



Let Your Light Shine
Matthew 5:16

Special Education and Disability Needs (SEND) Policy and Procedures	
This policy can be found on the team drive, policies, non-curricular policies, SEND	
Policy Reviewed and Ratified with/ without changes by: Full Governing Board	
Cycle of Policy Review: Annual	Policy Ratified: Sep 2025
Named Roles	
Head Teacher	Suzanne Scott
SEN Governor	Jen Pearson
SENCo	Jackie Carter

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

National Association for Special Educational Needs Mission statement

Background

Ellison Boulton Church of England Academy is committed to providing every child with access to a broad and balanced education. This requires a cohesive approach which observes the breadth and depth of the *National Curriculum* (2016), the statutory requirements of The Children and Families Act (2014) and the values and practice recommended in the *Special Educational Needs Code of Practice* (2015).

Purpose

The purpose of the policy is to clarify the requirements placed upon the Academy in supporting children and families with special educational needs and how they are managed.

Scope

This policy applies to all the children currently registered at the Academy, their families and all the staff who work at the Academy.

Definitions

Education, Health and Care Plan (EHCP): a legally binding document in the UK that outlines the support needed for children and young people aged 0-25 with special educational needs and disabilities (SEND)

Special Educational Needs Co-ordinators (SENCo): A SENCo is a qualified teacher who is responsible for leading the school's provision for special educational needs. The SENCo works closely with other staff within the school, parents and external professionals to develop, implement and monitor individual support and learning plans for students with special educational needs.

Special Educational Needs or Disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Special Educational Needs Code of Practice (2015).

Quality First Teaching (QFT): is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective.

Policy

This policy outlines the nature and management of Learning Support at Ellison Boulters Church of England Academy. This policy will be monitored and evaluated by the SENCo and the SEN Governor to ensure it reflects current practice.

The implementation of this policy is the responsibility of the Head Teacher, SENCo and all teaching and classroom support staff.

1. Aims

At Ellison Boulters, we provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. Every pupil is recognised as having their own personal talents, as well as individual needs. A collaborative approach results in personalised learning, excellent support and monitoring and ensures all children are able to maximise their true potential.

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education.

2. Objectives

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that which is normally available to pupils of **the same** age. Making Quality First Teaching (QFT) available to the whole class is likely to mean that fewer pupils will require such support.

The following objectives ensure that when children need additional support, the Academy responds appropriately by

- ***Identifying the needs of pupils with SEN as early as possible.*** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school or as soon as barriers become apparent once registered at the Academy.

- **Monitoring the progress of all pupils in order to support the early identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to identify barriers to learning and to ensure that children are able to reach their full potential.
- **Making appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the *SENCo and class teachers* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Working with parents to gain a better understanding of their child, and involve them in all stages of their child's education and SEND Journey.** This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Working with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Creating a school environment where pupils feel safe and confident to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life

3. Working in partnership with parents

Ellison Boulsters CE Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

4. Roles and Responsibilities

The Head Teacher is responsible for overseeing the provision, progress and attainment for children with SEN.

The SENCo is responsible for:

- Writing and reviewing the SEN policy

- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the Learning Support list
- Maintaining all Learning Support records, including the individual pupil files
- Co-ordinating provision for pupils with SEN Support
- Setting up and monitoring in-class support and intervention programmes
- Observing, teaching and assessing individuals and groups of pupils as appropriate and necessary
- Liaising with colleagues in writing Pupil Profiles
- Monitoring and reviewing Pupil Profile and EHC Plans
- Organising and attending annual reviews of EHC Plans
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting pupils
- Managing and contributing to professional development of colleagues in areas of SEN.
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Liaising regularly with the Governing Body
- Reporting to parents

Class Teachers are responsible for

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all pupils, including more or less able children
- Writing and/or contributing to Pupil Profiles and implementing targets in class
- Sharing targets with pupils
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

Teaching Assistants will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve targets on Pupil Profiles
- Encouraging and promoting pupil independence
- Liaising with teachers and the Learning Support Co-ordinator, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Wave 2 or 3 support)
- Carrying out specific booster teaching programmes

- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

The Governing Body will ensure that:

- The SEN policy is implemented fully
- A summary of the SEN policy is included in the annual parent/ governor report
- The success of the SEN policy is reported annually
- A governor with responsibility for SEN is appointed.

4. Identification and Assessment of SEN

Pupils are assessed on entry to the school through the normal testing procedures. Your child will be assessed using a range of formal and informal methods which will inform us on the following areas outlined by the 2014 SEND Code of Practice.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical needs

Pupils who are transferred to the school will be assessed using a variety of assessments, which may include:

- Goodenough Draw A Man Test
- One Minute Tests
- Standardised maths assessment
- IDL screening for dyslexia and dyscalculia
- Standardised reading assessment or Little Wandle assessment as appropriate
- Staff will gather pupil's views as to how settled they feel at school

If their needs have been identified on transfer, liaison will be made with the appropriate agencies.

