

School SEN Details

Edge Hill Academy

Sycamore Road, Stapenhill, Burton Upon Trent, DE15 9NX

Introduction

Please note that these details are as supplied by the school themselves.

How we identify and assess needs

How will you know if my child or young person needs extra help?

- All children are subject to the whole school assessment policy which involves continuous ongoing assessment using PUMA/PIRA, End of Year Expectations and Fisher Family Trust termly judgements. Their progress is monitored termly and discussed at PPM with the Headteacher. Progress is also discussed within year groups to target intervention/ support. The SLT(Senior Leadership Team) also monitors the progress of children on the SEND register each term with regard to progress, attainment and attendance.
- Some children may require specific assessments carried out by outside agencies/specialists e.g. (we may use our Dyslexia Screener as a starting point for this). SENSS, SALT (Speech and Language Therapy), Educational Psychologist. We will always seek your verbal or written permission before any further assessments are carried out. We may call you or invite you in for a meeting before, during or after the referral to discuss the implications of this outside agency involvement.
- Referrals to outside agencies may come from school, parents, GP or other agencies.
- The recommendations they might make may require us to make changes to the way your child is supported in school, resources to be used and whether they benefit from working individually or in small groups or any additional activities/ exercises they may need to do at home.
- A referral may require a subsequent referral to a different agency.
- Where there are several agencies working together to support your child we may hold a EHAP (Early Help Action Plan - formerly known as a CAF) or a TAC/TAF (Team around child/family) in order to ensure that all agencies are aware of your Child's needs so we can all work together to best meet those needs.

We have a range of intervention programmes to support needs on an individual basis or in small groups.

What should I do if I think my child or young person needs extra help?

Parents can raise concerns at any time through a range of activities: We are very approachable and offer a genuine 'open door' policy.

- *Phone-calls or emails to the class teacher or other staff in school
- *Talking to one of the Senior Leadership on the gate each morning or at the end of the day
- *Drop in for parents available weekly
- *Parents evening in the Autumn and Spring Term and Open Evening in the Summer Term
- *Open mornings in school

- *Visits into school for Good Work Assembly or Class Assembly
- *Camp Fire visit as part of Forest School ...One Friday afternoon each term
- *Sports days and other events in school
- *New parents evening for Year 2 before your child even starts with us

Where can I find the setting's SEND policy and other related documents?

- *All policies are on our website or you can call into school and we can give you a paper copy

SEND Policy and other related documents

Teaching, learning and support

How will you teach and support my child or young person with SEND?

- *Quality first teaching provided by your child's class teacher, this is achieved by:

The teacher having the highest possible expectations for all children in the class.

Teaching lessons which are carefully planned based on what your child already knows/understands (AFL Assessment for Learning).

Using different teaching styles, and dual coding where needed to enhance learning.

Working in the classroom with different children in pairs or small groups

Preparing learning tasks that are differentiated to ensure the learning of all children moves on.

Ensuring all children make progress towards their learning outcome.

Using resources effectively to support learning.

Working on specific intervention programmes.

Working with the class teacher or teaching assistant in small groups or 1-1.

- *Children may work individually or in a small group with an adult in school:

This may be within the classroom with the class teacher or a TA (Teaching Assistant).

This may be outside the classroom with the class teacher or a TA.

*Children may work individually or in small groups with outside agencies/specialist support who may come into school to access or work with your child:

These outside agencies might include..... SENSS (Special Educational Needs Support Services), Educational Psychologist, Autism Outreach, Speech Therapy, Occupational Therapy, School Nurse, Camhs (Child and adolescent mental health), ACTION FOR CHILDREN (This service was called YESS (Youth Emotional Support Service), Social Services, LST (Local Support Team), Local Paediatricians, Physical Disabilities Team Outreach work, Behaviour Support, Victoria Language Unit and voluntary agencies like Barnardos. Some children may travel off site to access additional provision with outside agencies

How will the curriculum and learning environment be matched to my child or young person's needs?

*Reasonable adjustments are made for all children at some time. They may have an academic or physical need but they may also have a social or emotional need and provision is given on a needs led basis. In the above section I have outlined all the ways that work can be differentiated or needs supported across school.

