

SEND Information Report 2017-2018

At Eastwood Primary and Nursery we ensure that our school ethos **NURTURE GROW ACHIEVE** runs through every element of our school culture and day to day practices. This school aims to offer excellence and choice to all children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation ensuring all children to feel that they are valued in our school community. We have high expectations of all children and through appropriate curricular provision, we respect the fact that children:

- have different educational, behavioural, emotional and social needs and aspirations;
- require different strategies to enable learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

No one person is responsible for the success and achievement of SEND children at Eastwood. Every member of staff works in partnership to support not only the learner but also their family / carers. We have a unique approach which values relationships and draws on:

- parent's / carer's knowledge of their own child;
- the child's own view;
- Knowledge and guidance from outside agencies to ensure that the teaching staff and both the Team Around Family at Eastwood (TAFE) and the Team Around the Child at Eastwood (TACE) teams provide support which caters for individual needs.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years lies at the heart of our school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEND support can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Educational Health Care plan being issued to the child.

This policy should be read alongside the following school policies;

- SEND Policy
- Medical Policy
- First Aid Policy
- Safeguarding Policy
- Behaviour Policy

Key Staff to support SEND learners

- Special Educational Needs Co-ordinator (SENCO): Mrs Shorten
- Special Educational Needs (SEND) Governor: Mrs Roast

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Eastwood Primary and Nursery, please contact us on 01702 525137 or e-mail us at office@eastwoodprimary.southend.sch.uk.

There is a named SEND Governor, Mrs Roast, who has the responsibility to monitor the effective implementation of the SEND policy.

How do we ensure effective provision?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document, detailing our philosophy in relation to SEND, and a link to the Southend Local Offer is available on our website.

Eastwood Primary School and Nursery has a unique approach to inclusive education. We have two teams, Team Around Family Eastwood (TAFE) and the Team Around the Child (TACE), that work collaboratively to ensure that a seamless inclusive approach is provided for all learners and their parents/ carers. The TAFE and TACE teams consist of 1 SENCO, 1 EYFS SENCO support, 1 Family Support worker and 3 learning mentors.

SEND training forms part of the continuous professional development of all teachers and learning support staff and is organised in accordance with the needs of the pupils. The school works closely with other local schools, sharing training opportunities and outside experts.

What is our approach to teaching pupils with SEND?

At Eastwood Primary School and Nursery we ensure that our school ethos **NURTURE GROW ACHIEVE** runs through every element of our school culture and day to day practices. We aim to offer excellence and choice to all children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation, ensuring all children to feel that they are valued in our school community. No one person is responsible for the success and achievement of SEND children at Eastwood. Provision for children with SEND is a responsibility for the school as a whole. In addition, the Governing Body, Head teacher, SENCO and all staff members have important day-to-day responsibilities. Every member of staff works in partnership to support not only the learner but also their family / carers. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Quality first teaching takes place in all learning spaces with the setting of high expectations and the provision of opportunities for all to achieve. In accordance with the Teaching Standards (2012) *all teachers adapt teaching to respond to the strengths and needs of individual students.*

Teaching Standards (2012) Teachers must:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

All teachers are teachers of children with SEND, a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. Children with SEND will receive support that is **additional to or different from** the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs and they plan where necessary to develop children's understanding through the use of all available senses and experience.

In our school we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that more able children often require additional resourcing to extend and fully develop their potential. We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.

How do we identify and assess pupils with 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 of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream.

(SEN Code of Practice 2014)

The class teacher, LSA, parent/carers and the learners themselves will be the first to notice a difficulty with learning. The SENCO, or a member of the TACE team, also supports with the identification of barriers of learning and will implement a range of observations and assessments.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

At Eastwood Primary School and Nursery a range of specific, more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

Progress in areas other than attainment are also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. Both the class teacher and a member of the TACE team would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. If required observations would be conducted in class or on the playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Parents / carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. If the child has previously been in different education setting, a member of the TACE Team will liaise with the previous school to gather all relevant information.

Where it is determined that a pupil does have SEND parents / carers will be formally advised of this and the decision will be made to add the child to the SEND register. All children on the SEND register have Individual Learning Plans, which are written and reviewed through consultation with the child, parents/ carers, teachers and SENCO throughout the academic year.

A child is not automatically placed on the SEND register if they are being monitored or undertaking additional assessments or support.

What should I do if I think my child needs extra help? And what happens if additional needs are identified?

If you have concerns about your child's academic progress, arrange a meeting with the class teacher to discuss your concerns. Any concerns will be explored by the SENCO alongside your child's class teacher. This may include additional assessments and observations which will be carried out by the SENCO or a member of the TACE team.

