

SEND Information Report

Staynor Hall Primary Academy



Approved by: Local Governing Body

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1. Aims

At the Ebor Academy Trust we are committed to providing our pupils with a broad, balanced and enriched curriculum, which is accessible to all and promotes inclusion. Pupils are fully included in all aspects of school life. All children are equally valued in school and access an environment where they can flourish and feel safe. We have a team committed to inclusion who ensure that all children are happy safe and achieving at school both academically and emotionally.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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 SEND 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

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 if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

They have a disability if they have

- 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' (Equality Act, 2010)

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 SEND and pastoral team oversee the provisions and interventions we have in place for all our pupils at Staynor Hall primary Academy. Along with the Senior Leadership Team, they monitor the effectiveness of provision through observations and data analysis and provision will be adjusted as required to ensure pupils are fulfilling their full potential. Children will always be supported to engage in activities available to pupils who do not have SEND.

The SENDCo is Valerie Steunou

She will:

- Work with the Headteacher 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 coordination 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body 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 Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in 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 the SEND policy and report
- Develop Inclusive Quality First teachers for all learners through adaptive teaching strategies.

Adaptive Teaching Strategies for ALL LEARNERS
Classroom well organized and establishes positive routines
Plan by deciding what everyone can learn then 'differentiate up'
Clear lesson structure with learning objectives presented orally and visually
Instructions given in small chunks with visual cues
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class including some random pairing activities
Activities and listening broken up with breaks for more kinaesthetic activities
Five positive comments to one negative
Praise is specific and named
Memory supported by explicit demonstration and modelling of memory techniques
Teaching assistants planned for and used to maximize learning
Pupils are clear what is expected – use of 'WAGOLL' – what a good one looks like – examples.

5. SEND information report

5.1 The four areas of needs:

Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do 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.

Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

As for all other needs, our first response is always an inclusive curriculum offer and adaptive, flexible teaching.

Adaptive Teaching Strategies for Communication and Interaction needs
'Rules' of good listening displayed, taught, modelled and regularly reinforced
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
Key words/vocabulary emphasized when speaking and displayed visually with picture
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
Instructions broken down into manageable chunks and given in the order they are to be done
Checklists and task lists – simple and with visual cues
Delivery of information slowed down with time given to allow processing
Pupils are given a demonstration of what is expected
System of visual feedback in place to show if something has been understood
Pupils are encouraged – and shown – how to seek clarification
Talking buddies or similar used to encourage responses
TAs used effectively to explain and support pupils to ask and answer questions
Classroom furniture and groupings considered where pupils with speech & communication needs can see visual prompts and the teacher
Avoid explicit ability grouping
In group work, make roles explicit to manage group dynamic and fulfil potential
Access to a quiet, distraction free work station if needed
'Word walls' or similar to develop understanding of new vocabulary
Parents advised of new vocabulary so it can be reinforced at home

Appropriate use of visual timetables – personalised to the child
Minimise use of abstract language

Inclusive Quality First Teaching (QFT) will support most learners, including learners with Communication and Interaction Needs, to progress and thrive in the school environment. It will also support communication skills for life which will promote successful transitions into any secondary setting.

However, sometimes much more bespoke, individualised and specialised interventions and approaches are needed to ensure equal access to learning and allow learners to progress alongside their peers. We may be supported by specialist services like the Speech and language Therapists or the Communication and Interaction specialist SEND team.

Specialist Communication and Interaction Interventions	Specialist Communication and Interaction equipment
Delivery of individual speech & language programmes	Visuals (helping hands, Now and Next)
Highly individualised 1 to 1 support	Workstations and access to a quiet environment
Lego Therapy	- Augmented Communication (objects of reference, PECS)
Personalised communication toolkit	- Makaton trained ATs and Makaton awareness throughout the school.
	- Specially designed ICT programme (Widgit)

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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 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, dyscalculia and dyspraxia, sometimes referred to as Developmental Coordination Disorder (DCD).

Adaptive teaching strategies for Cognition and Learning needs
Make sure you know the level of difficulty of any text you expect the pupil to read
Key words/vocabulary emphasized when speaking and displayed clearly
Pre-teaching of subject vocabulary
Instructions broken down into manageable chunks and given in sequence
Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
Pupils encouraged to explain what they have to do to check understanding
Links to prior learning explicitly made
Key learning points reviewed at appropriate times during and at the end of lesson
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
Provide – and teach use of – range of writing frames to aid organisation

Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later (Check and Correct)
Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.
Use IT programs and apps to reinforce and revise what has been taught
To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
Range of coloured overlays/reading rulers available
Coloured paper for worksheets and coloured background on smart board
Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low threat)
Text presented clearly uncluttered, use bullet points and clear font
Diagrams and pictures to add meaning alongside text
Cloze procedure exercises to vary writing tasks and demonstrate understanding
Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
Additional time to complete tasks if necessary and model memory techniques – consolidate and ‘overlearn’ key concepts
Minimise copying from the board - provide copies for pupil if necessary

For children who may need more specialist support because their Cognition and Learning needs are more complex, our teams may also offer:

Cognition and learning interventions		Cognition and learning equipment
Literacy	Numeracy	
Phonics boosters	Numeracy booster	Numicon
Reading boosters 1 to 1 reading	Number Gym booster	Use of specialist equipment
Writing boosters	TT rockstars booster	ICT equipment and ICT programs
Handwriting booster		Coloured overlays & books
Precision Teaching (bespoke to the child’s needs)		

Social, emotional and mental health difficulties (SEMH)

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, disruptive or disturbing behaviour. These behaviours 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 hyperactivity disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools.

