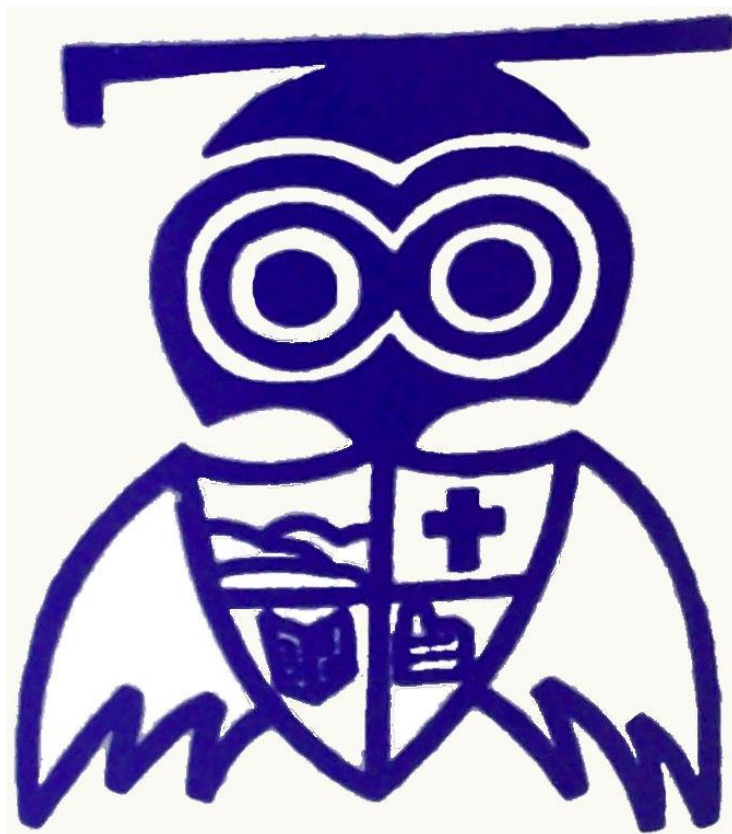


Eastlea Primary School



SEND Information Report May 2018

(Based on SEN Code of Practice Jan 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SEND Information Report to be reviewed Autumn Term 2018

SCHOOL NAME	Eastlea Primary School		
TYPE OF SCHOOL	Primary		
ACCESSIBILITY	Fully wheelchair accessible	Yes	
	Auditory/Visual enhancements	Yes	
	Other Adaptations	Yes	
CORE OFFER	Full Core Offer awarded September 2009		
MISSION STATEMENT/ SCHOOL AIMS	We aim to have pupils who are happy, confident, interested in life and enthusiastic about the changes they encounter. We promote effective teaching and learning where children are encouraged to achieve their full potential.		
POLICIES	Does the school publish the following policies on its website?	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes

Where a pupil at Eastlea is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place.

This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of each individual child in school.

Assess

Once a child's SEN has been identified the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This may also involve the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent.

This assessment is reviewed regularly to ensure that support and intervention are matched to the child's need and barriers to learning are identified and overcome.

Plan

When it is decided to provide a pupil with SEN support, the parents are always notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil which interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, and any teaching strategies or approaches that are required. Parents will be fully aware of the planned support and interventions and, where appropriate, parental involvement may be used to reinforce or contribute to progress at home.

Do

The class teacher will remain responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Observations will be recorded on the school assessment system 'Target Tracker'. This may be in the form of photographs of children working on particular targets or of work they may have produced. These observations can be used to provide evidence of progress the children have made and will be kept by the SEN teacher and also within class SEN files. This work can also be shared with parents at parent appointments or during any review meetings.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority will review that plan once a year. School will co-operate with the local authority in the review process and, as part of the review, the local authority requires schools to hold annual review meetings on its behalf. (Further information about EHC plans is described later in this report.)

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The school's special educational needs coordinator – Mrs Shimmin

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. (SEND register updated each month and percentage of SEND pupils currently 29%)
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Coordinating referrals to SEND Support Services – the Psychological Service, the Communication Service and the Behaviour Support Service.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Writing Intervention Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Writing reports for Review meetings.
- Coordinating multi-agency meetings, reports and paperwork when requesting additional funding or a request for an Education, Health and Care Plan or High Needs Funding.
- Coordinating the completion of provision maps and Intervention sheets each term to keep track of interventions and additional support for children in each class.