- **The following may be taken into consideration when identifying and supporting pupils:**
 - Year 1 NLS high frequency words reading and spelling (ongoing)
 - Year 1 Phonic Screening
 - May- Yr 2 pupils will take part in SAT tests
 - One minute maths tests
 - Y4 Multiplication Tables Check
 - PIVATS
 - Specialist Teaching Team assessments
 - Observations and advice from support agencies

5. Potential Triggers for SEN Support concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Poor short term memory
- Suspected processing difficulties
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication difficulties
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/over-anxiety
- Lethargy
- Neglected appearance
- Toileting difficulties
- Obsessive behaviour/nervous tics/habits
- Attendance
- Child protection issues
- High levels of anxiety
- Sensory needs

6. Gold SEN Sheets

The SEN pupil files include the LEA's "Gold SEN sheets", which record all action, (including tests and meetings), undertaken for a child from his/her point of entry on the SEN Learning Support Register.

7.The SEND Journey at Ellison Boulters

See Appendix 1 for a flow chart. Not all children will follow this pathway exactly.

Initial concerns raised

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. Any pupils who present with unusual or heightened behaviours will be monitored.
- When a pupil is identified as *possibly* having SEN they will be carefully assessed by staff in order to gauge their level of learning and possible difficulties.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Through Quality First Teaching strategies the child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's progression and enable the teacher to better understand the provision and strategies that need to be applied. The meeting is formally recorded by the school on the *Building A Picture Document* in response to concerns raised by a parent or teacher but this does not place the child on the school's SEN Register. Parents contribute to this information. It is recorded by the school as an aid to further progression and for future reference and records any concerns and actions.
- The SENCo will be consulted as needed for support and advice and may observe the pupil in class.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Stage 1: Action Planning and Screening

- A further meeting after 6-8 weeks will determine whether to move to stage 1-Action Planning and Screening. This will be documented. At stage 1 interventions, strategies and provision will be built into the child's timetable as part of their weekly routine and screening may be applied for potential explanations of the challenges the child is facing.

Stage 2: Learning Support

- At the next meeting a decision will be made whether to return to QFT or whether to remain at stage 1 or to increase support to stage 2. Level 2 means that the child will be placed on the SEN Learning Support Register and advice may be sought from external professionals.
- If a pupil has recently been removed from the Learning Support Register, they may return to Stage 1 or quality classroom provision depending on their ongoing needs.

Stage 3: EHCP

A small number of children will need ongoing, personalised support from an adult, Stage 3. It may be recommended that an EHCP is sought to fully document the child's needs and progress and to seek support for the family and school in funding the adult support. The application for an EHCP will require reports from the family, the child, the school and other professionals.

8. SEN Support-The Graduated Approach

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school SEN Learning Support Register. The aim of formally

identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil changes. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:

Assess

Your child will be assessed using a range of formal and informal methods which will inform us on the following areas-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical needs

Plan

SMART (Specific measurable, achievable, relevant, time bound) targets are created using information collected in the ASSESS part.

Do

Using a range of different strategies at home and school to help your child to achieve their IEP targets. This intervention could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships
- 1:1 support– may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Agency support – usually done on 1:1 basis with a specialist in the field (see section 7)

Review

Reviews will usually occur once every big term. Parents will be invited in to attend Pupil Profile reviews either face to face or via Zoom. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

9. Education, Health and Care Plans

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- The child
- Teachers
- SENCO
- Social Care
- Health professionals
- Outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

Education, Health and Care Plans (EHC Plan) in action

- Following Statutory Assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available in school. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible or alternative arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with

teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure inclusion and that the activities are differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

11. External professionals and support services

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Services that will be involved as and when is necessary include :

- Educational Psychology Service
- Need Bright Solutions (behaviour specialists)
- Speech and Language Therapy Service
- Emotional and Behavioural Support Sensory Impaired Service
- Social Services/ Child Protection
- School Medical Service
- Learning Support Teacher
- Child and Adolescent Mental Health Service
- Family GPs
- Autism Outreach – The Working Together team
- Dyslexic Outreach
- ADHD Support
- ICT Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer
- School Nurse
- Counselling
- Early Help
- Mo Watson (counsellor)
- Sarah Burnett (relaxation and anxiety)

Areas of expertise delivered internally by qualified school staff include:

ELSA (emotional literacy support)

ELKLAN (Language support)

Positive sensory profiling and provision

Comic strip conversations

Social stories

IDL dyslexia support

Precision teaching

Co-regulation

Incredible 5 point scale

Zones of Regulation

Attention Autism- attention bucket

Little Wandle Keep up and Catch Up intervention programmes

Reading fluency intervention

