

SEND Information Report



Succeeding together

Statutory Policy Name: SEND Information Report

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1. Aims

Our SEN Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To ensure that we take the views of the child into account when planning and evaluating their SEN provision
- To develop and maintain partnerships and high levels of engagement with parents
- To raise the aspirations, resilience and expectations for all pupils with SEN
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support
- To ensure that (wherever possible) all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN

2. Legislation and Guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Education Act 2011
- Equality Act 2010

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. SEN Information Report

4.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia or dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

4.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs. The first response to limited progress is high quality teaching targeted at the child's areas of difficulty.

Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time limited interventions. We focus on early intervention to ensure 'gaps' are targeted and an intervention is put in place at the earliest opportunity. To support best practice we aim (wherever possible) to use structured interventions with reliable evidence of effectiveness. Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery.

Where less than the expected progress continues to be made, the teacher will work with the SENCO to assess whether the child has SEN. This may involve the SENCO carrying out observations and possibly assessments. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4.3 Consulting and involving pupils and parents

We recognise the importance of working in partnership with parents.

Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision. A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Barking and Dagenham for independent support and advice.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more child-centred ways of working to make it easier for our SEN pupils to express their views.

4.4 Assessing and reviewing pupils' progress towards outcomes

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil Progress meetings are held half termly, attended by the class teacher, SENCO, the Co-Head teachers and/or the Deputy Head

teacher, at which action is planned to address any lack of progress identified. The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEN pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Pupil Passport. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

4.5 Supporting pupils moving between phases and preparing for adulthood

At Eastbury Primary School pupils are prepared for each new stage of their learning through carefully managed transition programmes. In preparation for secondary transfer all pupils visit their new school at least once. The Inclusion Team will liaise and exchange with the secondary school and prepare a transition program that is appropriate for the pupil's specific needs. This may result in weekly visits to the pupil's new school.

In school transition programs include:

- Targeted transition groups implemented by the SENCO when required
- Identified handover consultations between professionals and teachers, new and old teachers and additional adults involved with the specific pupils
- Observations of targeted vulnerable pupils in their current environment by new class teachers
- 'All about me profile' produced by all pupils and teachers
- Vulnerable pupils have the opportunity to meet their new teacher on several occasions and or visit their new school if applicable

Pupils with significant needs benefit from the schools practice of ongoing practice of life skills and preparation for adult life. Key life skills such as cooking, dressing and hygiene are a permanent focus for these targeted pupils. In addition to this, pupils are accompanied, under close supervision, on public transport and to local shops where they assist in transactions.

4.6 Our approach to teaching pupils with SEN

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Examples of interventions available include: Colourful Semantics and Black Sheep, speech and language programmes; First Class at Writing, Language Link, Success at Arithmetic, a programme designed to identify and support gaps in understanding; Reading interventions targeting a variety of different needs. These interventions include Reading Recovery and Better Reading Support Partners. Other interventions include: Talk Boost; an intervention designed to develop vocabulary, social skills intervention (Thrive), phonics interventions and counselling for children and parents by a trained and qualified therapist. There is also an additional resource provision (ARP) for children who are deaf. Qualified communicators and Teachers of the Deaf support their additional needs and integration into mainstream classes. We also have a specialist room (Sunshine room) for some of our more complex needs children. They are supported by some of our SEN specialist staff who are overseen by the SENCO. These children also have some time (where appropriate) in their mainstream classes with adult support.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

4.7 Adaptations to the curriculum and learning environment

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEN pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. For example the Speech and Language Therapy Service provides support programmes for children with speech and language difficulties.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, a range of visuals etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, simplified learning material etc.

4.8 Additional support for learning

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Examples of interventions available include: Colourful Semantics and Black Sheep, speech and language programmes; First Class at Writing, Language Link, Success at Arithmetic, a programme designed to identify and support gaps in understanding; Reading interventions targeting a variety of different needs. These interventions include Reading Recovery and Better Reading Support Partners. Other interventions include: Talk Boost; an intervention designed to develop vocabulary, social skills intervention (Thrive), phonics interventions and counselling for children and parents by a trained and qualified therapist.

