Ellison Primary Academy

Special Educational Needs and Disabilities (SEND) Policy

Review Date: April 2026 **Next Review Date:** April 2027

Key contacts:

- **SENDCo:** Janine Oakley
- **Headteacher:** Lorna Pateman
- **SEND Governor:** Dave Woodcock

1. Vision and Values

At Ellison Primary Academy, we are committed to developing a caring family of creative, critical and collaborative learners.

We believe that every child is unique and deserves to feel valued, included and supported to achieve their potential. We are committed to creating an environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive academically, socially and emotionally.

Through high-quality adaptive teaching, strong relationships and a commitment to removing barriers to learning, we ensure that all pupils can participate fully in school life, develop independence and experience success.

At Ellison Primary Academy, SEND is everyone's responsibility. We recognise that high-quality teaching is the first step in responding to pupils who may have SEND and that all staff have a role in promoting inclusion, removing barriers and supporting positive outcomes.

We work collaboratively with pupils, families, staff and external agencies to provide support that is responsive to individual needs whilst maintaining high aspirations for all.

2. Aims

At Ellison Primary Academy, we aim to:

- Identify pupils with SEND as early as possible.
- Ensure all pupils can access a broad, balanced and ambitious curriculum.
- Promote high-quality adaptive teaching across the school.
- Remove barriers to learning and participation.
- Promote inclusion, belonging and positive relationships.
- Support pupils to develop independence, confidence and resilience.
- Work in partnership with parents, carers and external agencies.

- Ensure pupils with SEND can participate fully in enrichment opportunities, educational visits and wider school experiences.
- Support successful transitions throughout a pupil's time in school and beyond.

3. Legal Framework

This policy has due regard to relevant legislation and statutory guidance, including:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 Years
- Supporting Pupils at School with Medical Conditions
- The school's Accessibility Policy and Accessibility Plan
- The school's Equality Information and Objectives
- The school's Complaints Policy

4. Definition of SEND

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

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is provision that is additional to or different from that normally available to pupils of the same age.

5. Areas of Need

The SEND Code of Practice identifies four broad areas of need:

- **Communication and Interaction:** This includes pupils who have difficulty with speech, language and communication, including pupils with autism.
- **Cognition and Learning:** This includes pupils who learn at a slower pace than their peers or who have specific learning difficulties.
- **Social, Emotional and Mental Health:** This includes pupils who may experience difficulties with emotional regulation, anxiety, attention, social relationships or mental health.
- **Sensory and/or Physical Needs:** This includes pupils with physical disabilities, visual impairments, hearing impairments, sensory processing differences or medical needs which impact access to learning.

Pupils may have needs in more than one area, and provision will be planned according to individual need rather than label or diagnosis alone.

6. Identifying SEND

Ellison Primary Academy recognises the importance of early identification and timely support.

Pupils may be identified as having SEND through:

- Teacher observations and assessments.
- Pupil progress meetings.
- Analysis of attainment and progress data.
- Information from parents and carers.
- Information from previous schools or settings.
- External professional reports or advice.
- Medical information.
- Changes in behaviour, attendance, engagement or wellbeing.
- Concerns raised by the pupil.

Slow progress or low attainment does not automatically mean that a pupil has SEND. Equally, pupils may have SEND even when attainment is broadly in line with age-related expectations.

Where concerns are identified, class teachers will discuss these with the SENDCo and parents or carers. The school will consider the pupil's strengths, needs, barriers to learning and the provision already in place.

7. Graduated Approach

At Ellison Primary Academy, many pupils' needs are met through high-quality adaptive teaching and ordinarily available provision. Additional SEND support is provided when pupils require provision that is additional to or different from what is normally available.

The graduated approach ensures that support is planned, implemented and reviewed in response to individual need.

Ellison Primary Academy follows the graduated approach outlined in the SEND Code of Practice:

- **Assess:** The class teacher, supported by the SENDCo where appropriate, gathers information about the pupil's strengths, needs, progress, barriers to learning and views. This may include information from parents, the pupil, assessments and external professionals.
- **Plan:** Support is planned to address identified needs. This may include reasonable adjustments, adaptive teaching strategies, targeted intervention, resources, changes to the learning environment or external agency advice. Parents and pupils are involved wherever appropriate.
- **Do:** The class teacher remains responsible for the pupil's learning and progress. Support may be delivered by teachers, teaching assistants or specialist staff, but the class teacher retains responsibility for overseeing provision.
- **Review:** The impact of support is reviewed regularly. Provision is adapted in response to progress, pupil voice, parent feedback and professional advice.