*Reasonable adjustments are made during all termly assessments for those children who need it and this can then be given to the end of key stage 2 SATs in year 6. This information about the adjustments made would also be shared with the high school during transition meetings.

*All staff have a responsibility for the progress of all children in their class, not just the SENDCo

*Teachers: are responsible for ...

Delivering a differentiated curriculum to meet your child's needs to ensure they make progress with their learning. This differentiation may be achieved within the classroom through the task they complete, the resources used, the style of teaching, the group they work in or through additional adult support.

Writing individual termly targets for all children on the SEND register, which are renewed and shared with parents termly.

Engaging with and working alongside other adults in school as well as outside agencies to ensure your child makes the best possible progress.

Ensuring that the school SEND policy is followed within their classroom.

*SENCO (special educational needs co-ordinator) - is responsible for ...

Co-ordinating all the support for children with SEND and developing school policy. She makes sure all children get a consistent, high quality learning experience that

meets their needs.

Monitoring attainment and progress and using assessment for learning to plan interventions

Monitoring behaviour

Monitoring attendance

Ensuring that parents are involved in supporting their child's learning and are kept informed through termly meetings.

Sending you a letter to inform you that your child has been included on the SEND register in school.

Being available through her weekly 'drop in'(Wednesday 3.30-4pm) and a prompt response will always be made should you request a meeting or a phone call.

Training staff in school or arranging for training by outside agencies.

Liaising with all adults who work with your child in school.

Liaising with their previous or new school.

How resources are allocated to meet children or young people's needs?

*Budget is allocated based on the needs of the children in school and this may be for support in an individual basis or a small group

*Additional funding may be sought through AEN funding

*Resources in school both physical and human may need to be re-distributed where a need arises and no additional funding is available

How is the decision made about what type and how much support my child or young person will receive?

*How are children assessed and monitored and how will parents know:

All children are subject to the whole school assessment policy which involves continuous ongoing assessment using PUMA/PIRA/GAPS and writing tasks using End of Year Expectations and Fisher Family Trust termly judgements. Their progress is monitored termly and discussed at PPM with the Headteacher. Progress is also discussed within year groups to target intervention/ support. The SENCO also monitors the progress of children on the SEND register each term with regard to progress, attainment and attendance.

Some children may require specific assessments carried out by outside agencies/specialists e.g. (we may use our Dyslexia Screener as a starting point for this). SALT (Speech and Language Therapy), Midland Psychology, Educational Psychologist. We will always seek your verbal or written permission before any further assessments are carried out. We may call you or invite you in for a meeting before, during or after the referral to discuss the implications of this outside agency involvement.

Referrals to outside agencies may come from school, parents, GP or other agencies.

The recommendations they might make may require us to make changes to the way your child is supported in school, resources to be used and whether they benefit from working individually or in small groups or any additional activities/ exercises they may need to do at home.

A referral may require a subsequent referral to a different agency.

Where there are several agencies working together to support your child we may hold a EHAP (Early Help Action Plan - formerly known as a CAF) or a TAC/TAF (Team around child/family) in order to ensure that all agencies are aware of your child's needs so we can all work together to best meet those needs.

*You can find out about the progress your child is making in a number of ways:

All children have Parents Evening Oct/Feb and Open Evening in July

All children on the SEND register will also have a Parents Meeting in the summer term either during the Summer Open Evening or at another time where their progress and attainment will be reviewed.

Children with EHCP (Education/ Health Care Plan formerly a 'statement') will have an annual review in school.

Specific meetings with outside agencies.

Specific meeting EHA, BRF Child in Need (Section 17), Child Protection (section 47), TAF (Team around the family meetings), TAC (Team around the child meetings).

Annual written report plus phone-calls or emails from staff

Drop in for parents

Open door Policy - Disagreements will always be resolved as quickly as possible

How will equipment and facilities to support children and young people with SEND be secured?

*Physical resources may include apparatus ,scaffolds and prompts , writing grids , coloured overlays and additional access to technology.

*Human resources may be additional time with the class teacher individually or in groups ... working in a small group with a TA (Teaching Assistant) or working with a professional from an outside agency

How will you and I know how my child or young person is doing?

