



**James Elliman Academy**

**Special Educational Needs  
and Disabilities Policy**

**2024 - 2025**

## Approval

<b>Signed by the Chair of the Board following approval from the full Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2024
<b>JEA Academy Council confirmation of amendments made in light of new legislation</b> <b>Next Review</b>	September 2025

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# **James Elliman Academy**

## **Special Educational Needs and Disabilities Policy**

### **Introduction**

James Elliman Academy is committed to ensuring that our pupils become global citizens equipped with applicable life skills, knowledge and deep understanding of subject matter and the world around them, these values are at the center of our school community and we aim to embed these values in all that we do. The Special Educational Needs and Disabilities policy relates directly to these values. Our Vision of supporting our children to become

‘A Community of Lifelong Learners, who are responsible, creative and are leaders of their chosen paths.’

The key values which underpin the school ethos focus on developing the childrens’ understanding and experience of resilience, integrity, gratitude, democracy, diversity and creativity.

Promoting the welfare of children and their access to the curriculum is everyone’s responsibility. In order to fulfill this effectively, all professionals maintain a child centered approach.

### **Policy development**

This policy was developed by the VP for Inclusion and SENDCo. It will be reviewed annually.

This policy should be read alongside the ‘Local Offer’ and ‘SEND Information Report’, both can be found on our school website.

### **Definition of Special Educational Needs and Disabilities (SEND) and Special Educational Provision**

The SEND Code of Practice (2015) states:

Some children have barriers to learning which mean they require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning or other difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post – 16 institutions.
- Children aged 2 or above who require educational provision or training that is additional to or different from that made generally for other children of the same age.

Children may have special needs any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Special educational needs may relate to one or more of the following areas of need:

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

Some pupils with disabilities may have learning difficulties that require special educational provision. Conversely, not all children deemed to be disabled will require this provision. A child with medical needs, such as asthma or diabetes, may not have special educational needs but may still have rights under the Equality Act 2010. Each child's needs will be assessed as required, and the appropriate provision will be put in place in order to support them.

A child with English as an additional language is not considered to have special educational needs.

### **Educational Inclusion and Equal Opportunities**

This policy has been updated in line with the [SEND Code of Practice \(2015\)](#). It incorporates the SEN provisions of the SEN and Disability Act 2010 and with the government consultation on provision for children with SEN, support and aspiration which is a new approach to SEN and disability.

This policy is part of the whole school strategy to promote the inclusion and effective learning for all pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experience

All Staff respond to children's needs by:

- providing good quality differentiated teaching to support all of the children in their class.
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional needs and take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Aims and Objectives**

We aim to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational needs.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources. We do this by:

- Enabling all children to have full access to all elements of the school curriculum.
- Ensuring all children are given equal opportunities to reach their full potential.
- Ensuring special educational needs of children are identified, assessed and provided for as early as possible.
- Ensuring every staff member is committed to promoting pupils self – esteem and emotional well-being.
- To create an environment that meets the special educational needs of each child.

All children on the SEND register have an Individual Provision Map which is reviewed by the class teacher and shared with children and their parents every term.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or individually outside the classroom for a specific intervention or focus activity.

### **Roles and Responsibilities**

All members of staff are responsible for ensuring pupils with SEND are receiving an excellent learning experience and are fully involved in every aspect of the curriculum and school community.

#### **The role of the Class teacher:**

- To plan and provide high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- To monitor the progress and development of every pupil in their class.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- To work with the SENCO to review each pupil's progress and development, and decide on any changes to provision.

#### **The role of the SEND Co-ordinator is:**

- manages the day-to-day operation of the policy
- co-ordinates the provision for children's special needs and Disabilities;
- supports and advises colleagues through appropriate training and by contributing to in-service training days
- maintains the school's SEND register and the school's Local Offer
- contributes to and manages the records of all children with special educational needs and Disabilities and ensures these are kept up-to-date
- completes the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority (LA)
- acts as an additional link with parents and ensures that parents are informed as soon as possible and are kept up-to-date with new information

- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as a link with external agencies and other support agencies
- monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Academy Council
- manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities
- tracks progress of pupils in SEND groups and liaises with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes
- ensures that, where children transfer to another school, all relevant information about the child's special educational needs and provision are sent as soon as possible

## **The Role of the Academy Council**

The Governor for SEND is **Mrs Stephanie Weber**.