If required, the SENCO will arrange a meeting with the parent/carers to further discuss their child's progress or particular concerns; we value parent/carers partnerships and believe that communication and collaboration is fundamental in ensuring that the correct support is in place for the child. A member of the TACE team will also work with the child to produce a Pupil Passport. A Pupil Passport is a child centred document, which includes information about the type of support your child feels would be helpful to ensure they make progress in the future.

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, our school engages with a range of relevant external services. A request for support from external services is likely to follow a decision taken jointly between the school staff and in consultation with parents. Some of these services require the completion of an Early Help and Family Support Assessment (EHFSA) form. The SENCO or a member of either the TACE or TAFE team will work in partnership to complete this.

Where it is determined that a pupil does have SEN, parents / carers will be formally advised of this and the decision will be made to add the child to the SEN register. All children on the SEN register have an Individual Learning Plan.

External Agencies

All EHFSA assessments are reviewed regularly to secure positive outcomes. The school works with the following agencies in order to gain further advice and support:

Educational Psychologist – Our school has received regular visits from a member of the Educational Psychology Service. As appropriate, strategies and recommendations are implemented within our learning environments.

Speech and Language Therapy – Therapists may work directly with children in our school or externally and provide support and advice to staff in addressing speech and language needs throughout the school.

St Christopher's Advisory Teacher – We work in partnership with specialists to consider behaviours and appropriate support strategies for children identified as in need.

Seabrook Outreach Team - We work in partnership with specialists to consider behaviours and appropriate support strategies for children identified as in need.

Occupational Therapist - The occupational therapy services support the school in the implementation of specific programmes and contribute to the monitoring of outcomes for pupils.

Hearing Advisory Teacher – We seek advice from specialist advisory teachers for children with sensory impairment and work in partnership to ensure a successful learning environment.

Heath - Our school maintains links with child health services, including the school nurse and asthma nurse.

Local Authority SEND Team - We always work in close partnership with the Local Authority to ensure that the needs of pupils identified as SEN are met and that appropriate support programmes are implemented.

Social Services - Our school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Counsellor – We employ a qualified counsellor at the school to provide support for pupils ensuring their emotional needs are met.

Emotional Wellbeing and Mental Health Service (EWMHS) run by The North East London NHS Foundation Trust (NELFT) – We work in partnership with specialists to consider appropriate support strategies for children requiring this service.

The external specialist working in partnership with the school, parents and pupil may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff.
- Provide additional assessment.
- Be involved in supporting the child and family directly.
- Suggest that a statutory assessment is advisable.
- Consult with all parties involved with the child.

How do we consult with parent/carers, of children with SEND, and involve them in their child's education?

At Eastwood Primary and Nursery we value our partnerships with parent/carers and ensure that there are opportunities planned throughout the year so parent/carers can actively engage in the work of our school and their child's learning experiences. Throughout the year there are:

- Parent consultations twice a year, in the Autumn and Spring Terms;
- Parents receive a full written mid-year report that informs them about their child's progress and next learning targets;
- In Early Years Foundation Stage (EYFS), parent/carers receive a full written end of year report that informs them about their child's progress at the end of the summer term
- Parent/carers are invited to attend class assemblies

Parent/carers are also invited to their child's Individual Learning Plan meetings. In these meetings parents/carers, the class teacher, the SENCO and where appropriate the child, discuss, review and set new targets alongside suggestions for supporting their child in the home setting.

Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach them. The SENCO will also share progress and outcomes of assessments by other external agencies with parent/carers (e.g. from the speech and language therapist, educational psychologist or with specialist support teachers). The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary).

Once a year a parent partnership meeting is held to obtain parents'/ carers' views about their child's SEND, support in place to address needs and any modifications to this support which parents feel may be appropriate. Parental survey forms are also used to obtain parent/ carers views.

If required, the Family Support Officer works closely with families to ensure that parent/carers are provided with support.

How do we adapt the curriculum?

At Eastwood Primary School and Nursery we provide a broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Our curriculum provides a depth and breadth of learning and experience for all children and is scaffolded and differentiated to meet the needs of children. Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure all lessons are appropriately differentiated. We encourage emphasis being placed in learning within their peer groups, although the needs of the pupils are considered individually. To help every pupil fulfil his or her potential we value a wide range of approaches to support pupils' learning. These include:

- Lessons which are carefully planned and adapted to suit all learners
- Creating stimulating indoor and outdoor learning environments. At Eastwood Primary School and Nursery we make sure that all classrooms create an enriching, visually stimulating learning environment to enable all pupils to access the curriculum and resources they require.
- A creative, themed approach to learning with enrichment activities that provide opportunities for everyone to achieve and succeed.
- A variety of visual and tactile resources to support learning.
- Personalised provision for all pupils, including those with special educational needs and/or disabilities. A small number of children may need a quieter area or more tailored visual aids to support them and these are put into place where needed. When relevant alternative recording methods (e.g. scribing, use of ICT, photographs) is provided for individual children.
- Pupil grouping (e.g. small groups and peer partners)