Adaptive teaching Strategies for SEMH
Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
Give the pupil a classroom responsibility to raise self-esteem
Refer pupils regularly to school expectations and rules – be clear and consistent
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
Make expectations for behaviour explicit by giving clear targets, explanations and modelling
Use a visual timer to measure and extend time on task – start small and praise, praise, praise
Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks
Use pupil's name and ensure you have their attention before giving instructions Chunk instructions and support with visual cues.
Make use of different seating and grouping arrangements for different activities
Sharing an overview of the lesson for the students to understand the journey they are on – plan for breaks and changes
Modify language to ensure clear understanding of what they are to do
Access to Hub Club

Some learners may experience more profound SEMH needs, requiring a much higher level of personalisation to the curriculum. We may have to ask for the expertise of the SEND Hub specialist teaching team or refer to CAMHS. We may have to deploy the following strategies and resources:

SEMH interventions	SEMH equipment
	Social stories
Wellbeing provision delivered by specially trained wellbeing and emotional health Lead	Use of visual prompts and timetables
Adapted timetable	Access to the Hub
Circle of Friends	Books around particular issues
Highly individualised 1 to 1 interventions around a variety of issues like bereavement, divorce, making and keeping friends	Social stories
Fireworks – anger management	Access to a variety of calming resources
Play based Therapy	Regulation station
Solution and restorative circles/Personalised check ins	Sensory baskets
Reduced timetable	

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children may experience divergences in their sensory processing and the environment might present many challenges.

Our school is fully wheelchair accessible. We have a wet room to support a range of physical and medical needs. Our staff have experience with a variety of equipment supporting physical needs including a range of wheelchairs, standers and a mobile hoist. We work with Physiotherapy and Occupational Therapy teams both from North Yorkshire LEA and the NHS to improve the outcome for all our learners with medical/physical and sensory needs through our close cooperation, our training and our yearly audit of our school environment.

Please see the link to our accessibility policy.

Adaptive teaching strategies for Physical/sensory/medical needs	
Give as many first hand 'real' multi-sensory experiences as possible	
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye	
Try out different paper/Smartboard colours to try to find best contrast	Consider lighting – natural and artificial – which is most comfortable?
Avoid shiny surfaces which may reflect light and cause dazzle	
Take advice from specialist teams related to font style and size	
Short spells of visual activity should be interspersed with less demanding activities	
Eliminate inessential copying from the board	
Where copying is required, ensure appropriate print size photocopy is available	
Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision	
Always uses verbal explanations when demonstrating to the class	
Read out aloud as you write on the board	
Address the pupil by name to get their attention	
Avoid standing in front of windows – your face becomes difficult to see	
Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.	

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory/Physical interventions	Sensory/Physical equipment
Funky fingers	Busy Fingers boxes
Delivery of 1:1 Physio and OT programmes	sensory box
Extra handwriting practice	Pencil grips
Physio sessions	Enlarged print
Adapted PE opportunities in and out of schools	Use of ICT

Extra support to enable children to go on school trips and residentials, with thorough risk assessments	Monitor on table
	Adapted equipment (wheelchair, stander hoist etc...)
	wet room, changing bed

5.2 Identifying pupils with SEND and assessing their needs

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.

All pupils with SEND at Staynor Hall Primary Academy have a document in place that is jointly written by parents, the child and professionals. Depending on the level of need, this may be called a 'My Support Plan', or an 'Education Health Care Plan.' An EHCP is a statutory document that is written alongside the SEND Panel at the Local Authority.

5.3 Consulting and involving pupils and parents

Communication is key. We pride ourselves on strong links with parents/carers and the child. We will always keep you in the loop when planning provision and intervention for your child. We have introduced comprehensive documentation for all our pupils receiving SEND Support that is written and reviewed jointly with parents and pupils. We know that by working together, we have a much greater chance of getting it right for your child. There are dedicated sections within your child's plan for parents/carers and pupils to complete. We welcome yours and your child's input into their plan, not just at their review meeting, but on a more regular basis as things arise. 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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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 and 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

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.

We work closely with our secondary colleagues to ensure the transition to Year 7 is as smooth as possible for all children, but particularly for children with SEND. There will be a robust transition timetable for all Year 6 pupils. For children with SEND, extended transition programs may be set up. High Schools are invited to Annual Reviews in Year 6. If your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance with statutory guidance.