The Academy Council does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the policy of the school for children with special educational needs and disabilities.

## **Admissions arrangements**

All children are welcome to join James Elliman Academy and no pupil will be refused admission on the basis of his or her special educational need. We will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

James Elliman Academy has full access for wheelchair users.

## **Allocation of Resources**

The SENDCo / Vice Principal for Inclusion are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN/ Education, Health and Care Plans.

The Principal informs the governing body of how the funding allocated to special needs has been employed.

The Principal, Vice Principal for Inclusion and SENDCo meet annually to agree on how to use funds related to SEND provision. The Vice Principal for Inclusion draws up the resources bid when the school is preparing for the next Academy Development Plan.

## **Identification and Assessment**

We utilise the following procedures for identification:

- Analysis of data including initial assessment in Early Years Foundation Stage Profile, entry profiles and end of key stage assessments.
- Following up parental concern
- Tracking pupil progress over time
- Liaison with feeder school / nursery on transfer



- Information from previous school
- Information from external services / agencies

The school uses a three-stage model to respond to children's special educational needs and/or disabilities in a swift and timely manner. Appendix 1 shows the SEND Pathway which outlines how SEND pupils are identified and supported.

We follow the principle that pupil's needs should be identified and met as early as possible. James Elliman Academy follows instruction from the Code of Practice 2015 and distinguishes between different stages of assessment. The stages are as follows.

- Record of Concern (RoC)
- School Support (K)
- Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)

## **Stage One: Record of Concern (RoC)**

Early identification and intervention is vital. The class teacher informs parents of any concerns at the earliest opportunity and enlists their active help and participation.

When a child's needs are appropriate for a Record of Concern, a **Record of Concern form must be completed**. All Staff will use the forms attached to this policy.

All staff assess and monitor the children's progress in line with existing school practices and informs the SENDCo who will advise as to whether registering the pupil as having special educational needs, is appropriate. All staff will be encouraged to refer to the 'SEND Pathway' and attend monthly Inclusion Meetings to share any concerns.

The VP for Inclusion / SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

Stage one is an early intervention stage and does not hold SEND status. A child is not classed as having a special need at this stage. This stage is monitored termly and decision to remain at this stage or move to stage two is made by the SENDCo.

## **Stage Two: School Support (K)**

The class teacher or EYP identifies a pupil's educational needs, and takes initial action. Parents/carers should be kept fully informed and records kept at meetings. The class teacher and SENDCo should also provide advice on how to help their child at home.

Triggers for intervention is a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional and social difficulties, which are not improved by behaviour management techniques usually 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 despite the provision of a differentiated curriculum.
- Require referral for additional assessment, advice and support from outside agencies, for example, Speech and Language Therapy (SALT), Educational Psychology Services, Social Emotional and Behavioural Outreach Services (SEBDOSS), Child and Adult Mental Health Services (CAMHs), Integrated Support Services (Slough Borough Council).

The class teacher remains responsible for working with or allocating Teaching Assistant (TA) time for working with the child on a daily basis and for planning and delivering an individualised programme set out on a provision map. It is the class teacher's responsibility to ensure that the class TA knows which children have Provision Maps.

When assessing if a child has special needs, the following strategies may be used:

- Use of standardised tests
- Classroom observation
- Analysis of pupil's work
- Analysis of rate of progress
- The outcome of any screening tools

For those children who are making the expected progress and have received provision that has had a positive impact on their learning and/or social emotional development will continue with SEND support for another term (12 weeks).

A provision map will be compiled by the class teacher to demonstrate the support and interventions put in place, this is reviewed termly.

If the child has continued to make good progress and can show that they are applying independent learning skills within a whole class environment, SEND support will cease, parents will be informed and the child will be taken off the SEND register. For one further term, the child will be monitored by the class teacher on a Record of Concern.

School Support is providing the equivalent support that is over and above £6,000 (approximately 16 hours of support) and if it is still not sufficient in supporting a child's needs and access to the curriculum, the SENDCO and class teacher will consider gathering evidence for an Education, Health and Care Plan (EHCP Plan).

