



Let Your Light Shine
Matthew 5:16

Ellison Boulters CE Academy SEND Journey

At Ellison Boulters we are passionate about supporting all of our children including those who have additional needs with the aim of enabling them to achieve their potential as both young people and as adults. It is important that we work with parents and carers to the benefit of children and share what we have noticed as we build a picture of their needs. Needs are varied and the pathway through school will not look the same for each individual child. This document will help parents understand the general pathway for SEND journeys at the Academy. You can view the journey more clearly on the diagram in this folder.

Unless children have had needs identified before joining Ellison Boulters, they will begin school in the classroom receiving the universal provision that is available for all our children. This is our Quality First Teaching in the classroom and demonstrates best practice through the Graduated Approach to SEND.

The **Graduated Approach** presents levels of provision and support for a child with a special education need or disability as a continuum between whole class QFT at the one end and highly personalised 1:1 teaching and support at the other. Within each section of this continuum, a cycle of assessing, planning, doing and reviewing is ongoing. This cycle will become more individualised if your child's needs become more complex.

The journey and its cycles are always driven by your child's needs.

Quality First Teaching (QFT) means high quality inclusive whole class teaching accessed by all children alongside our continuous whole school systems for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

QFT is the universal provision for every child in the classroom. Quality First Teaching relies on a variety of learning strategies and approaches in order to be effective. It highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs through striving for equity of access to provision.

Approaches include:

- The teachers and teaching assistants have the highest possible expectations for your child and all pupils in their class
- Reminders around the classroom of recent and relevant learning
- Teaching builds on what your child already knows, can do and understand
- Clear, direct instructions and assistance throughout the lesson
- Teaching of cognitive and metacognitive strategies eg how to plan, monitor, and evaluate their learning; modelling thinking; promoting and developing metacognitive talk in the classroom; explicitly teaching pupils how to effectively manage their learning independently
- Flexible groupings within which children work collaboratively
- Modelled and scaffolded examples in teaching and learning so that children know how to be successful
- Lessons are appropriately adapted, which means different ways of teaching and demonstrating learning are in place so that your child can access the lesson and is fully involved in their learning. Some examples of adaptation are: carefully considered resources to support learning, opportunities for paired work or small group work, different ways for children to demonstrate learning and present key learning points eg drama, artwork, verbal or slide presentations, careful use of questioning and targeted questioning to support learning, explore misconceptions and clarify and secure learning
- Specific strategies used to support your child to learn
- Chunked learning- small steps to check understanding as the lesson evolves and monitor progress
- The giving of specific, positive feedback and praise, with next steps made clear to the children
- Overlearning and revisiting learning to ensure that children learn more and remember more

- Use of technology to provide learning APPs and alternative tools with which to evidence learning and enable communication

All children have access to Quality First Teaching, but where a potential need or barrier to learning has been identified, the approach to your child's teaching and learning becomes increasingly personalised as our understanding of your child and their needs begins to grow. Support becomes more targeted as outlined below.

The SEND Journey at Ellison Boulsters

If you or your child's teacher have any concerns about your child's progress, this may be discussed at parents evening initially or a meeting will be arranged between parents/carers and the teacher. The SENCo will be informed. The concerns will be shared and discussed by parents, and teacher and the 'Building a Picture' meeting document form completed to capture the discussion; targeted intervention will be put in place to be reviewed after 6-8 weeks. At the review, parents and teacher will share their observations and any progress. If the intervention, alongside QFT, has resolved the concern, a decision will be made for the child to move forward with the usual classroom provision. Review notes will be kept but the child will not move to Stage 1 unless the concern recurs or a new concern is raised by school or home. It is important to record this information, providing a running record for future reference should an EHCNA (Education, Health and Care Needs Assessment) ever need to be made, (see stage 3).

If the concern remains, despite the additional support, then your child will move to Stage 1 and the Stage 1 'Building a Picture' meeting record form completed.



Stage 1: Action Planning and Screening with ongoing QFT plus additional teaching strategies, resources and diagnostic assessments

As part of the review at the end of the QFT stage, the teacher will meet with parents/carers and SENCo to share which assessments, interventions and next steps could be carried out and who by. An action plan will be agreed. The 'Stage 1: Action Planning and Screening' meeting record form will be completed. The SENCo and Class Teacher will facilitate assessments, review results and implement appropriate interventions. This may include specified individual support (1:1 work with the class teacher, member of the Support Staff, specialist teacher or the SENCo) small group work, and specific intervention programmes or strategies.

Your child will be added to Stage 1 of the Learning Support register- this is still an investigative phase in which the school uses specific assessments to try and build a clearer picture of approaches and resources that will benefit your child. Progress will be reviewed with parents after 6-8 weeks.

The review will determine one of several pathways.

