

Admissions	We believe in providing every possible opportunity to develop the full potential of all students. We are a school that celebrates diversity in all it's forms and we welcome every child into our nurturing and inclusive community. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources. All children will have the right to a broad and balanced curriculum; including extra-curricular activities, where appropriate, and full access to the curriculum offered by academies in the Trust. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education. Normal admission arrangements apply. The admissions policy is based on the agreed Academy Trust Policy. We strive to be a fully inclusive academy trust. All students will be treated according to their needs in line with the Academy Trust's Policy for equality of opportunity. No student will be denied admission because of his or her race, family circumstances, sexuality, physical ability or academic attainment. Where a student has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the student's needs are fully met. If a student is transferring into the academy trust with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous setting, the continuation of this support will be negotiated with the appropriate member of the LA to ensure their needs can be met. Any variation to the above will need to be agreed by The Excalibur Academies Trust Directors.
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Who is who?	Class teachers have the responsibility for the achievement and progress of all children in their class. Mr Rob Hicks is the Special Needs Coordinator (SENDCO), who has been working towards his National Award for Special Educational Needs Coordination qualification in the academic year 2025 – 2026 and awaits his final result. His role is to monitor and coordinate provision, provide advice and liaise with stakeholders and agencies. He is a full-time member of staff and is supported in this role by the principal, Beck Stubbs and the SEND lead for Excalibur Academies Trust, Kate Hinks. Our link governor for SEND is parent governor, Flic Ellmes.
How does Easton Royal Academy know if my child needs extra help?	We know if a child needs help when: • He/She tell us this is the case. • We receive information about this from another school or pre-school setting (when a pupil transfers) • We are aware that he / she is not making appropriate progress • He / she has difficulty accessing learning. • Parents contact us with a concern. ‘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 him or her. This may mean: • a significantly greater difficulty in learning than the majority of others of the same age, or • a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’ (SEN Code of Practice, April 2014) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

	We use the WGRSS (Wiltshire Graduated Response to SEND Support) in order to help us assess the extent and specific areas of need. If we feel a child has special needs we hold a meeting with parents to discuss the situation and the way forward.
What should I do if I think my child may have a special educational need or disability?	We want to work closely with parents. So please do: • Contact your child's class teacher who will then arrange a meeting with the class teacher and Mr Hicks (SENCo) so we can discuss ways to move forward. • Talk to your child's class teacher at Parents' Evenings and report drop-ins (available three times a year)
What steps have been taken to prevent pupils with SEND from being treated less favourably than other pupils?	All children are treated as individuals, including those with SEND. We monitor provision and progress carefully in order to ensure that all children can access the curriculum well and achieve. The steps we take to ensure this takes place in terms of academic achievement, the school environment, the curriculum (including trips) etc. are detailed below.
How will I know how Easton Royal Academy supports my child? How will I be involved in discussions about and planning for my child's education?	All children's progress is reviewed throughout the year. Where needed, additional support is provided; this support can be for children with high attainment and/or special needs and disabilities, as well as children who just need a boost in a particular area. These interventions are run by a teacher, Emotional Literacy Support Advisor (ELSA) or teaching assistant; we aim to make interventions class-based wherever possible so as not to remove children from other subjects that they enjoy and need. The interventions are regularly reviewed as part of Pupil Progress Meetings in order to ascertain the effectiveness of the provision and to inform future planning. Pupil Progress Meetings take place six times a year and involve discussions between teachers, teaching assistants, Mr Hicks (SENCO) and Ms Stubbs (Principal). A record of intervention support is kept by each intervention leader and we also have a whole-school map of provision. Children who are registered as having SEN Support have a (non-statutory) Individual Support Plan (ISP). This is a child-centred support plan. ISPs start with a One Page Profile; these detail the child's own thoughts about his / her needs and things that help or hinder their learning. We hold an initial meeting with parents and