- Content of the lesson
- Learning styles
- Lesson format including a concrete, pictorial and abstract approach (CPA) (e.g. simulations, concrete materials to scaffold and reinforce a new concept, representing concepts or ideas in a pictorial form, role-play, outdoor learning)
- Pace of the lesson
- Outcomes expected from individual children
- Support level provided Learning Mentors work closely with children who need additional support linked to social and emotional needs.
- Learning Support Assistants and Higher Level Teaching Assistance work with individual and small groups to provide additional support and scaffolding on individual targets or gaps within a child's academic knowledge.

As a school we always act upon the advice received from external agencies, ensuring the right resources are provided to support the child to access and engage in the curriculum.

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

The ground floor of Eastwood Primary School and Nursery is fully wheelchair accessible; with a wheelchair lift that enables wheelchair access to one of the two upstairs areas. The school has a disabled toilet and changing facilities. The SENCO has a room where children can concentrate on particular assessments or activities when needed.

What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

Our SENCO and SEN Support liaises with staff, pupils, and parents and provides general support and advice for example with regard to the implementation of specific programmes, creation and monitoring of Individual Learning Plans and tracking outcomes of children with SEND.

As a school we employ an experienced team of Learning Support Assistances (LSAs) to deliver a range of interventions on a small group and 1:1 basis.

Some staff, who are trained in First Aid, have received specialist medical training from medical teams to support individual pupils with specific medical needs, such as asthma, epilepsy, diabetes and anaphylaxis. Refer to the medical and first aid policy for further information.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant courses and meetings and signposts relevant SEND focused external training opportunities for staff. The leadership team ensures that training opportunities are matched to school development priorities as well as the identified needs of individual pupils.

CPD training is offered regularly to enhance the School's Development Plan and afford personal development to staff.

As specific needs arise the SENCO approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, Speech and Language) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or LSA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies. Once a term the teachers are provided with the opportunity to meet 1:1 with Educational Psychologist to discuss individual children and effective strategies to support them. This is additional to the support already provided by the Educational Psychologist for specific children and their individual needs.

At the end of each academic year teachers hold meetings with the child's next teacher to discuss SEND information in preparation for the following year.

How are decisions made about how much support individual pupils receive?

Decisions concerning support are made collaboratively with parents, teachers, the TACE team and, when appropriate, external specialists. The pupil's own views are taken into account, ensuring a child centred approach. Children are invited to make a contribution to the Pupil Passport which works alongside their individual Learning Plan. This is written in child-friendly language so everyone who works with the child has an understanding of the child's needs from the child's view point.

For some pupils with very complex needs, the school receives additional funding from the Local Authority through an individual Education Health Care Plan (EHCP). In these cases, the SENCO and SEND Support base the child's additional support on the provision and strategies detailed in the EHCP.

How does the school know if pupils are making progress?

At Eastwood Primary School and Nursery, the teachers monitor and assess the progress of all children throughout the academic year. This assessment information is used by the teacher to build a detailed knowledge of each pupil's strengths and weaknesses.

The purpose of assessment is to inform:

- Teachers about gaps in children's knowledge and understanding, or skills that need to be addressed through further teaching
- Children and their carers about progress, attainment and achievement
- Children and their carers about the next steps required for further progress
- School leaders about the progress and attainment of children and groups of children in order to: ensure equality of opportunity, inform teacher performance management and help leaders target resources and intervention strategies

Individual Learning Plan Targets are reviewed in partnership with the class teacher and the SENCO. Achievements of all Learning Plan targets are closely monitored by the class teacher and the SENCO.

Progress is rigorously tracked and discussed during Pupil Progress Meetings.

How does the school monitor the impact of extra support?

Both the SENCO, Senior Leadership Team and class teachers monitor and review provisions regularly to ensure they are effective in supporting the pupils' with their learning. The progress of each child is also regularly tracked. Based on this information, interventions and other forms of support are adapted where necessary.

What support is available for enhancing the emotional and social development of children with SEND or who require social care?

At Eastwood Primary School and Nursery we ensure that our school ethos **NURTURE GROW ACHIEVE** runs through every element of our school culture and day to day practices. We aim to offer excellence and choice to all children, whatever their abilities or needs. All staff work hard to raise the self-esteem of vulnerable pupils by giving encouragement and recognising their effort and achievements. When needed, pupils are given time to talk through situations they find difficult and activities to support emotional and social development.