### **Stage Three: Education Health and Care Plan (EHC Plan)**

Where a child requires additional support that goes beyond what a school, or nursery, can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP).

An EHC plan is a legally-binding document outlining a child or teenager's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

EHC plans are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond what an educational setting can provide at SEN support. A child who has educational needs may also have

additional health and social care needs and those can be included in the plan so long as they relate to education. You cannot have a freestanding EHCP for health or social care reasons alone.

The SENDCo will complete the EHC request for assessment application and if the Local authority agree that the application meets their criteria and EHCP will be created. Parents and carers can get additional support from SENDIAS during this time. The SENDCO can advise parents on how to engage with this organisation, and any other organisation that can provide support at this time. Parents are also able to apply for an EHCP directly with the Local Authority for Slough. For more information on this please contact [SENDIAS](#) for advice and support.

Provision Maps will be used as a working document by class teachers, TAs and other support staff and will be annotated as appropriate to assist assessment and review process. Provision maps will be reviewed termly and shared with parents. Pupils with and EHC Plan will have a costed provision map which details the amount of provision to ensure it is in line with the appropriate level of funding.

At the end of each academic year or when leaving the school, teachers will pass information and Provision maps to the next teacher. The SENDCo will also provide additional information particularly for pupils with a statement of special needs/EHCP.

Decisions to move between stages one, two and three must be discussed and agreed with the SENDCo and Vice Principal for Inclusion.

### **Curriculum Access and Provision**

Teachers adapt work in order to meet the learning needs of all pupils. Ability groups, highly focused and personalised small group work, and individual teaching is provided where appropriate. Provision for pupils is related specifically to their needs.

- In class small group support with a teacher or teaching assistant modelling
- Small group withdrawal with a teacher or teaching assistant
- Individual class support through teacher modelling and scaffolding
- Individual withdrawal for pre-teach, over learning and focused intervention.

For pupils with Education Health Care Plans, provision will be in line with the recommendations in their outcomes in the plan.

### **Special Needs and Disability Provision**

James Elliman Academy has wheelchair access throughout its buildings. There is access to a lift to access the first floor. There is a disabled toilet on the first floor and one on the ground floor. There is a large adapted toilet in the Key Stage 1 area. There is a shower facility available in the nursery.

Some staff have training in the following areas:

- Supporting children with Speech and Language and Communication needs
- Providing intervention in Literacy, Numeracy and Phonics
- Developing learning with the use of Precision Teaching and TEACCH.

### **Intervention Groups**

#### **Intervention to support pupil learning can be implemented in the following ways:**

- Quality first teaching from the class teacher in the lesson. Teacher will adapt the learning so that children can make progress. They will address areas of development and gaps in learning to help children move on.
- Teachers or teaching assistants may offer focused intervention groups where specific skills are practiced and developed.
- ELSA sessions are provided for pupils who require support with emotional needs.
- Precision teaching is used to consolidate and embed basic literacy and numeracy skills.
- Pupils who have a Speech and language programme will receive some individual or group work sessions to work on specific targets across the year.
- Pupils with an EHCP may require intervention in accordance to their EHCP outcomes.

Any intervention offered to a pupil will be communicated to parents by either the class teacher and / or SEND Team.

## **Parental and Pupil Involvement**

### **Pupil involvement**

The SEND Code of Practice highlights that all pupils have the right to be involved in making decisions and exercising choice. We aim to fully involve pupils wherever possible by:

- Involving them in the target –setting and writing of their Provision Map.
- Helping them understand their strengths and areas of development
- Teaching them how to self – assess their work against success criteria.
- Their views are sought and recorded at formal reviews.

We actively encourage pupils to share their views / concerns or worries they may have.

All adults are responsible to listening to and supporting children with SEN to share their views and have their voice heard.

### **Partnership with Parents / Carers**

All staff work to enable and empower parents and carers by;

- Making parents and carers feel welcome
- Encouraging parents and carers to play an active role in their child’s education
- Encouraging parents and carers to communicate any concerns or difficulties they perceive their child may be having
- Striving for excellent communication between school and parents / carers and demonstrating that school will listen and act appropriately
- Focusing on their child’s strengths as well as areas of additional need
- Keeping parents and carers informed of any assessments and interventions put in place to support their child
- Keeping parents and carers informed of all external support services which may be benefit to them
- Keeping parents and carers informed of their child’s targets and the outcomes they are working towards
- Parents and carers are invited to attend review meetings as well as a termly parent/teacher meeting and their views are actively sought and recorded.