*How children are assessed:

All children are subject to the whole school assessment policy which involves continuous ongoing assessment using PUMA/PIRA/GAPS, End of Year Expectations and Fisher Family Trust termly judgements. Their progress is monitored termly and discussed at PPM with the Headteacher. Progress is also discussed within year groups to target intervention/ support. The SENCO also monitors the progress of children on the SEND register each term with regard to progress, attainment and

attendance.

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All children on the SEND register will also have a Parents Meeting in the summer term either during the Summer Open Evening or at another time where their progress and attainment will be reviewed.

Children with EHC (Education/ Health Care Plan formerly a 'statement') will have an annual review in school.

Specific meetings with outside agencies.

Specific meeting EHAP, BRF Child in Need (Section 17), Child Protection (section 47), TAF (Team around the family meetings), TAC (Team around the child meetings).

Annual written report plus phone-calls or emails from staff

Drop in for parents

How will you help me to support their learning?

*Support for parents:

Regular access to adults in school for help/advice.

Parents Evenings

Class Teacher and other staff available

Information is sent home termly about the curriculum

New Parents Evenings

Curriculum Evenings

Open Mornings and Information Evenings

Regular meetings with or without agencies including annual reviews, or termly meetings to discuss individual targets.

Home school link books

Referrals to support services e.g. LST (Local Support Team) FSS (Family Support Service) Well-Being Support

Other agencies e.g. GP, Camhs (Family Therapy), School Nurse, AO (Autism Outreach) Family Support Services ,SALT(Speech and Language Therapist)

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

*The voice of the child:

Children on the SEND register may have individual targets that are reviewed termly... These are shared with the children and there is also an opportunity to record pupil views

Singing for Pleasure ... 'Tell someone in school' high spots, low spots

Circle Time in Class

Nurture Group (circle club)

Pupil Learning Conversations - within the classroom or as a withdrawn group

Safety Photo walks around school

Schools Council

Anti-Bullying days

Debating Club

Time Out Room - Children can take themselves or can be directed there

Incident Diary and follow up weekly meeting

Behaviour Logs and follow up weekly meeting

Weekly 'Children Causing Concern' meeting

Transition Programmes

Additional Transition programmes

Aspen (Additional support for children with emotional needs)

ECO Committee

On-Line Safety Committee (Digital Leaders)

Through regular daily interaction with their class teacher and TA

Monitors/yellow hats

On-Line Safety days

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

*All children are monitored termly to assess the impact of Quality First Teaching and any additional interventions

*Data is tracked to look at both attainment and progress

*Feedback is given to parents at parent meetings or as requested

*All children are made aware of expectations and what they need to do to move their learning on through conversations or developmental marking

*Parent questionnaires are used to elicit parent views

Keeping students safe & supporting wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

*Member of SLT (Senior Leadership Team) is always on the gate each morning and evening and conversations can be had with children and parents

*Office staff are extremely supportive and approachable and personalised arrangements can be made for individual children at the beginning and end of the day

*Children may have support from a specific member of staff at lunchtimes and breaks or they may have a named person who they know they can go to should they need help

*Additional support may be given for PE lessons and school trips if it is appropriate or necessary

*Additional risk assessments may be completed if activities are adjustments to usual provision or need

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

*We have a range of procedures/strategies/activities to support the well-Being of all our children. These are designed to address self-esteem and confidence, bullying concerns and friendship difficulties. These initiatives include ...

Nurture or Circle Club

Class PSHE

RSE Curriculum

Singing For Pleasure ...High Spots and Low spots

Class Worry Box

Worry Box on Teams

Children Causing Concern Meetings with Deputy Head Teacher

RSE Curriculum

Monitors and Playground Friends

Buddy system if needed

Additional Forest Schools in the mornings

Forest School ...Small groups with the animals

School dog ...POPPY

Assemblies

School Council

House Captains

Pupil Learning Conversations including feeling safe in school

Tell Someone in School ... Believe and Achieve ... SCHOOL MOTTOS etc

Rewards ...including Good Work Assembly

School Production ...other clubs and sporting events

How will you manage my child or young person's medicine or personal care needs?

*We ensure that all relevant medical information is shared with the class teacher, office staff and kitchen . Contact sheets are colour coded to ensure medical needs are highlighted . We use a significant Photo Register to ensure awareness is shared.

