



SEND Information Report

Updated April 2016

This page is part of the SEND Information Report for Eastbury Primary School. Under the Children's and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the SEND Information Report. The intention of the SEND Information Report is to improve choice and transparency for families. It is also an important resource for professionals in understanding the range of services and provision in the local area.

Eastbury Primary School Local Offer

At Eastbury Primary School we are committed towards establishing a fully inclusive environment as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEND Code of Practice 2014.

Pupil diversity is welcomed at Eastbury Primary School and differences in culture, religion and intellectual style are celebrated. This School Offer will be reviewed annually and should be considered along with the following policies, which will provide further information and which can be viewed on the school website:

- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Safeguarding Policy
- Child Protection Policy
- Public Sector Equalities Duty

What is a Special Need?

According to the legal definition; a child has a special need if it is harder for them to learn in comparison to most children of the same age. They may need additional or different provision to that given to other children.

Summary of Provision for SEND Pupils at Eastbury Primary School

	Universal	Targeted	Specialist
	All Pupils	Pupils with Additional Needs	Pupils with Complex or Significant Needs
<p>Communication and Interaction needs</p> <p>(Speaking and Listening difficulties, Speech and Language difficulties and Autistic Spectrum conditions)</p>	<p><i>Individual targets</i> <i>Structured class routines</i> <i>Differentiated curriculum access</i> <i>Differentiated outcomes</i> <i>Reading Mentor Programme</i> <i>Assessment for Learning</i> <i>Talk Partner Strategies</i> <i>IT support</i> <i>Visual Support</i> <i>Signing Assemblies</i> <i>Signing Choir</i></p>	<p><i>As 'Universal' and:</i> <i>Appropriate assessments</i> <i>Intervention Groups</i> <i>Access to Sensory Room</i> <i>Access to additional learning aids/equipment</i> <i>Increased Visual Aids</i> <i>Increased adult support</i> <i>Access to Inclusion Team</i> <i>Parent Support Group</i></p>	<p><i>As 'Universal' and 'Targeted' and:</i> <i>Input from Inclusion Team</i> <i>Input from School Speech and Language Specialist</i> <i>Additional adult support</i> <i>Flexible teaching/learning arrangements</i> <i>Work Station</i> <i>Sensory Room</i> <i>Individual Timetables</i> <i>Assessments from Specialist Agencies</i> <i>Input from specialist agencies</i> <i>Tailored Support Programmes</i> <i>Tracking using Pivots</i> <i>Specialised Teaching through Teacher of the Deaf</i> <i>Home/School Communication Book</i> <i>Referral to specialist school</i> <i>Possible Health, Social and Education Plan</i> <i>Referral for CAF</i> <i>Individual Pupil Passport</i></p>
<p>Cognition and Learning Needs</p> <p>(Memory retention, Processing skills, Global developmental delay Attention skills, dyslexia, dyscalculia, dysgraphia and other specific learning difficulties)</p>	<p><i>Individual targets</i> <i>Structured class routines</i> <i>Differentiated curriculum access</i> <i>Differentiated outcomes</i> <i>IT support</i> <i>Visual Support</i> <i>Talk Partner</i> <i>Assessment for Learning</i> <i>IT support</i></p>	<p><i>As 'Universal' and:</i> <i>Appropriate assessments</i> <i>Intervention Groups</i> <i>Access to Sensory Room</i> <i>Access to additional learning aids/equipment</i> <i>Increased Visual Aids</i> <i>Increased Adult Support</i> <i>Access to Inclusion Team</i> <i>Parent Support Group</i></p>	<p><i>As 'Universal' and 'Targeted' and:</i> <i>Input from Inclusion Team</i> <i>Input from CAMHS</i> <i>Additional adult support</i> <i>Visual timetables</i> <i>Flexible teaching/learning arrangements</i> <i>Work Station</i> <i>Individual Timetables</i> <i>Individual Pupil Passports</i> <i>Assessments from specialist agencies</i> <i>Input from specialist agencies</i> <i>Tailored Support Programmes</i> <i>Tracking using Pivots</i> <i>Home/School Communication Book</i> <i>Referral to specialist school</i> <i>Possible Education Health, Care Plan</i> <i>Referral for CAF</i></p>
<p>Social, Emotional and Mental Health Difficulties</p> <p>(Friendships difficulties, Relationship difficulties, Low self-esteem, Anxiety and Obsessive Compulsive Disorders)</p>	<p><i>Individual targets</i> <i>Structured class routines</i> <i>Differentiated curriculum access</i> <i>Differentiated outcomes</i> <i>Whole School Behaviour Policy</i> <i>Celebration Assemblies</i> <i>'Visual Support</i> <i>Star of the week'</i> <i>Peer Mentors</i> <i>Young Leaders</i> <i>School Council Bag of Worries</i></p>	<p><i>As 'Universal' and:</i> <i>Appropriate assessments</i> <i>Nurture Group</i> <i>Social Skills Group</i> <i>Behaviour Report</i> <i>Input from CAMHS</i> <i>Increased adult support</i> <i>Alternative Lunch</i> <i>Risk assessment</i> <i>Access to Inclusion Team</i> <i>Access to Sensory Room</i> <i>Meet and Greet</i> <i>Structured Transitions</i> <i>Parent Support Group</i> <i>Structured Lunch Groups</i> <i>Meditation</i></p>	<p><i>As 'Universal' and 'Targeted' and:</i> <i>Additional adult support</i> <i>Flexible teaching/learning arrangements</i> <i>Assessments from specialist agencies</i> <i>Input from specialist agencies</i> <i>Behaviour for Learning Support Plan</i> <i>Pastoral Support Plan</i> <i>Referral alternative provision</i> <i>Referral to specialist school</i> <i>Home/School Communication Book</i> <i>Possible Health, Social and Education Plan</i> <i>Referral for CAF</i> <i>Incredible Years Program</i></p>
<p>Sensory and/or Physical Needs</p> <p>(Hearing Impairment, Visual Impairments, Multi-sensory Impairments, Physical disabilities and medical needs)</p>	<p><i>Access arrangements</i> <i>Disabled Toilet</i> <i>Lift</i></p>	<p><i>As 'Universal' and:</i> <i>Care Plan</i> <i>Risk assessment</i> <i>Other reasonable adjustments</i> <i>Access to Inclusion Team</i> <i>Access to Sensory Room</i> <i>Access to School Nurse</i></p>	<p><i>As 'Universal' and 'Targeted' and:</i> <i>Administration of injections/medications</i> <i>Alternative feeding methods</i> <i>Care of e.g. stoma bags</i> <i>Specialist equipment</i> <i>Home/School Communication Book</i> <i>Individual transport arrangements if necessary</i> <i>Access to appropriate holiday activities</i> <i>Possible Health, Social and Education Plan</i> <i>Referral for CAF</i></p>

