



Policy	SEND Policy and Information Report
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEND information report	4
6. Monitoring arrangements	12
7. Links with other policies, documents and Websites	12
8. COVID-19	11

1. Aims

At Upwell Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school and we aim to be responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy.

Our school improvement plan is about developing learning for all and details are planned with continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings and staff engage in coaching and supervision.

Our SEND policy and information report aims to:

- Explain how we create a learning environment which is flexible enough to meet the needs of all members of our school community, including those with SEND.
- Explain how we create an inclusive culture in our school and we aim to be responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Explain how we monitor progress of all learners.
- Explain how we include all learners in our day to day teaching, clubs and the wider life of the school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
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This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Savannah Bull

They will:

- Work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

This includes:

Speech and language difficulties:

- Speech development delay or disorder.
- Phonological/Severe Pronunciation Problems
- Expressive language Difficulties
- Receptive Language/Language Comprehension Difficulties.
- Social Communications/Semantics and Pragmatics Difficulties

Disorders and the Autistic Continuum:

- Autism
- Asperger Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

- Cognition and learning

This includes:

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties (e.g. Dyslexia and Dyspraxia)

- Social, emotional and mental health difficulties

This includes

- Attention deficit hyperactivity disorder (ADHD)

➤ Sensory and/or physical needs

This includes:

- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical Impairment
- Processing difficulties
- epilepsy

5.2 Identifying pupils with SEND and assessing their needs

Class teachers, teaching assistants, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Upwell Academy we ensure that assessment of special educational needs and disabilities, directly involves the learner, their parents/carers and their teacher.

For some learners we may want to seek advice from specialist teams and we have access to various specialist services. We have access to services universally provided by Norfolk County Council which are described on the Local Offer Website and Upwell Academy has also commissioned support from:

- Educational Psychology and Specials Support service (EPSS)
- Speech and Language Therapist
- Play therapist
- Access Through Technology (ATT)
- Occupational therapists

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

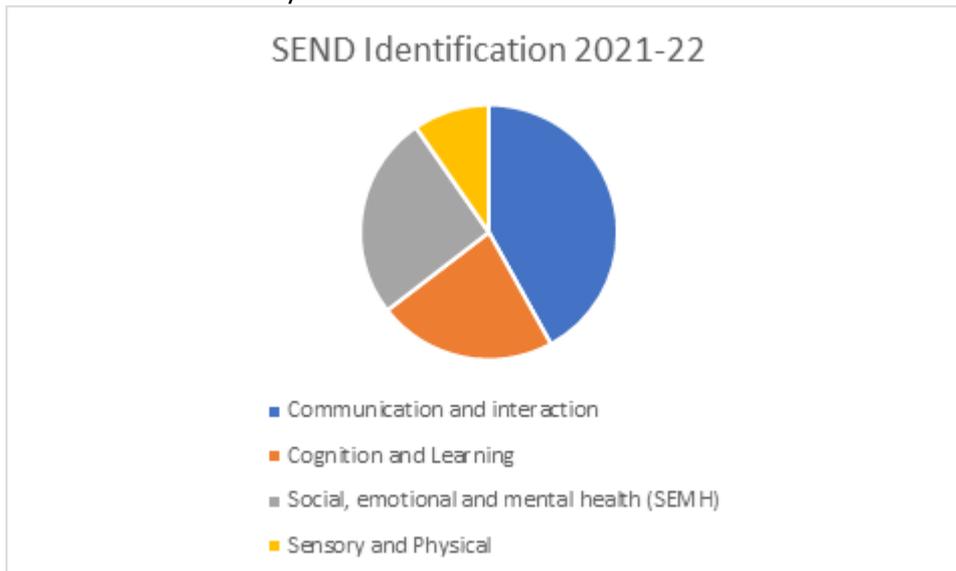
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our SEND profile for 2021- 22 shows that:

- 15.6% of our learners are identified as having SEND. National Average is 12.1% (January 2020).

- 1% of our learners (6.4% of those who are identified as having SEN) have an Education Health and Care Plan (EHCP). National Average 3.3% (January 2021).
Of the children identified as having SEND:
- 41.9% are identified as having a primary SEND linked to Communication and Interaction, a 14.9% increase on last year.
- 22.5% are identified as having a primary SEND linked to Cognition and learning, a 7.5% decrease on last year.
- 25.8% are identified as having a primary SEND linked to Social, Emotional and Mental Health Difficulties, an 10.2% decrease on last year.
- 9.6% are identified as having a primary SEND linked to Sensory and/or Physical Needs, a 3.6% increase on last year.



This data only presents the primary needs of children with SEND in our academy (the need they need most support with). Children may have multiple needs across the four areas of SEND.

Although some attainment is below national expectations, children with SEND at Upwell Academy make good progress across EYFS, KS1 and KS2.

5.3 Consulting and involving pupils and parents

Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning or disability needs, and is intended to enable access to learning and overcome the barrier to learning identified. Each child with SEND has a strategy sheet and one page profile. This sheet is created and shared with parents, the teacher and the child themselves. It identifies any strategies that can be used to support that child in their learning. This may also include targets when appropriate.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We consider the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We track our pupils with SEND using a graduated approach and track this using the assess, plan, do, review process.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Upwell Academy is committed to working in partnership with children, families and other providers to ensure positive and smooth transitions occur.

Planning for transition is part of our provision for all learners with SEND. Transition to secondary school will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work/activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) such as differentiation of the curriculum to take account of different learning styles, interests and abilities.