Your child's class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working with the SENDCo to update intervention and support plans and set new targets.
- Attending any review meetings concerning children in their class.
- Updating a provision map and class intervention sheet each term for their class to keep track of interventions and additional support

Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor : Mrs Oliver

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND at Eastlea Primary?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Ensuring children receive targeted support from themselves or other staff as outlined on their statement or intervention and support plan.

All children in school should be getting this as a part of excellent classroom practice when needed.

SEND Teacher

Children on the Special Needs Register may receive additional support from the SEND teacher (Mrs Shimmin) in school. This may involve:

- Working with children in small targeted groups or providing individual 1:1 support.
- Working with teachers / teaching assistants in school to ensure interventions are targeted appropriately for particular children.
- Planning work for each group with specific targets to address a child's needs.
- Reviewing intervention sheets for each group and setting new targets.

Specific group work

This group, often called Intervention groups by schools, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or most often a Teaching Support Assistant who has had training to run these groups

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Early Identification – Early Help Assessment

If parents, school or another professional have expressed concerns about a child an Early Help Assessment (EHA) may be put in place. This is a standardised approach to **assessing** children and young people's needs and deciding how they should be met.

It is an effective tool for the identification and initial assessment of children and young people considered to be in need of additional support. Once completed the EHA will serve as a useful way to share information and to track and review a child's progress. Professionals from school health, Health Visitors and other outside agencies work together and attend regular meetings to discuss the child's progress. Using the EHA, professionals can make recommendations about how best to improve outcomes for a child.

Additional Support from an Outside Professional

The class teacher/SENDCo/Head teacher might identify the need for extra specialist support in school from an outside professional e.g. SEND Support Services – the Psychological Service, the Communication Service and the Behaviour Support Service, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service and CYPS (Children and Young Peoples Service).

For your child this would mean:

- Your child has been identified by the class teacher/ SENDCo/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. A Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

SEN support in the Early Years

We recognise that it is important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child. If we identify a child in Early Years as having SEND we work closely with parents to establish the support the child needs at this early stage. Using the Northumberland Early Years Toolkit, an Inclusion wheel will be developed for that child and shared with parents. This will cover all areas of the Early Years curriculum and highlight which areas of need a child may have at this stage. This will be reviewed and discussed with parents each term.

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for children in the final term of the year in which they turn five. This is particularly helpful for children with SEN and is used to inform plans for future learning and identify any additional needs for support.

In addition to the formal checks, early years staff monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will then consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from staff observations and from any more detailed assessment of the child's needs. Staff particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Specialist advice may be sought from beyond the setting, which can be used to inform decisions about whether or not a child has SEN. All the information is brought together with the observations of parents and considered with them.

How do we support Learners with needs in specific areas?

Speech, Language and Communication Needs (SCLN)	If your child has been identified as requiring additional speech and language support there is a teaching assistant within school to provide this, usually on a 1:1 basis 2-3 times each week. She works closely with a professional from the Speech and Language therapy (SALT) Service or the Communication Support Service. Your child is usually referred to this service via nursery or school as soon as a specific need is recognised. You may have also been referred to this service before your child starts nursery. If this is the case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support.
Physical Disability	Your child may require a specific exercise program which needs to be carried out regularly at home and in school. We have a specific member of staff who is experienced in this area and will carry out these exercise programs, meeting with professionals from Occupational Therapy and other Physiotherapy services to review the child's progress and update exercises as required. She will also be aware of any extra resources needed to carry out these programs or to meet a specific need.
Specific Learning Difficulty e.g. Dyslexia (SPLD)	With support from SENDCO specific programs/interventions are used for literacy and Numeracy difficulties such as read Write Inc. LEXIA and SPELLADROME. The SEN teacher in school also works with individual children and groups who have been recognised to have specific needs. This may involve using a specific program tailored to meet the child's specific needs. Progress assessed and monitored regularly.
Hearing Impairment (VI)	We receive support from the Hearing Impairment Service who monitor children with a specific Hearing Impairment. They advise school on the relevant support package needed and regularly check any equipment used in school.
Visual Impairment (HI)	We receive support from the Visual Impairment Service who monitor children with a specific Visual Impairment. They advise school on the relevant resources needed and regularly check the progress of children they are involved with.
Autism Spectrum Disorders (ASD)	Advice and support from the Behaviour Support Service. This involves Termly meetings and reports which help school and provide strategies to support children with needs in this area. We also have staff trained in this area who are experienced in ways to deliver the best support package or intervention for these children.
Social, Emotional, Mental Health Needs (SEMH)	We use the whole school THRIVE approach to supporting children with needs in this area. We have three members of staff fully trained in the THRIVE approach and all staff use this approach in their daily work with children in school. We have a designated THRIVE room '@ the Haven', which children use. This may involve group interventions or individual behaviour support packages. School receives further support and advice from the Behaviour Support Service, the Psychological Service or CYPS if required. We run Nurture Groups in most year groups from Nursery to Year 6. Again we have staff specifically trained in this area to provide the support needed. Each class also has weekly PSHE lessons.