Additional Information about Eastbury Primary School's Offer of Special Educational Needs Provision

How do we know when a pupil has learning difficulties or special educational needs?

All staff are trained in the identification of children with barriers to learning, the identification of child protection concerns and the assessment of levels of English for children with an additional language.

All children are discussed at 6 weekly Pupil Progress meetings. Teachers raise their concerns and the Inclusion Team suggests strategies that the teacher should implement, these are noted/monitored by the Inclusion Team. After 4 weeks monitoring and if concerns continue, identified pupils are provided with a school intervention. If teachers have a continued concern, the Inclusion Team will make a referral for support to external agencies. Staff will implement these recommendations/advice to the pupil's learning program. For those pupils who have a significant difficulty in an area, they will receive additional support and a comprehensive individual timetable will be organized which is closely monitored by the Inclusion Team.

In addition to this, weekly Vulnerable Pupil meetings are held, where completed Record of Concerns are presented and discussed with all professionals. Appropriate support and provision is then implemented and impact is reviewed the following week. Staff also have consultations with children to get their views regarding their needs.

How does the school involve and engage parents/carers in planning to meet their child's needs and ensuring progress?

Eastbury Primary School promotes a very accessible view to parents. Parents are very much welcomed into school and encouraged to be involved in their child's school life. Coffee Mornings take place each half term led by the Parent Liaison Officer and Inclusion Team. In addition to this the Inclusion Team design and implement supportive group meetings for targeted families throughout the academic year.

Parent's evenings each term enable parents to discuss progress and develop their knowledge of their child's learning/progress. Each half term parents receive pupil level statements that inform parent of their child's progress. Termly SEND meetings are implemented for Pupils identified with SEND, this is an opportunity to share information and work collaboratively to improve individual's progress.

Pupils with significant needs receive a Home School Communication book which informs parents of their progress on a daily basis, parent have the opportunity to respond to this. In addition, Person Centred Reviews are conducted annually for these pupils, where the pupil, parents and all professionals are able to contribute to developing an individualised program.

Parents are invited to review and update Care Plans for children with physical difficulties or medical needs.

How is the curriculum and environment matched to pupil's needs?

- Small group support from an additional adult or specialists
- 1-1 support in the classroom from an additional adult to facilitate access
- Planning is differentiated to ensure curriculum access at a suitable level
- Use of specialised equipment
- Use of personalised equipment
- 'Work stations', visual timetables and visits to the Sensory Room help to personalise the provision
- Prompt and reminder cards for organisational purposes
- Pre teaching of strategies and vocabulary
- Access to an iPad
- Disabled toilet access
- Lift access
- Radioaids
- Soundfield Systems

How does the school know whether pupils are making progress?

