

Eastwood Primary School and Nursery School Offer

All mainstream schools in Southend are committed to having a similar approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, should receive quality first teaching which will enable them to make the best possible progress in school. All schools are supported to be inclusive, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Schools have to provide details of the school specific offer; this should reflect Southend Borough Council's Local Offer which can be found at www.southendinfopoint.org

In September 2014 a new Special Educational Needs Code of Practice came into effect. As a requirement of this Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have SEND.

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEND and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Southend Borough Council can be found on the 'SHIP' directory at www.southendinfopoint.org.

Additionally schools must provide details of the school-specific offer, which we are calling the **Eastwood Primary School Offer**. This reflects the Southend Borough Local Offer and elaborates on it by adding details of how the offer operates within our school.

Included as part of the changes to the Code of Practice the main areas of SEN have been slightly altered to the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Our School Offer provides details of the resources, support and interventions that we provide here at Eastwood to support children with SEND. Due to the ever changing needs of our children there may be additional support and/or adjustments available that have not been covered here in our School Offer.

At Eastwood Primary School and Nursery we believe in **Nurture Grow Achieve** which enables children to be the best that they can.

- We aim to meet the needs of individual children through highly effective teaching and learning.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children and their parent/carers

If you would like further information about what we provide at Eastwood then please do not hesitate to contact Mrs Julie Batchelor, our Deputy Head and Inclusion Manager.

If you are a new parent, or thinking of joining us, and what you feel your child may need is not mentioned here please ring and make an appointment so that we can discuss your child's individual needs.

Admissions

Pupils with SEND are allocated places in two separate and distinct ways:

- Those pupils with Statements of SEN (SSEN) or Education, Health and Care Plans (EHCP) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.
- Those pupils who have SEND but do not have a SSEN or EHCP are admitted via the usual school admissions criteria.

We liaise with parents, local preschools and nurseries to provide a carefully planned transition into school for all pupils, but especially those with identified SEND.

SEND Information Report

Areas of special educational need Special educational needs and provision are organised under the following areas	Support Provision Children with SEN will receive support matched to their individual needs. This may be provided in the following ways: <ul style="list-style-type: none"> • Class teacher or other school staff • Staff who will visit the school from special school settings such as the ASD Outreach team. • Staff who visit from outside agencies such as the Speech and Language therapy (SALT)
Area of Need	Specific support



Communication and interaction	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access to St Christopher Special School Specialist provision and Expertise in ASD/ADD/ADHD • ASD trained staff • Social stories • Individual Visual timetable • Key LSA support • Access to the Educational Psychologist Service
	Speech, Language and communication needs	<ul style="list-style-type: none"> • Access to speech and language Unit/ specialist teacher • Access via EHA/ CAF to speech and language therapist • BPVS assessment • Sulp Social Use of Language Programme • Talkabout • Picture exchange communication system • Individual Speech and language programmes following advice from speech therapists
Cognition and learning	Moderate learning needs	<ul style="list-style-type: none"> • On-going teacher assessments to identify those who need targeted support • Intervention groups and individual • Booster clubs
	Specific learning needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise bespoke programmes of study • Access to the Educational Psychologist Service • Specialist dyslexic teacher • Dyslexia friendly classroom equipment
Social, mental and emotional health	Behaviour needs	<ul style="list-style-type: none"> • Effective behaviour policy • Learning mentors • Positive behaviour plans • Access to specialist support (Seabrook College and St Christopher school) • Lunchtime club • Team Teach trained staff
	Emotional and mental well being	<ul style="list-style-type: none"> • Access to Nurture provision • Counsellors • Play therapy • Access to CAMHS via EHA • Learning mentors
	Social Needs	<ul style="list-style-type: none"> • Family Support worker • Social skills groups • Friendship Friday • Joined up working with social care and other outside agencies



Sensory and Physical needs	Visual	<ul style="list-style-type: none">• Access to specialist teacher based at Kingsdown School• Physical environment audit
	Hearing	<ul style="list-style-type: none">• Access to specialist teacher based at Kingsdown School
	Multi-sensory impairment	<ul style="list-style-type: none">• Risk assessment and individualised support programme
	Physical impairment	<ul style="list-style-type: none">• Disabled toilet• Lift to lower level classroom• Access to support and advice from physiotherapist and occupational therapist as required• Reasonable physical adjustments
Medical		<ul style="list-style-type: none">• Specialist support• Medical room• Designated first aider• Access to school nurse• Individualised care plans