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. Every teacher at Staynor Hall Primary Academy is working towards the achievement of every child through excellent quality first teaching. Our first response to emerging needs is adaptive teaching and an inclusive curriculum offer in school that supports the accurate identification of need. We call this our **Universal** offer. If any child is struggling in class for any reason, strategies and or intervention will be put in place at a **Targeted** level to support with this after discussions with parents/carers. Advice would be sought from the SEND team and progress would be tracked to see if these strategies were proving to be successful.

If a child is still struggling in school and needs additional support, it may be that they need more **Specialist** level intervention and resources putting in place. Again, parents would be very much involved in this discussion and would work with the school to plan this. At this stage, your child would be receiving '**SEND Support**' and the SEND Team would be closely involved to support staff, your child and the family. The majority of children at this level will have some Assistant Teacher Support. Each child's support package will look different depending on their level of need. As we are keen to promote independence and develop young people's life skills for the future, where a child has AT support, we discourage the concept of 1:1 'velcroed' support. Through careful planning, we will ensure that each child's needs are met through a balanced approach of 1:1, group work and monitored independent time.

5.7 Adaptations to the curriculum and learning environment

At Staynor Hall Primary Academy, we are committed to providing our pupils with a broad, balanced and enriched curriculum which is accessible to all and promotes inclusion. All our pupils are included in all aspects of school life and are equally valued in school. We create environments that are safe and calm so that our pupils feel comfortable to be in school and to enable them to flourish. Our staff work closely as a team to provide consistency of approach and strategies that we have in place for our pupils.

Because all children learn in different ways, we have tailored our classroom environments so that they can meet a range of needs. All of our classrooms provide:

- Visual supports
- A distraction free learning zone
- Sensory processing strategies and resources (movement breaks, noise reducing headphones, move and sit cushions, fiddle toys etc)
- Access to multi-sensory and hands-on learning
- Use of IT and alternative methods of recording where needed

- Use of de-escalation strategies
- A Restorative Practice Approach with daily check-ins and Affective Questions
- A preventative rather than reactive approach
- Positive praise – and lots of it!

5.8 Expertise and training of staff

As part of Ebor Academy Trust, we are committed to providing high quality training and support to all our staff. We have an experienced Academy Specialist for SEND who has dedicated time to work with our schools and our workforce. Our staff access in house specialist training as well as a wide range of external courses from other professionals and agencies. -Examples of recent or planned staff training would include:

- Differentiation in classrooms
- Creating an inclusive environment for ALL pupils and reducing anxiety
- Language friendly classrooms
- Supporting pupils on the dyslexia continuum
- Autism awareness training
- Restorative Practice
- Pupil emotional health and building resilient learners
- Trauma and Attachment and their impact on learning
- The sensory classroom

Our SENDCo, Ms Valérie Steunou is an experienced primary school teacher and has been in this role for 12 years. She has successfully completed the NASENCO qualification to meet the needs of the most vulnerable learners. She has worked across six Ebor Academy schools in the Selby area and in York and is in Staynor Hall Primary Academy from Monday to Thursday.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each cycle
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Regular learning walks by SLT and SENDCo

5.10 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 and all day trips

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

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

5.11 Support for improving emotional and social development

At Staynor Hall Primary Academy, we believe that happy children learn better and we understand the importance of a holistic approach to teaching and learning. As well as very clear and consistent behavior expectations, We also have a dedicated space, The Hub, where children can receive support and families can meet with the support team in a calm environment.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

Within school we can seek support from:

- The SEND hub covers all areas of SEND

Emotional, social and mental difficulties
Communication and interaction
Severe Learning difficulties
Cognition and Learning

The school can refer and provide evidence that their expertise would support the teaching staff to better support the needs. They may visit the school and talk to the staff, they may talk to parents as well. After their initial visit, they may issue a report with recommendations (level 1 intervention) or book some sessions with the specialist practitioner for up to 6 weeks. These sessions normally take place in school and the SENDCo will share progress and any relevant information with parents/carers.

- The educational psychologist. However, at the moment, our school cannot call onto the educational psychology service as they are mostly deployed to respond to statutory assessments.
- Speech and language therapist,
- CAMHS at the Cabin, Selby,
- Early Help service
- Specialist teachers for vision impairment and hearing impairment
- Social care teams
- Occupational and physiotherapy teams

5.13 Complaints about SEND provision

If you have a complaint please speak to the class teacher in the first instance and if this is not resolved speak to the SENDCo or the Headteacher. If it still cannot be resolved please follow the schools complaints procedure found in the policies section of the website.

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

SENDDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information contact **01609 536923**.

5.15 Contact details for raising concerns

Name	Role	Contact details
Ms V. Steunou	SENDCo	01757 616428 admin.shs@ebor.academy

Mrs. A. Winter	Headteacher	01757 616428 admin.shs@ebor.academy
	Senior Leadership Team	slt.shs@ebor.academy

5.16 The local authority local offer

Our local authority's local offer is published here:

<http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Valerie Steunou, SENDCo, **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 and documents

This policy links to our policies on:

- [Equality Policy](#)
- [Behaviour Policy \(incl. Anti-Bullying\)](#)
- [Supporting pupils with medical conditions](#)
- [Accessibility Plan](#)
- [Ebor SEND policy](#)