8. Quality First Teaching and Adaptive Teaching

High-quality teaching is the first step in responding to pupils who may have SEND.

At Ellison Primary Academy, adaptive teaching is central to our approach. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support.

Adaptive teaching may include:

- Clear modelling and explanation.
- Scaffolding and guided practice.
- Carefully sequenced learning.
- Adjustments to task, outcome, pace or support.
- Use of visuals and practical resources.
- Opportunities for overlearning and retrieval.
- Flexible grouping.
- Adapted recording methods.
- Movement or regulation breaks.
- Support with communication and interaction.
- Sensory-aware classroom approaches.

Additional intervention will not replace high-quality classroom teaching. Instead, it will be used to supplement and strengthen access to learning.

9. SEND Support, IEPs and One Page Profiles

Where a pupil requires provision that is additional to or different from what is ordinarily available, they may be placed on the school's SEND register.

Pupils identified as requiring SEND support may have:

- An Individual Education Plan (IEP).
- A One Page Profile.
- A provision map.
- Targeted intervention or support.
- Reasonable adjustments.
- External agency involvement where appropriate.

IEPs will identify key areas of need, intended outcomes, provision and review arrangements. One Page Profiles will capture important information about the pupil, including strengths, interests, what is important to them and how best to support them.

Provision will be reviewed regularly with staff, parents and pupils where appropriate.

10. Communication-Friendly Practice

Ellison Primary Academy is committed to developing communication-friendly environments across the school.

This may include:

- Widget signage.
- Visual timetables.
- Core boards and communication boards.
- Now and Next boards.
- Visual prompts.
- Social stories or visual scripts.
- Clear routines and expectations.
- Reduced language where appropriate.
- Additional processing time.
- Communication support within lessons and transitions.

These approaches support pupils' understanding, independence, confidence and participation.

11. Sensory Regulation and Wellbeing

The school recognises that some pupils require support with sensory processing, emotional regulation and readiness to learn.

Provision may include:

- Calm areas within classrooms.
- Reduced sensory input within learning environments.
- Movement and regulation breaks.
- Sensory circuits or regulation activities.
- Individual regulation strategies.
- Adult co-regulation.
- Access to quieter or adapted spaces where appropriate.
- Support from external professionals where required.

The school aims to support pupils to recognise their needs, develop regulation strategies and access learning successfully.

12. Enhanced Provision and the Sunshine Room

The Sunshine Room is part of Ellison Primary Academy's graduated response to SEND.

It provides enhanced provision for pupils who require additional support linked to communication, interaction, sensory processing, regulation and access to learning.

Access to the Sunshine Room is based on individual need and is reviewed regularly. Some pupils may access the provision for significant parts of the school day, while others may access it at specific times or as part of a bespoke timetable.

Access to enhanced provision is flexible and responsive to need; it is not a permanent or separate placement.

The aim of the Sunshine Room is to support inclusion, regulation, communication, engagement and access to learning. Provision is planned and reviewed carefully to ensure it remains appropriate and supports pupils' wider participation in school life.

13. Working with Parents and Carers

The school values parents and carers as partners.

We aim to work with families through:

- Regular communication.
- Review meetings.
- Parent consultations.
- SEND coffee mornings.
- Parent workshops.
- Drop-in sessions.
- Signposting to external support.
- Collaborative planning and review of provision.

Parents and carers will be informed when the school has concerns that a pupil may have SEND. Their views will be sought and considered when planning support.

14. Pupil Voice

Pupils are encouraged to contribute to decisions about their support wherever appropriate.

This may include:

- Sharing views during reviews.
- Contributing to One Page Profiles.
- Discussing what helps them learn.
- Talking about their interests, strengths and aspirations.
- Giving feedback about support, provision and school experiences.