	school staff to set up the ISP. Parents will be given a copy of this plan, which will identify the desired outcomes and the support needed to help their child achieve and move forward. Children and their parents are central to this process; the child will be given input and be helped to take control of his / her learning. When the ISP is established, there will be subsequent review meetings with parents during the year. The ISP will support both the child and school staff as they review and assess progress towards achieving the plan's outcomes. Our open door policy means that if parents wish to ask about the progress of their child, including the progress records on the ISP, they can do so. If it is agreed as part of the meeting with parents that we will involve outside agencies in the support of the child, parents will be kept informed about the dates of the visits; they will receive a report and an opportunity to discuss the ways forward.
How will I know how my child is doing?	In the spring, all parents receive an annual report which outlines attitude to learning, progress made and attainment gained compared to expectation. Parents of children on the SEND register will have additional ISP update meetings. If children have more significant needs, no longer able to be supported by an ISP, school will apply to the local authority for an Education, Health and Care Plan (EHCP). If granted, this plan will link external agencies together as part of a coordinated approach to pupil support and care. As part of the EHCP, we will hold an annual review – a joint meeting between parents and agencies supporting the child.
How will the curriculum be matched to my child's needs?	High quality teaching and adaptive practice, with scaffolding and adaptations for individual pupils is our first step in supporting pupils who have or may have SEND. Our teachers use assessment to set outcomes which are challenging but achievable for pupils with special needs. We plan lessons according to the specific needs of all groups of children in our class, so that any barriers, inhibiting any child from achieving, are broken down. Lessons at Easton Royal Academy are designed to have high expectations of all learners children are encouraged to find their personal 'challenge zone' and to make sure their work does not put them into 'comfort zone' or 'danger zone'. Specific resources and strategies are used to support children both individually and in groups. Teachers check work and provide feedback, including the child's next steps.

	Classroom environments are stimulating as well as supportive; they are well-resourced to meet the needs of children with different learning styles. Teaching assistants support the work of children throughout the class; this allows both the class teacher and the teaching assistants to work with children as part of a small group focus. If appropriate, specialist equipment will be provided for individual children e.g. concentration cushions, pencil grips, reading rulers, fidget buddies. Class teachers are responsible and accountable for the curriculum as well as the progress and development of the pupils in their class; this includes times when pupils access support from teaching assistants or specialist staff. Our SEND link governor is responsible for monitoring the quality of SEND provision and reporting back to the local academy committee. Our MAT SEND lead, Kate Hinks and school improvement lead, Liz Ennew also monitor the quality of provision for pupils with SEND and other vulnerabilities.
How will you help me to support my child's learning?	We encourage parents to work with us to support their children at home. The following opportunities are available for parents: • Planning meetings involving parents and staff (for details, see above) • Individual Support Plan (ISP) review meetings • Daily communication in a home/school diary. • We will track your child's work on times tables and let you know their individual priorities. • An open door policy, facilitating discussion with teachers, teaching assistants, Mr Hicks and Ms Stubbs (SENCO and Principal) • Family learning workshop mornings and evenings; these include information sessions for parents on key aspects of learning and school life. • Access to school resources for use at home as well as at school, including TTRockStars for times-tables. • Parents Evenings • Reports from outside agencies and opportunities to discuss any recommendations • Signposting to outside agency support for a range of issues. If your child has an Education, Health and Care Plan (EHCP) these may be linked with an individual budget.
What support will there be for my	Support that is always available:

child's overall well-being?	• The school operates a positive behaviour ethos (as outlined in our Behaviour Policy). • Children are trained to use the 'High 5's' method of conflict resolution and anti-bullying. We do this through role-play, lessons and assemblies. 'High 5s' empowers children to solve their own conflict where possible and to report it at key points. • We have an active 'buddy crew' at all times on the playground. These are a group of 10 children of all ages, who are nominated each year for their kindness and inclusive approach to play. The buddy crew wear red hats and they are trained to help their peers on the playground. They are also in charge of monitoring the 'buddy bench' for children who need a friend. • Personal Development education through the curriculum (including health, wellbeing, safety, finance, citizenship) • Staff with the experience and training to support social and emotional issues • Quiet, reflective areas around school • Y6 buddies, supporting children in reception. • A range of clubs, supporting social skills beyond the school day. • SEND policy • An Anti-Bullying Policy, including a child-friendly version. Support we can put in place should the need arise: • One-to-one support, as necessary through the class teaching assistant • Small group interventions, to include emotional literacy support and the development of social skills • An individual health care plan in liaison with the school nurse and parents • Training e.g. Epipen. • Additional or targeted homework. • Reading motivation rewards and daily monitoring.
How will my child be included in activities outside the classroom, including school trips? How accessible is the school environment?	All children are encouraged to take part in school trips and other activities. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that a child needs one-to-one support, then resources and appropriate provision are allocated. Some children have personalised risk assessments to make sure all adults on visits are aware of the individualised plans for the child. If parents feel there are financial restraints, or if the child is eligible for free school meals, there are procedures in place for Beck Stubbs (Principal) to discuss these with parents and remit charges, where appropriate – see Charges and Remissions Policy. The governors have identified a member whose role it is to monitor health and safety and safeguarding procedures, keeping it under review to ensure that children with specific needs or disabilities are able to