- Parents and carers are invited to meet any professional from external agencies who may be supporting their child

The school website and governors' annual report contains details of our policy for SEND in our school. Parents can also research the suitability of the school and the provision it provides in the Local Offer which can also be found on the schools website.

At all stages of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Monitoring and Evaluation**

The SENDCo monitors the movement of children within the SEN system in the school. The SENDCo provides the Academy Council with regular summaries of the impact of the policy on the practice of the school.

The SENDCo supports teachers in drawing up Provision Maps for children.

The effectiveness of our provision for pupils identified as having special educational needs is monitored by:

- Observations of teaching, quality of access to the curriculum and pupil engagement
- Learning walks
- Scrutiny of books
- Scrutiny of planning
- Informal feedback from all staff
- Pupil tracking
- Monitoring Provision Maps
- Movement on the SEN register
- Attendance records
- Pupil review meeting

## **Promoting Positive Mental Health and Wellbeing.**

(Further detailed information can be found in the Pupil Wellbeing policy)

The school is committed to helping pupils succeed and part of this is supporting pupils to be resilient, develop a 'growth mindset' and to develop and strengthen every pupils' sense of self-esteem, this in turn promotes our pupils' mental health.

All staff maintain a culture within the school that values pupils, allows them to feel a sense of belonging; and make it possible to talk about problems in a non-stigmatizing way.

The school recognises that factors which can affect mental health and behavior are cumulative. The school is able to offer Early Help Assessments to pupils and families who may be experiencing challenging times for a variety of reasons. This helps families gain support from other agencies and professionals as necessary.

The school is using a 'Vulnerability tool – kit' to help in identifying children who may benefit from early intervention and support in building their resilience and mental health.

The school is able to offer support to children via Mental Health Champions in each year group, as well as Emotional Literacy Support Assistants (ELSAs) and a learning mentor to identified children.

## **Outside Agencies**

The school will seek to provide the best provision for the children by seeking advice and help from other agencies and schools. The SENDCO meets with outside agencies (Educational Psychologist (EP), Behaviour Support, Speech and Language and Child and Family Guidance). Other organisations such as Social services and Child and Adult Mental Health Services (CAMHS) are contacted where appropriate.

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENDCo.

## **Assessment**

Pupils with SEND are assessed, where appropriate, using the same assessment materials as pupils who do not have SEND needs. When a pupil's attainment is below that of their peers, they will be assessed according to the level of the curriculum they are accessing. When attainment is significantly below that of their peers, the SENDCo and class teacher will use the Pre-Key Stage documents to assess learning. Where children are working at Pre-Key stage and do not access subject related study, they will be assessed using the Engagement Model. Both the [Engagement Model](#) and the [Pre-Keystage 1](#) and [Pre-](#)



[Keystage 2](#) documents are published by the Government Standards and Testing Agency and are used to accurately assess the level of attainment for pupils with SEND. All pupils with SEND are expected to make the expected levels of progress from their own individual starting points. When a pupil's progress is a concern the class teacher and SENDCo will work together to review current provision in order to increase rates of progress.

### **Staff Training**

It is the responsibility of the SENDCo to attend training and Special Needs Conference days provided by The Park Federation and from providers within the Local Authority. There will be at least one staff meeting a term designated to Special Needs training. Support staff meet at least once a term for training and/or to discuss SEND issues.

The VP for Inclusion and SENDCo will support staff in the training needs by running staff meetings and identifying appropriate outside courses.

The Special Needs Governor will attend courses with the SENDCo and have opportunities to develop his/her own knowledge.

### **Linked Policies**

This policy is to be read in conjunction with:

- [Children with health needs who cannot attend school](#)
- Intimate Care Policy
- Positive Behaviour Policy
- [Positive Handling Policy](#)
- Supporting Children with Medical Conditions
- [Supporting Children with Asthma](#)

## Appendix 1: SEND Pathway

