



SEND at East Park Academy

INTENT

At East Park Academy, we are passionate that ALL children are provided with a broad and balanced curriculum and that appropriate provision is in place to ensure that all children can participate in their learning and reach their full potential. We recognise that children may be identified as having special educational needs for a period of time or throughout their school life and will ensure that reasonable adjustments and provision that is additional to and different from their peers is in place. We have high expectations for all of our pupils and intend for children with identified SEND to have their needs met, to enjoy learning and to achieve at our school.

This policy aims to share an overview of SEND at East Park and explains the roles and responsibilities of everyone in providing for pupils with SEN.

Through our school approach and systems for SEND we intend that:

- Our school has an inclusive culture*
- There will be early identification of children with additional needs*
- Our learning environments meet the special educational needs of all children*
- Our curriculum has adaptations to ensure that it is accessible to all children*
- Our approach to teaching pupils with SEN enables them to make progress and to flourish*
- Our graduated approach to SEN, including our processes for Assess, Plan, Do, Review, enables children to make progress, including those children who require an EHCP*
- Our school will deploy resources effectively to ensure that children's needs are met*
- Children's overall well-being will be well supported*

- *Our school will be fully inclusive, including any activities outside of the classroom*
- *Our staff have regular CPD to enable them to effectively support children with SEN*
- *We will work in partnership with parents, external agencies, our SEND governor and any other key stakeholders*
- *Children make a successful transition in to our school or the school that they are moving to*
- *Parent and pupil voice is valued*
- *Our expectations are clear for all school stakeholders including parents, staff and governors*

IMPLEMENTATION

Definitions

The Code of Practice (2014) defines children with special educational needs as children who 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 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*

SEND Information Report

In conjunction with Wolverhampton's Local Offer, our SEND information report sets out how we will support and make provision for pupils with special educational needs (SEN). The format of this report is designed to be accessible to parents and answers the following questions:

- *What are the aims of our provision for pupils with SEN and/or disability?*
- *What kinds of SEN do East Park provide for?*

- *How do we know if children need extra help?*
- *What is our approach to teaching pupils with SEN?*
- *What adaptations to the curriculum and learning environment will we make?*
- *How do we identify pupils with SEN and assess their needs?*
- *What support will there be for my child's overall well-being?*
- *How will my child be included in activities outside of their classroom, including school trips?*
- *How will my child's medical needs be met?*
- *How do we involve pupils and parents?*
- *How do we develop the expertise of our staff?*
- *How do we work with other agencies?*
- *How do we ensure that our school's resources are allocated and matched to children's needs?*
- *How do we support pupils moving phases, transferring school or joining our school?*
- *How do we evaluate the effectiveness of our SEN provision?*
- *Who are our key contacts for SEND?*

Roles and responsibilities

Our SENCo, Amy Parkes will

- *Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in school*
- *Have day to day responsibility for the operation of this SEN policy and information report and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans*
- *Lead our Roots and Shoots provision, including decisions about pupils accessing this*

- *Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching*
- *Advise on the graduated approach to providing SEN 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 and coordinate their support within school*
- *Liaise with other schools, parents and children when transitions are being made*
- *Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements*

Our SEN governor, will:

- *Help to raise awareness of SEN at governing board meetings*
- *Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this*
- *Work with the headteacher and SENCo to demonstrate the strategic development of the SEN policy and provision within school*

Our Headteacher, Karen Jones, will:

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

Our class teachers will:

- *Be fully responsible for the progress and development of every pupil in their class*
- *Adapt, differentiate and scaffold the curriculum as required to meet the needs of all learners*
- *Work closely with support staff, school leaders and external agencies to plan and assess the impact of reasonable adjustments and provision that is 'additional to' and 'different from' linked to their own class room teaching and any interventions that take place*
- *Work with our school SENCo to review each pupil's progress and decide on any changes to provision that are required*
- *Communicate effectively with parents at regular intervals and listen to pupil voice to ensure that provision meets the needs of each individual pupil*

IMPACT

Children identified as having SEN/D are fully included within all aspects of school life here at East Park Academy. Children make progress throughout their years with us and reach their full potential. Their needs are identified and appropriate support that is additional to and different from their peers enables children to succeed. Children with SEN/D access our learning environment, our curriculum and our full range of learning opportunities. Pupil voice is valued and parents feel fully involved with their child's learning journey at school.

POLICY INFORMATION

This policy was reviewed, updated and approved by our LGB in January 2021. It will be reviewed every year and will be updated if any changes to the information are made during the year.

It 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, SEN co-ordinators (SENCOs) and the SEN information report*