The school recognises that pupil voice may be gathered in different ways depending on the child's age, communication needs and level of understanding.

15. External Agencies and Specialist Support

Where appropriate, the school works with external agencies to support pupils with SEND.

This may include:

- Educational Psychology.
- Autism Inclusion Team.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS.
- Paediatric services.

- Local Authority SEND services.
- Stay Well.
- Other relevant health, education or social care professionals.

External professional advice will be used to inform provision, reasonable adjustments and support planning.

16. Education, Health and Care Plans

Where a pupil has significant and complex needs, the school, parents or carers may consider whether an Education, Health and Care Needs Assessment is required.

Where a pupil has an Education, Health and Care Plan, the school will:

- Ensure staff are aware of relevant needs, outcomes and provision.
- Ensure provision outlined within the EHCP is implemented and reviewed in line with statutory requirements.
- Monitor progress towards outcomes.
- Work in partnership with parents, carers and professionals.
- Hold annual reviews in line with statutory requirements.

17. Transitions and Attendance Barriers

The school recognises that transitions can be challenging for pupils with SEND.

Transition support may include:

- Additional visits.
- Transition meetings.
- Bespoke transition plans.
- Visual transition resources.
- Social stories.
- Graduated or personalised starts.
- Staff handover meetings.
- Liaison with previous or receiving settings.
- Parent and pupil involvement in planning.

This applies to transitions into school, between year groups, between classes, into enhanced provision, out of enhanced provision and onto secondary school.

Where pupils experience barriers to attendance, including emotionally based school avoidance, the school will work with families and relevant professionals to identify appropriate support and reasonable adjustments.

18. Training and Professional Development

The school is committed to developing staff knowledge and confidence in supporting pupils with SEND.

Training may include:

- Adaptive teaching.
- Autism.
- Communication and interaction.
- Sensory needs and regulation.
- Intensive Interaction.
- Specific interventions or external agency guidance.

Training needs are identified through monitoring, staff voice, pupil need, school priorities and external professional advice.

19. Roles and Responsibilities

The Governing Body will:

- Monitor the effectiveness of SEND provision.
- Ensure the school fulfils its statutory duties.
- Challenge and support leaders in relation to SEND.
- Ensure SEND remains a priority within school improvement.

The SEND Governor will:

- Meet with the SENDCo to monitor SEND provision.
- Report to the Governing Body as appropriate.
- Support strategic oversight of SEND.

The Headteacher will:

- Ensure this policy is implemented.
- Ensure SEND is prioritised within school development.
- Work with the SENDCo and governors to monitor provision and outcomes.

The SENDCo will:

- Lead and coordinate SEND provision across the school.
- Support staff in identifying and meeting pupils' needs.
- Maintain oversight of the SEND register.
- Coordinate IEPs, One Page Profiles and review processes.
- Liaise with parents, carers and external agencies.
- Support staff development in relation to SEND.

Class Teachers will:

- Be responsible and accountable for the progress and development of pupils in their class.
- Implement adaptive teaching and reasonable adjustments.
- Contribute to IEPs, One Page Profiles and reviews.
- Work with support staff to ensure provision is effective.

- Communicate with parents and the SENDCo where concerns arise.

Teaching Assistants and Support Staff will:

- Support pupils to access learning and develop independence.
- Deliver support or interventions as directed.
- Share observations and feedback with teachers and the SENDCo.
- Promote inclusion, communication and regulation.
- Be deployed to promote access, independence and inclusion. Support is reviewed to ensure it does not create unnecessary dependency.

20. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress meetings.
- Learning walks.
- Book looks.
- Provision reviews.
- IEP reviews.
- Parent feedback.
- Pupil voice.
- Staff voice.
- Attendance and behaviour information.
- External agency feedback.
- Governor monitoring.

Monitoring focuses on whether provision is improving access, participation, wellbeing and outcomes for pupils with SEND.

21. Complaints

If parents or carers have concerns about SEND provision, they are encouraged to speak first with the class teacher or SENDCo.

If concerns remain unresolved, they should follow the school's Complaints Policy.

22. Linked Documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Policy and Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Complaints Policy

23. Review

This policy will be reviewed annually by the SENDCo, Headteacher and Governing Body.