- Your child is now making sufficient progress again to be supported through the universal QFT provision with any necessary class based interventions.
- Your child needs further diagnostic assessments and associated approaches within the school's provision which need to be explored before leaving Stage 1. It is not appropriate to try lots of different approaches at once-we need clarity over what is working and what hasn't helped.
- With everything in place to date, your child is struggling to make progress and therefore will be moved to Stage 2 and placed on the Academy's Learning Support Register.



Stage 2: Learning Support Register

As well as QFT, this will include a mixture of specified individual support (1:1 work with the class teacher, member of the Support Staff, specialist teacher or the SENCo), small group work, and specific intervention programmes or strategies. It will also include the advice of external professionals.

A Pupil Profile is started which records your child's strengths, areas of need and areas of difficulty and the approaches supporting them. The relevant areas from the four broad areas of need (Communication and Interaction; Cognition and Learning; Sensory and Physical; Social, Emotional and Behavioural) are identified as seen at this moment. Short term, assessable targets are set and recorded on the Pupil Profile in discussion with the parents/carers. Areas of need are recorded on the Academy's database. These may change or their priority (if there is more than one area of need) may change as more information is gathered and your child's needs evolve. Pupil profiles are reviewed every long term (three times a year) and new targets set. Parents are invited into school for all review meetings and pupil's views are recorded alongside the parent/carer's views. The SENCo will aim to attend at least one review meeting for your child each year.

At this stage, as well as any further Stage 1 provision, referrals to external agencies and professionals may be submitted for diagnosis or advice and support for either the child, the family or the school. Your child's progress is monitored by the Class Teacher, Supporting Staff and the SENCo for at least three cycles (long terms). When appropriate and wherever possible, assessment and target setting tools will be used to review and set informed targets, for example: V-SEND Tool, Working Together Team (WTT) Ladder, Ask Sall, Inclusion Toolkit, AET progression framework, Specialist Teacher (STT) report. Progress, concerns and targets will be discussed with parents at reviews and with children either prior to or within the review and views will be recorded. At the review meeting it will be recorded whether each target is met, partially met or not yet met.

At the review meeting one of the following pathways will be chosen:

- To return to universal QFT provision
- To remain in Stage 2
- To move to Stage 3



Stage 3: Education Health Care Plan (EHCP)

A few children with more complex needs will require bespoke 1:1 support. An EHCP states exactly what your child needs to be suitably supported. Parents and children have a significant part to play in this process and you should ensure that you share your hopes, observations and thoughts with the Local Authority through the appropriate documentation and platforms as each stage arises. The EHCP sets short and long term desired outcomes and sets out how this is to be achieved and what the impact will be. Schools are helped to fund this level of provision as part of a child being in receipt of an EHCP. A great deal of evidence needs to be gathered and used to support an Education Health Care Plan Needs Assessment (EHCNA). During this time your child will remain on Learning Support and there will be three reviews a year. The SENCO will work with parents/carers, the children and other professionals, with parental consent, to build the evidence for the application. Further assessments may need to be carried out by external professionals to support the application. All the earlier cycles of Assess, Plan, Do and Review will also be presented as evidence from the very first 'Building a Picture documents' used when a concern was first raised and also Stage 1 meeting records.

Building a case for an EHCNA is a long, detailed process. It is not guaranteed to be approved. The Academy has to show what approaches and strategies it has tried and which have worked or not worked. It needs to show the impact of these actions. If an EHCNA is approved, this means that your child's needs will be assessed in more detail. At the end of this process it will be decided if your child's needs will be recognised in an EHCP or not. If an EHCP is awarded, the plan will be reviewed annually by the school and the Local Authority. Sometimes your child's Local Authority caseworker will also attend. Parents are encouraged to attend and any

other professionals that are appropriate. Your child's views will also be shared. The EHCP will follow your child through school and into secondary school for as long as it is relevant. As well as the Annual Review, you will also be invited to meet for Pupil Profile reviews with your child's Class Teacher, as in Stage 2. Sometimes the Annual Review will be held at the same time as the Pupil Profile Review.

Only a few children with complex needs will move through the graduated approach towards this level of specified individual support. Many children will require support and be placed at any point on this continuum. Many children will receive support at some time in their school life and not need to move beyond QFT. Similarly, a child who has received more significant support can move back towards QFT as they begin to manage their learning more independently in the classroom.

We do not assume that a child who receives a level of support will always need it. All provision is subject to regular review and parents/carers are invited and encouraged to contribute to this review process by attending meetings, talking to your child's Class Teacher and the SENCo and ensuring school is kept informed of any changes to your child's needs.

Although there are designated weeks in the school year for Annual Reviews and Pupil Profile Reviews, you can also arrange to meet with the SENCo through drop in appointments and parents' evening appointments between meetings or as an initial discussion between yourself and school about concerns that you have. These appointments can be arranged through the school office. We value open communication and welcome the opportunity to work together to support your child.