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The SENCO is able to discuss interventions in more detail. Some interventions are delivered by trained learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers

We have 24 teaching assistants who are trained to deliver interventions such as RWI, Better Reading Support Partners and Thrive.

Teaching assistants will support pupils on a 1:1 basis when children require a high level of support for medical /sensory needs (e.g. visually impaired) and or have other needs which impair their ability to access learning without support. Teaching assistants will support pupils in small groups when possible to aid their independence and encourage peer interaction.

We work with the following agencies to provide support for pupils with SEN:

The Child Development Team
Borough SEN Link advisors
THE NHS school nurse team
The Community Educational Psychology Service:
The Heathway Centre
Parents in Partnership:
The Speech and Language Therapy Team (NHS)
The Sycamore Trust

4.9 Expertise and training of staff

Whole staff SEN training will be co-ordinated by the SENCO. Training for teaching and support staff will be prioritised according to the School Development Plan and individual needs.

Our SENCO has 4 year experience in this role and has many additional years of extensive teaching experience across the primary age range.

The SENCO is allocated 4 days and 1 hour a week to manage the SEN provision across the school.

We have a team of teaching assistants (TAs) and higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Better Reading Support Partners, RWI, Success at Arithmetic, First Class at Writing, Speech and Language Link training, precision teaching and guided reading.

We use specialist staff for our speech and language interventions.

The Inclusion Team are well qualified and appropriately trained. We have a range of specialists within the school including:

- Qualified Teachers of the Deaf
- Deaf Communicators
- Qualified Reading Recovery Teacher
- Specialist Speech and Language support staff
- Qualified Learning Mentor
- Accredited SENCo
- ECAT Teacher
- I CAN specialist
- Qualified Thrive Leader (Social skills & play skills intervention)
- Qualified School Therapist
- Dyslexia specialist trained teachers

4.10 Securing equipment and facilities

All teachers in the school are teachers of children with special needs. Eastbury has a number of teaching staff and Learning and Teaching Assistants, who are employed to support our children with special needs. There is a DEAF ARP attached to the school. Our nursery is adapted for the needs of disabled users. We also have a lift for wheelchair and other disabled users if required in our main building. The governors make every effort to accommodate a pupil's particular needs and work with SLT to improve facilities.

The school receives additional funding for pupils with EHC plans over 20 hours and top up funding for other high needs children who may not necessarily have an EHC Plan. The SENCO is responsible for allocating support to children.

The school has SEN resources which can be used throughout the school. These resources are kept in the SENCO's room and the SENCO is responsible for monitoring its use and updating the stock as necessary. The time needed for class teachers and support staff to meet with the SENCO to identify, assess and plan for a child's special needs should in part be allowed for in directed time.

4.11 Evaluating the effectiveness of SEN provision

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks(half termly)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

4.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Breakfast Club and after school clubs are offered to all pupils attending the school with the provision of adult supervision included. A comprehensive programme of extra-curricular activities and clubs is available with children with additional inclusion entitlement being actively encouraged to attend.

Eastbury Primary encourages pupils with SEND to participate in school trips wherever possible. The class teacher should complete a comprehensive risk assessment. All staff supervising on the trip should be aware of any SEND.

On school visits an adult providing direct supervision and support will accompany children with specific needs funding. Depending upon the destination and mode of transport, taxis may be ordered to ensure the safety of the pupils concerned.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to East Mersey Outdoor Centre, the Isle of Wight or any of the PGL outdoor, adventure and education trips arranged. The 2018 trip will be to Bawdsey Manor in Suffolk.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Support is provided where required to ensure all child have access to all activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

4.13 Support for improving emotional and social development

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

The school-based counsellor works closely with school staff to ensure that we address the needs of our pupils with social, emotional and mental health needs effectively. The school counsellor provides therapy to individual children, parents and teaching staff.