*Care plans would be created in conjunction with parents and medical professionals

*Regular contact is made with parents and care plans are written and shared with all relevant staff.

*We have an Administration of Medicine Policy should your child need to take medicine in school.

*Should your child have a medical emergency in school we would follow the care plan if there is one in place ...or we might call emergency services and parents should the need arise.

*We are sympathetic to appointments taking place during the school day but we would always encourage (where possible) that a child is collected and dropped off so that a whole day of learning is not lost.

What support is there for behaviour, avoiding exclusions and increasing attendance?

*We have initiatives in school to promote good behaviour and attendance and the children respond very well to these. Should the need arise we have additional initiatives and support we can implement and we would liaise with parents to initiate these actions .

*As a school we work closely with external agencies including Autism Outreach ,SALT(Speech and Language Therapy) School Nurse Team , Community Paediatric Team, Educational Psychologist, Family Support Services and Social Care

How do you support children who are looked after by the local authority and have SEND?

* Children who are Looked After (LAC) will have a PEP (Personal Education Plan)

*Termly LAC review meetings are held ,co-ordinated by the Virtual School for LAC ...with school, key workers and carers

Working together

Who is involved in my child's education?

*Class teacher and year group teaching assistant will have the most contact with your child .

*They may work in small groups or 1-1 with other adults in school .

*Where there are outside agencies involved they will come into school to work with your child or it may mean that you have to take your child to appointments in another location

*The SENDCo/Deputy Headteacher or Headteacher may do some direct work with you child if this is necessary

*Class Teachers: are responsible for ...

Delivering a differentiated curriculum to meet your child's needs to ensure they make progress with their learning. This differentiation may be achieved within the classroom through the task they complete, the resources used, the style of teaching, the group they work in or through additional adult support.

Writing individual termly targets for all children on the SEND register, which are renewed and shared with parents termly.

Engaging with and working alongside other adults in school as well as outside agencies to ensure your child makes the best possible progress.

Ensuring that the school SEND policy is followed within their classroom.

Quality first teaching provided by your child's class teacher, this is achieved by:

The teacher having the highest possible expectations for all children in the class.

Teaching lessons which are carefully planned based on what your child already knows/understands (AFL Assessment for Learning).

Using different teaching styles, some might be practical or visual.

Working in the classroom with different children in pairs or small groups

Preparing learning tasks that are differentiated to ensure the learning of all children moves on.

Ensuring all children make progress towards their learning outcome.

Using resources effectively to support learning.

Working on specific intervention programmes.

Working with the class teacher or teaching assistant in small groups or 1-1.

*Deputy Headteacher/SENCO (special educational needs co-ordinator) - Jane Foster. Who is responsible for ...

Co-ordinating all the support for children with SEND and developing school policy. She makes sure all children get a consistent, high quality learning experience that meets their needs.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- *Information is shared in a timely manner through conversations with relevant staff and via email
- *Appropriate information will be shared with groups of staff either during PPA (Planning Preparation and Assessment) or during staff meetings
- *A relationship in school has been cultivated whereby staff will come and ask if they need to know something or have concerns
- *Where possible class teachers are included in meetings with outside agencies ...where this is not possible, information is cascaded back

What expertise do you have in relation to SEND?

- * We have had awareness training for Autism, ADHD and Dyslexia
- *We have had 'precision teaching' training from the Educational Psychologist
- *Staff have had or will be getting training on using our provision mapping platform (EDUKEY)

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

*We work with a range of outside agencies and services, these include:

Autism Outreach
Specialist teachers for hearing impaired
SALT(Speech and Language Therapy)
Occupational Therapy
Community Paediatric Team
Education Psychologist
CAMHS
Education Mental Health Practitioners
Action for Children
Family Support Services
Early Help Team
Social Workers
Police
Probation Service
Young Carers Hub
Alternative Provisions
Other schools
Specialist language centres
GP

Who would be my first point of contact if I want to discuss something?

- *Parents can call the school office and request a meeting or a call back from the class teacher or SENDCo 01283 247440
- *Parents can email the class teacher
- *Parents can talk to a member of the SENDCo/ SLT (Senior Leadership Team) on the gate each morning or at the end of the day

*Parents can come to the office and request a call back or a meeting

*Parents can have a TEAMS virtual meeting

Who is the SEN Coordinator and how can I contact them?