Additional support may include access to:

- Learning Mentor - our learning mentors support children to develop and enhance their emotional and social skills
- Social Skills support (group and/or individual)

We have positive relationships with a range of different external agencies to enhance the emotional and social development of pupils within our school. For example:

- Specialist advice from the Harbour Development Centre team and Seabrook Outreach programme
- Specialist advice from our Educational Psychologist
- Educational Psychologist

- Early Help Family Support and Youth Offending Service

Both the TACE and TAFE Teams are able to signpost parents to a number of services to support emotional and behavioural difficulties. When a pupil's needs require the involvement of Social Care we are committed to joined up working with Social Care, other outside agencies and parents/carers to ensure the pupil and family is fully supported.

What activities are available for children, with SEND, in addition to those available in accordance with the curriculum, including educational visits and residential trips?

At Eastwood Primary School and Nursery, we encourage all children to take part in extracurricular activities without discrimination and through reasonable adjustments. Some children may need extra adult support during these activities and, as a fully inclusive school; we plan carefully to ensure suitable support is put in place. All pupils are encouraged to take part in residential visits regardless of their needs. This is a step to encourage independence. We also provide a range of clubs which promote social communication and interaction both at lunchtime and before or after school.

What arrangements does the school make to support pupils moving between classes and phase groups?

Towards the end of each academic year arrangements are made to ensure all pupils have a smooth transition into their next school year. This includes:

- Sessions for all pupils with their new teacher in the Summer Term
- Joint activities organised across the year groups

At the end of each academic year teachers hold meetings with the child's next teacher to discuss SEND information in preparation for the following year. The SENCO and TACE Team ensure that all relevant documents and information is shared with the new teacher, LSA (Learning Support Assistant) HLTA (Higher Level Teaching Assistant) and Learning Mentors. This includes ensuring the class SEND files are passed on containing all relevant and up-to-date paperwork.

Additional transition arrangements are made on an individualised basis where appropriate for certain children.

What arrangements does the school make when a child joins the school?

When the school has been informed that a pupil with additional needs will be joining Eastwood Primary School and Nursery, all possible steps are made to ensure that the necessary provision is in place to effectively meet that child's needs. This includes meeting with parents, visits to preschool settings if appropriate, contacting any involved outside agencies and organising appropriate staff training.

If a child with identified SEND transfers to Eastwood Primary School and Nursery from another school, parents are invited to meet with the Head Teacher and SENCO to discuss the needs of their child and the ways we as a school can ensure a successful transition takes place. Efforts are made to contact the previous school and obtain all records and information as soon as possible.

What arrangements does the school make to support pupils transferring to another school?

When we are notified of which school a child is transferring to, contact is made with the new school and all relevant information is passed on. A transition plan may be designed for the child if parents or staff are concerned that they might find the move challenging. This plan may include opportunities for the pupil and a member of the TACE Team, or a staff member who has worked closely with the child, to visit the new school.

How do we at Eastwood Primary School and Nursery prepare pupils for their next stage of education (secondary) and for adult life?

- Contacts are made in Year 6 with the secondary schools to which all of our pupils will be going. School records, including SEN paperwork, are passed on. The SENCO ensures the secondary school SENCOs are informed about those pupils with special educational needs and disabilities. Our Year 6 Class Teachers, at the request of the secondary school, will meet with representatives from the receiving secondary school.

- For pupils with EHC Plans a Conversion Review meeting is held in the Autumn Term before the pupil is due to transfer to Secondary School. This is part of the process organised by the Local Authority (LA) and involves the LA Case Officer, pupil, parents and all involved professionals including where possible a representative from the preferred secondary school.
- A transition plan is put in place for children who it is felt may find the move challenging to ensure they are supported during the next stage of their education. This may include additional visits to their new school and preparing a Pupil Passport to share with their new teachers.
- Small group or individual sessions are arranged to support pupils who express anxieties about their transition to secondary school. These may be led by school staff or outside agencies such as Seabrook College.
- Where required, suitable activities are planned to support the learning of key life skills that children will need in later adult life. For example, independence is always promoted and is considered an incredibly important life skill. These activities may involve everyday skills such as; road safety, cooking, social awareness and self-care.

Other Information

You will find additional information about our provision for pupils with additional needs can be found in the SEND Policy, which is on our school website.

If you have any further questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact the Head Teacher or SENCO.

If you feel that you need to make a complaint at any time, please refer to our complaints procedure which is available on the website. Alternatively, you can contact a member of the Senior Leadership Team.

The Southend-on-Sea Borough Council Local Offer is available on the SHIP (Southend Help and Information Point) website at: www.southendinfopoint.org The SHIP website tells parents how to access services in their area and what to expect from these services.

Written by:	Nadine Shorten		
Date:	September 2017	Review:	September 2018