- ensure that all children can be included in tasks/activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and next steps which are discussed with children and parents

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables/checklists
- Writing frames
- Ipads, laptops or other alternative supportive technology and computer programmes
- Peer buddy systems
- Reading buddies
- Pre-teaching vocabulary
- Work stations
- Positive behaviour reward systems
- Sensory circuits
- Reasonable adjustments such as seating arrangements
- Teaching assistant support within a small group, one to one or outside the classroom in an intervention group.
- Lego therapy
- Social stories
- Time to talk interventions
- Speech and language interventions
- Intervention programmes such as Toe by Toe, Beat Dyslexia and First Class@ Number
- Assisted transitions

How we use our Teaching Assistants

Teaching Assistants of Upwell Academy are used to:

- assist the teacher in providing 'quality first teaching'
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the class teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum.

At Upwell Academy we share the way we support children with SEND with our colleagues in the Downham Market Cluster and the EMAT cluster so we can learn from each other, and demonstrate what we offer our learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Please see here for an overview of all of the support we provide at Upwell academy on our [Whole School Provision Map](#).

5.7 Adaptations to the curriculum and learning environment

Please see here for our [Academy's accessibility plan](#).

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Time for Talk, Social Stories, Toe by Toe, First Class @ Number to name just a few.

Teaching assistants will support pupils on a 1:1 basis when pupils have a specific need which only applies to them.

Teaching assistants will support pupils in small groups when there is a need across all pupils within that group.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology and Specials Support service (EPSS)
- Speech and Language Therapist
- Play therapist
- Access Through Technology (ATT)
- Occupational therapists

5.9 Expertise and training of staff

Our SENDCO has four years of experience in this role.

They are allocated two days a week to manage SEND provision.

We have a team of teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for ELKLAN Speech and Language interventions, Speech Sounds interventions, Social stories interventions, Lego Therapy, Nelly Speech and Language intervention, First Class @ Number intervention and Read Write Inc Phonics.

5.10 Securing equipment and facilities

Upwell Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount of money we received for 2020-21 was £87,796.

In addition to EHC plans, the school provides equipment and facilities through its own budget and Element 3 funding. Here is a link to our [budget share tracker](#).

5.11 Evaluating the effectiveness of SEND provision

Monitoring progress is an integral part of teaching and leadership within Upwell Academy. Parents/carers, pupils and staff are all involved in reviewing the impact of interventions for learners with SEND. We follow the graduated approach and using the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step and the children progress is successfully and carefully tracked. Before any additional provision is selected to help the child, the teacher, SENDCO, parent/carer and learner where appropriate, agree what they expect to be

different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and the next steps such as at a parents evening or a longer meeting if needed. If a learner has an Educational Health Care Plan (EHC plan), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work for that child and they are receiving the support they need to access a successful education. The Norfolk Assessment Pathway (NAP) is used to assess the progress of children performing well below their national expectations for their year group (at least two years below). This is a programme developed by special schools in Norfolk to track small steps of progress.

The Boxall profile is used to assess the impact of the nurture interventions that we offer for children who have Social, Emotional or Mental Health needs.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Downham Market and EMAT cluster moderation groups so can ensure judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

➤ Please see here for our school's [accessibility plan](#).

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

➤ Pupils with SEND are encouraged to be part of the school council

➤ Pupils with SEND are also encouraged to be part of Lego club (Lego Therapy) or Time for Talk to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The strategies, provisions or/and interventions in place to support the child are then trailed for a period of time and recorded using an APDR form (at least half a term). A baseline assessment is done of the child for the area of SEND (Boxall, Sandwell, Salford, RWInc etc.). If the strategies, provisions

or/and interventions are not having a positive impact after one cycle of APDR, the SENDco can suggest others. Specialist support may be required at this point.

The SENDco is point of contact for other agencies and will refer a child to these other agencies if the child has a need that could be identified or support by the agency.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the child's teacher in the first instance. This may lead to a meeting with the SENDco/Principal if the issue is not resolved. They will then be referred to the school's complaints policy as the next step.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Norfolk SEND Partnership Information, Advice and Support Service (IASS) is a service available to parents/carers. Please find information [here](#) for support services for parents of pupils with SEND. Or you can contact them on [01603 704070](tel:01603704070) or sendpartnership.iass@norfolk.gov.uk

There are also other services available such as:

- Education services (e.g. Virtual School SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, School 2 School Support Service, Dyslexia Outreach Service, Specialist Resource Base outreach services)
- Health services (e.g. Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, mental health services)
- Social care services (e.g. Short Breaks, Early Help, Early Childhood and Family Support Service, Family Support Process)
- Third sector services (e.g. Benjamin Foundation, Mancroft Advice Project, Carers Matter, youth services)

5.17 Contact details for raising concerns

Here are the contacts within the school for when pupils or parents have concerns:

Haidee Norman Lead DSL

Teresa Ellington DSL

Anna Frammingham DSL

Lynne Radford DSL

Savannah Bull SENDco

5.18 The local authority local offer

Our local authority's local offer is published [here](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Savannah Bull **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies, documents and Websites

This policy links to our policies on [Upwell Academy's website](#) here you can find:

- [Accessibility plan](#)
- [Admissions Policy](#)
- [Behaviour Policy](#)
- [Equality statement](#)
- [Complaints](#)

Useful websites:

- www.norfolk.gov.uk/SEN
- [Parent Partnership](#)
- www.dfe.gov.uk

8. COVID-19

While the COVID-19 pandemic has changed many things, at Upwell we strive to ensure that our children's needs are met throughout their time here. What we offer our SEND children continues to apply. The flexibility our curriculum provides, empowers us to make the decisions needed to provide a curriculum that is adaptable and responsive to the potential diverse needs of individual learners and will be vital during our Recovery Phase.