaching of key vocabulary.
- c). Additional resources to support their learning in class.
- d). Additional support from technology and alternative methods of recording, verbal and/or visual prompts.

If a child continues to have difficulty after intervention or has a high level of difficulty, we will seek advice from outside agencies as appropriate. These may include:

- a) Health professionals
- b) CAMHS referral
- c) Specialist teachers and Learning Hub referrals
- d) Educational Psychologist
- e) Speech and Language Therapists
- f) Ebor SEND specialists

A child considered to have a Special Educational Need (SEN) will be placed on the SEND Register. At this point an individual support plan will be developed with the SENDCO. The pupil, Parent/Carers and all professionals involved contribute to planning provision and reviewing progress.

This four-part cycle of 'assess, plan, do, review' is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make

good progress and improve outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise. This response accounts for pupil needs that change over time.

THE GRADUATED RESPONSE

ASSESS: Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with Parent/Carers, the teacher and the pupil. It may draw on assessments and reports from external agencies involved with the pupil. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs outlined above:

- a) Communication and interaction
- b) Cognition and learning
- c) Social, emotional and mental health difficulties
- d) Sensory and/or physical needs

Ebor Academy Trust recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary needs.

PLAN:

Our Academy schools will use the information from the assessment to plan support that will be offered. This will:

- a) be outcome focused, with the desired benefit or difference from any intervention clearly identified to support the evaluation of the impact of any provision. SMART targets (specific, measurable, accepted, realistic and timed) will ensure smaller steps of progress are accurately captured and recorded.
- b) be based on evidence-based interventions to support progress towards these outcomes.
- c) be done with Parent/Carers and the pupil to reinforce and contribute to progress outside of the school
- d) give details of the role and input of external agencies when they are involved with a pupil
- e) be recorded in school

f) be shared with teachers and support staff so that they are fully aware of the outcomes sought.

DO:

Class/subject teachers, with the support of the SENDCO, will be responsible for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offered and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

If an intervention takes place outside of the classroom, there should be effective feedback liaison between staff, so that any required refinement of the support can be managed, and the intervention can be clearly linked to work in class.

REVIEW:

Support in place will be reviewed at least two times per year. Parents/carers will have the opportunity to discuss their child's progress with the school at least three times a year. Depending on the level and complexity of need this review may be included in the cycle of Parent/Carer consultation meetings. The impact of any additional support offered will be reviewed at least termly in school.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute. For an Education and Health Care Plan (EHCP), we are obliged to carry out an annual review on behalf of the Local Authority.

At review meetings, the following will be considered:

- a) Impact of each element of intervention towards the identified outcomes;
- b) Pupils' response to the support and view of their progress where this is applicable;
- c) Views of Parent/Carers, specialist agencies
- d) Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of Parent/Carers, the SENDCO will make a referral to external support.

If a child's needs are complex or severe, we may suggest a statutory assessment of the child's needs through the Local Authority. This will require evidence of a graduated response to meeting need already in place in school and at least two review cycles need to have been completed.

This may then lead to the development of an EHCP (Education Health and Care Plan), a statutory document developed with the Local Authority, in consultation with Parent/Carers, the class teacher, SENDCO and other professionals which outlines the child's needs and what provision must be made available.

PARTNERSHIP WITH PARENTS

Trust schools believe that good communication between parents and school staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. The Trust encourages each school to forge close partnerships with parents in the education process. If Parent/Carers would like more information, or have concerns about their child, they should speak to the class teacher in the first instance. For children with SEND, an appointment with the SENDCO and class teacher can be arranged. Appointments can be booked through the school office.

TRANSITIONS

Trust schools have transition programmes in place for all pupils. Those with SEND are given additional support with transitions as appropriate.

Foundation staff will visit pupils with SEND in a preschool setting, prior to them starting mainstream education. Additional visits can also be made for those pupils with SEND to familiarise them with staff and their classroom.

A transition programme is in place to support pupils transferring into a new class or new key stage. In the summer term all pupils visit their new classroom and new teacher(s). Additionally, staff will share information about pupils with SEND to ensure a smooth transition at the start of the new school year.

Information is shared between primary and secondary staff for all SEND pupils to ensure a smooth transfer. Where possible the appropriate member of secondary staff will attend the final annual review of Year 6 pupils with EHCPs due to join the secondary stage.

Pupils with SEND are given additional and often early visits, if required, so that they will become more confident in their new setting.

STAFF DEVELOPMENT

As a Trust we acknowledge the need for additional training for school staff when working with SEND pupils. We have developed a tiered model of support. Tier 1 provides initial training for all teachers and teaching assistants, which aims to give staff a universal toolkit of strategies that should inform good practice. Teaching and learning that is good for SEND is good for all learners, and we promote high quality and adaptive teaching across all our schools. Tier 2 offers more bespoke training based on needs emerging in school, including Makaton training and a bespoke assessment tool called Branch Maps that we use to effectively track and monitor the progress of some children with SEND. Tier 3 offers

coaching, mentoring and outreach into our schools to support with individual children who require this.

Schools can also access training to match needs in school through the Local Authority Universal offer for SEND. SENDCOs are regularly signposted to this support and other external training opportunities and conferences.

FUNDING

The Headteachers/Heads of School, Deputy Heads, Assistant Heads, SENCOs/Inclusion Leads, plus the governors of each school monitor the needs of SEND pupils. Resources within each Trust school are allocated according to need and will be dependent on the individual school's budget. Resources available include training for staff, teachers time, Teaching Assistant (TA) support, additional materials e.g. resources, intervention programmes etc.

THE LOCAL OFFER

All local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

- a) To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- b) To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The links to the Local Authority Local offer sites are below:

York City Council- <https://www.yorksend.org>

Hull City Council - <https://hull.mylocaloffer.org>

North Yorkshire Council -

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

East Riding of Yorkshire Council - <https://www.eastridinglocaloffer.org.uk>

SCHOOLS SEND INFORMATION REPORT

All Ebor Academy Trust Schools must publish their own annual SEND Information Report on their website, as required by their Local Authority. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the SEND Code of Practice 2015 and must include information about:

- a) the types of SEN provided for in the school
- b) how children and young people with SEN are identified and needs assessed, including the name and contact details of the SENDCO (mainstream schools)
- c) admission arrangements for disabled pupils
- d) arrangements for consulting pupils and their parents/carers and how they are involved in decision-making about the pupil
- e) arrangements for assessing and reviewing progress towards outcomes (this should be done in collaboration with parents/carers, and with pupils as appropriate)
- f) arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood
- g) the approach to teaching pupils with SEND, and the additional support that is available to them
- h) how adaptations are made to the curriculum and the learning environment for pupils with SEND
- i) the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- j) evaluating the effectiveness of the provision made for children and young people with SEND
- k) how children and young people with SEND are enabled to engage in activities available for children and young people in the school who do not have SEND. This should include steps taken to prevent pupils with a disability from being treated less favourably than other pupils.
- l) support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- m) how the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families, with contact details, including for those pursuing mediation.
- n) admissions arrangements for disabled pupils and facilities provided to help pupils with a disability to access the school. There should be a link included to the school's accessibility plan.
- o) arrangements for handling complaints from parents of children with SEND about the provision made at the school

p) a link to the local authority local offer

q) how the SENDCO works closely with the designated teacher for looked after children (LAC) in school who have SEND.