	access to our school environment and learn effectively, so they are not treated less favourably than other pupils. We have made adjustments to the school site to support a child with a visual impairment, including tough-strips on steps and blinds to reduce glare.
How will the school prepare and support my child when joining Easton Royal Academy or transferring to a new school?	All new children have the opportunity to come and visit the school and spend time in their new class. They are given a 'buddy' who will continue to support them during the first few weeks of their time in school. If we are aware that a child has special needs, a pre-transition meeting will be arranged with the parents and, with parental permission, discussions will be held with the previous school. If appropriate, further actions will be drawn up as part of a transition plan. Any records from the previous school will be reviewed by class teachers and actions taken as necessary in order to facilitate a good transition period into school. Beck Stubbs (Principal) will meet with parents after the first two or three weeks to discuss how well the child has settled into school so that she can ensure that the child is happy and able to make good progress and that the parents also feel happy and informed. If a child from Easton Royal Academy is transferring to another school, we will send all SEND records onto the new school. Children who are moving on to St John's, Marlborough and Pewsey Vale are visited by members of staff prior to transition; we provide opportunities for staff at Easton Royal Academy to talk to staff from St John's and Pewsey Vale about specific needs and provision. There are opportunities to provide extra transition visits to St John's and this can be done on a 1:1 basis with a member of staff from Easton Royal Academy, if needed. We also communicate transition needs to any other secondary schools as needed. Transition reviews (in preparation for secondary school) are held as part of the EHCP My Plan. Parents, staff from the secondary school and professionals involved in the support of the child, are invited to this meeting in order to plan a successful transition.
How are the school's resources allocated and matched to	We have a dedicated budget, which we use to provide effective provision for children with SEND. We allocate resources and deploy members of staff according to individual need. If additional members of staff are needed, the Principal will approach the trust for their approval on this matter.

children's special educational needs?	Pupil Progress Meetings are held six times a year. This is the time when the principal, teachers, teaching assistants and SENCO review the progress of all children with SEND. We track achievement and progress in detail. As part of Pupil Progress Meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils. Our SEND link governor conducts monitoring visits in school to look at SEND provision.			
What training do staff receive on supporting children with SEN? How is this evaluated / updated?	Staff receive continuous professional development and this includes lots of training on key SEND developments. As part of the teacher appraisal system, if an additional need is identified, further training is provided. Furthermore, if we unexpectedly receive a pupil for whom further specialist training is needed (e.g. Makaton), training is provided. Teacher and TA performance is evaluated as part of the on-going performance management system.			
What type and how many complaints did you receive last year? How were they resolved?	No complaints have been received in the last decade. If you have any concerns about the SEND provision for your child, please do talk to your child's class teacher. Hopefully concerns can be resolved at this stage. However, if not please see Mr Hicks, the SENCO. If you are still not satisfied, please see Beck Stubbs (Principal) or refer to the Complaints Policy, available on the school website or from the school office.			
What specialist services and expertise are available at or accessed by the school?	Communication & Interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
	• Speech and language • Behaviour Support • Educational Psychologist • Paediatrician	• EMTAS (Ethnic Minority and Traveller Achievement Service) • SSENS (Specialist Special Educational Needs Service)	• CAMHS (Child and Adolescent Mental Health Service) • School Nurse • Social Care • Children's Centre • Family support worker	• Occupational therapy • School nurse
What training have staff supporting children and young	• SALT	• Little Wandle • Number Sense • Dyslexia	• PSHE • ELSA • De-escalation	• Allergies training • First aid training

people with SEND had or are having?	• Autism awareness and strategies	• Herts for learning reading catch-up	• Circle of Friends • Trauma-informed schools • Attachment awareness	• Paediatric first aid • British Sign Language (level 2).
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What is a Local Offer?

From September 2014, every local authority will be expected to publish a Local Offer - clear, accurate and accessible information on all services relating to young people with SEN or disability. This offer is available on the council's website and will include contact details of support services for parents.

Who can I contact for further information?

Children with every type of need are well supported at our school and we make every effort to ensure that every child in our school makes good progress and is well prepared in their progress towards adulthood. We hope the above information has answered any questions that you might have but do not hesitate to contact school if you have any further questions. Your child's class teacher, Mr Hicks (SENCO) or Beck Stubbs (Principal) will be pleased to help.