Class teachers track pupil progress and the data is analysed by the Senior Leaders and Inclusion Team. Pupils are tracked using

formal tests, teacher assessments and records of provision mapping. This data is maintained and monitored on the school computer systems. There are 6 weekly Pupil Progress Meetings where senior staff meets teachers to discuss the progress of all children on formal testing/teacher assessments/additional concerns. This ensures that the identification of pupils whom are working below or above National expectations or those that would benefit from specialized intervention groups can be appropriately provided for.

The progress of pupils with SEND is further tracked by the Inclusion Team, each of these pupils are placed on a provision map, through scrutinising of these, we are able to measure and ensure the effectiveness of tailored interventions.

Children working below the National Curriculum at the end of Year 1 are assessed using the 'P' levels. The evidence to support children's progression through 'P' levels is compiled using the Pivots scheme. Our aim is to assess 'P' levels termly in consultation with additional adults working with the child, class teachers and the Inclusion Team. Children that are working below the Early Years Curriculum are assessed using the Developmental Curriculum.

Children who are at an early stage of English are targeted, supported and monitored according to a programme of basic language skills. Records of individual progress are kept by the EAL Intervention Lead and monitored by the Inclusion Team. Class Teachers assess children's stages of English against the Bell Stages.

How does the school support SEND pupils transferring from another school?

Mid-term admissions begin with close liaison between both schools and an exchange of information with documentation. The Inclusion Manager will discuss with previous school to plan for the transfer. An initial visit for the pupil and their parents/guardians will take place this will include a tour of the school with the Parent Liaison Officer and introduction to key staff.

A transition programme will be set up and implemented to ensure a positive start for the pupil. A gradual transfer may be agreed and implemented if the school deems it necessary.

How is support organised for pupils with identified special educational needs?

At Eastbury Primary School all members of staff have responsibilities in line with High Quality Teaching, which is reinforced in the Inclusion Policy.

When planning Teachers set high expectations and provide a variety of opportunities, within which all pupils can achieve. Teachers take specific action to respond to pupils diverse needs in some cases creating specific learning tasks. During Pupil Progress meetings strategies/ pedagogy is often discussed to support class teachers in finding ways to meet group and individual need. Additional ideas for individual class targets will also be discussed.

In addition to this pupils with specific needs, will have an intervention that is tailored by the Inclusion Team to support and improve their learning.

Children with specific medical needs have a care plan written for them when admitted to the school. This document is reviewed annually in conjunction with the school nurse where appropriate.

What expertise and training do staff supporting SEND pupils have?

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

- Qualified Teachers of the Deaf
- Qualified Reading Recovery Teacher
- Specialist Speech and Language support staff
- Qualified Learning Mentor
- Accredited SENCo
- ECAT Teacher
- ICAN specialist
- Qualified Nurture Leader
- Qualified School Therapist

What specialist support or services does the school access for pupils with SEND?

The School has access to the following external agencies:

NHS: The Child Development Centre, The Developmental Advisory Clinic, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Child and Family Consultation Service, School Nurse

Local Authority: Inclusion advisory Team, Educational Psychology Service and 'Partnership

Schools.

Other: KHAOS, Sycamore Trust, Stubbers and Young Carers

What arrangements are made for pupils with SEND taking part in after school activities outside the classroom, including school journeys?

Breakfast Club is 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.

How does the school support SEND pupil's overall well-being?

The School has a Safeguarding Policy adhered to by all staff in promoting the well-being of pupils. Referrals can be made to our qualified school counsellor who can help pupils and their families to strengthen their overall sense of well-being. The key worker scheme is intended to strengthen pupil and family's well-being. Within the school the inclusion team works with individuals and groups to promote their well-being.

In promoting good communication with parents the school offers a range of workshops to include activities that parents, children and staff can share together and strengthen each relationship.

How does the school prepare pupils for their next stage of education and for adult life?

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 school's social Inclusion leader
- 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
- Display of pupil's previous work in new classroom
- Vulnerable pupils have the opportunity to meet their new teacher on several occasions

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.

Who can parents/carers contact to talk about the provision for a child with special educational needs?

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 – Joe Wilson
SENCo - Maxine Sealy (02084779910)
Social Inclusion and Child Protection Lead- Craig Stone
EAL Coordinator – Irena Markova
Parent Liaison Officer-Carole Gale
Attendance Officer – Abbie Vincent
Learning Mentor and Pupil Premium Lead– Emily Jeffs
Thrive Lead (social skills programme) Donna Dobson
SchoolTherapist–Joe Taylor
Behaviour Therapist- Bianca Sheikh

How will the school deal with any SEND complaints?

All complaints will be dealt with through the School's Complaint's Procedure.

Useful Contacts

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

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/>

To be reviewed Autumn 2017