*Jane Foster is the SENDCo/Designated Safeguarding Lead and Deputy Headteacher ... You can contact her at school on 01283 247440

What roles do your governors have and what does the SEN governor do?

*We are currently in the process of identifying a new SEND link Governor as we have amalgamated our governing body with another local school from our Multi Academy Trust

How will my child or young person be supported to have a voice in the setting?

*How is my child heard ?

Children on the SEND register may have individual targets that are reviewed termly... These are shared with the children and there is also an opportunity to record pupil views on this sheet

Singing for Pleasure ... 'Tell someone in school' high spots, low spots

Circle Time in Class

Nurture Group (circle club)

RSE curriculum

Pupil Learning Conversations - within the classroom or as a withdrawn group

Safety Photo walks around school

Schools Council

Anti-Bullying days

Debating Club

Time Out Room - Children can take themselves or can be directed there

Incident Diary and follow up weekly meeting

Behaviour Logs and follow up weekly meeting

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Transition Programmes

Additional Transition programmes

Aspen (Additional support for children with emotional needs)

ECO Committee

On-Line Safety Committee (Digital Leaders)

Through regular daily interaction with their class teacher and TA

Monitors/allow hats

What opportunities are there for parents to become involved in the setting and/or to become governors?

- * We have an active PTA (Parents and Teachers Association) which is open to all parents and meets termly to plan activities in school
- *We have parent governors and when there are vacancies all parents are entitled to express an interest in filling one of these posts

What help and support is available for my family through the setting?

- *We can make referrals for help within the home through local FAMILY SUPPORT SERVICES.

Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- *All children within school have equal access to extra curricular activities . Some of these are after school and some of these are at lunch times
- *Year 6 children go on a residential trip, this is paid for by parents and all children are entitled to have a place. Reasonable adjustments will be made to ensure all aspects of the trip are suitable to the needs of all children after consultation with parents.
- *Each year group has trips or visitors and again all children can access these

Provide details of the physical accessibility of the setting?

- * We have wheelchair access including lifts
- *We have accessible toilet facilities

How accessible is the setting's environment?

*We have not made any specific adaptations

What forms of communication does the setting use to ensure inclusivity?

*We call or email and have used interpreters in the past
* We are learning some basic MAKATON in school

Joining and moving on

Who should I contact about my child or young person joining your setting?

* Contact the school office 01283 247440
*Policies can be found on the school website

How can parents arrange a visit to your setting?

*Contact the school office on 01283 247440
*We do open mornings throughout the year

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

*Moving from one year group to the next

Progress/Attainment data and information will be shared between teachers in advance of the move

Previous and current targets will be shared for children on the SEND register

A meeting may be called between staff and parents if needed

A photo book maybe made for your child to take home for the summer holidays - it has pictures of their new teacher/ classroom/TA's, the entrance into school they will use and where they will line up

Drop in facility to see SENCO - Wednesday 3.30-4pm

*Children moving from KS1 (main feeder school)

Our Year 3 teachers visit KS1 children in the class and talk to their current Year 2 teacher

SENCO's from each school meet

Additional circle club transition visit

New Parents Evening to meet Year 3 teachers, Head, Deputy, Chair of Governors

Open Morning to look around school one before the children come and one early in the autumn term

Children visit the school for 1 afternoon and then for a whole morning including diner time

Children are let out 5 minutes early for the first few weeks

Outside agencies may call a meeting with representatives from both schools

*Children moving from a different school

SENCO/Assistant SENCO will contact the class teacher/SENCO form current school

SENCO/Assistant SENCO may visit their current school

Child invited to visit school if they haven't already had a walk/look around

A meeting may be arranged between SENCO and parents to share any important information

Additional information

What other support services are there who might help me and my family?

*Talk to Jane Foster the SENDCo and she will sign post to other services 01283 247440

When was the above information updated, and when will it be reviewed?

* First created February 2022

What can I do if I am not happy with a decision or what is happening?

* Contact the school and talk to someone
*Complaints policy is on the website

Specialisms, support and facilities

Specialisms

- Resource for social, emotional and mental health

 School statistical data and design provided in association with [School Guide](#)

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