Teaching assistants understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

There is a sensory room which encourages and supports children to learn through sensory exploration and is also an area of calming. There is a small play area provided for children who struggle with social interaction in the larger play areas of the school. It offers a more structured, adult led play environment designed to support children to develop their social interaction; sharing, forming relationships with peers in a more controlled environment. We also a nurture room as an alternative to outdoor play for children who find a whole lunchtime in a busy playground too overwhelming.

For those children who need support with managing their interaction, play and or social skills we have a trained practitioner who offers a structured programme to help children develop these skills.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of an afterschool club to promote
Team work /building friendships etc.

We have a zero tolerance approach to bullying.

4.14 Working with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives regular visits from the nominated Education Welfare Officer for the area. The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term. Other agencies and outreach services that the school works with include:

- Speech and Language therapy service
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Barking and Dagenham Child Development Centre
- Virtual School for Looked After Children
- Social Care services
- The school nursing team (NELFT)
- The Sycamore Trust (autistic society)
- Parents in Partnership (a charitable organisation which supports parents who have children with special needs)
- The Heathway Centre (a borough run organisation who runs courses and offers support for parents requiring their services)

4.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. The complaint will then be referred to the appropriate member of staff if the complaint is unresolved. Please refer to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The schools' complaint procedures are set out on the school website.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service.

The school will make further information about this process available on request.

4.16 Contact details of support services for parents of pupils with SEN

The Local Authority have published a 'Local offer' to outline services that are available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

The Child Development Team: The Child and Family Centre, 79 Axe Street, Barking, IG11 7LZ – Telephone: 020 8522 960

The Community Educational Psychology Service: Roycraft House, 15 Linton Road, Barking, IG11 8HE – Telephone: 020 8270 6900

The Heathway Centre: 512a The Heathway, Dagenham, RM10 7SJ – Telephone: 020 8227 5500

Parents in Partnership: Carers of Barking and Dagenham, 334 Heathway,
Dagenham, RM10 8NJ – Phone: 020 8593 4422

The Speech and Language Therapy Team: The Child and Family Centre, 79 Axe
Street, Barking, IG11 7LY
Telephone: 0208 522 9625

The Sycamore Trust: 27-29 Woodward Road, Dagenham, RM9 4SJ
– Telephone: 020 8517 9317 / 020 8262 5330

4.17 Contact details for raising concerns

The first point of contact is the class teacher.

For more specific information and support the inclusion team should be contacted:

Deputy Head Teacher, Head of Inclusion – Claire Trench
SENCo - Maxine Sealy (02084779910)
Social Inclusion and Child Protection Lead - Suzanne Steed
EAL Coordinator – Irena Markova
Parent Liaison Officer - Carole Gale
Attendance Officer – Abbie Vincent
School Therapist – Joe Taylor
Behaviour Mentor – Debbie Seymore

4.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

5. Monitoring Arrangements

This SEN information report will be reviewed by the Head Teachers and school governors every year. It will also be updated if any changes to the information are made during the year by the school SENCO. It will be approved by the governing board.

6. Admissions for disabled pupils

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria. In the case of Physical Disability the Admissions person must liaise with the SENDCO to determine the suitability of Eastbury Primary meeting their needs.

7. Steps taken to ensure disabled children are treated fairly

All teachers in the school are teachers of children with special needs. Eastbury has a number of staff who are employed to support our children with special needs and disabilities.

In the initial meeting, questions are asked about medical conditions, physical disabilities and special educational needs, which informs us of what provision and procedures are needed to fully support each child.

To ensure all additional needs are identified early, we offer a wide range of provision to suit each individual. We work in partnership with outside agencies and a wide range of professionals such as the NHS to make sure that children have access to the appropriate provision.

Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school
Eastbury prides itself in being very inclusive and we will endeavour to support every child regardless of their level of need.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan (available on the school website)
- Behaviour
- Equality objectives
- Supporting pupils with medical conditions
- Health and Safety Policy