Specified Individual support – High Needs Support

This is usually provided via extra funding given to school - High Needs Funding or an Education, Health and Care Plan (EHCP). Over the next two years all statements will transfer to EHC Plans. This means your child will have been identified by the class teacher/ SENDCo/Head Teacher as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- SEND Support Services – the Psychological Service, the Communication Service and the Behaviour Support Service, Visually Impaired Service and Hearing Services
- Outside agencies such as the Speech and Language therapy (SALT) Service and CYPS (Children and Young Peoples Service).

For your child this would mean:

- Initially the school can apply for extra funding (High Needs funding) in order to provide additional support to meet a child's needs. This could be additional support within the class or a specific intervention to address any needs that cannot be met within the class. This funding is short term and is usually reviewed after 6 months / a year.
- If the school requires support for a child with more complex special needs they (or you) can request that the Local Authority carry out an assessment of your child's needs. Prior to this the SENDCO in school (Mrs Shimmin) will hold a multi- agency meeting with all professionals who are already working with the child and complete a one page profile. This information can then be included in the assessment of the child's needs. This may not always be necessary if such meetings have already taken place to support the child such as EHA meetings.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health and Care Plan (EHCP). If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support using High Needs funding.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan asking for information from all the relevant professional that work with your child. If this is not the case, they may agree to "high needs funding" for a year which will allow the school to provide additional support.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional funding may be used to:
 - provide support and teaching from the SEN teacher in school.
 - provide an adult to support your child within the whole class learning
 - run individual programmes or small groups including your child.
 - pay for support from outside agencies

- provide resources not available within the school budget

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Who are the other people providing services to children with an SEND in this school?

Directly funded or provided by the school:

- Currently 11 TSAs (Teaching Assistants) who provide the wide range of interventions as outlined above
- The school has purchased a package of support from SEND Support services which includes professionals with different expertise who support SEND children in school. Parental permission is needed for this support.
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Exercise programs carried out by a teaching assistant in school to provide support for Fine and Gross Motor Skills.
- THRIVE action plans/activities used with specific children and/or groups of children.

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young Peoples Services)

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The Head teacher and SENDCO have recently completed a Special Needs Coordinator's accreditation.
- The SENDCO's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the LIST team.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- As part of the drive to raise standards the progress of groups of pupils is measured of which SEND is one designated group.
- The SENDCO monitors the progress of all SEND pupils each term, based on any assessments they have done during assessment week. These may be class based or specific assessments linked to any interventions they may have been involved in. This information is used to monitor the progress of the children but also the effectiveness of interventions.
- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally in our Pupil Progress meetings each term. The SENDCO is always updated at these meetings about the progress of individual children on the SEN register.
- The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for children in the final term of the year in which they turn five. This is particularly helpful for children with SEN and is used to inform plans for future learning and identify any additional needs for support.
- If your child is in Year 1 and above, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'
- An assessment tool called 'Target Tracker' is used for all children in school. The class teachers and SENDCO liaise each term to monitor the children with SEN and the progress they have made on the Target Tracker system. This is also a useful tool to record evidence of the progress SEN children have made. This may include observations/photos of children's work or a written record of a specific achievement made by a particular child. This evidence is kept in the SEN file for each class.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with an Intervention and Support Plan will have their plan reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- The SENDCO will check that your child is making good progress within any individual work and in any group that they take part in. To measure smaller steps of progress for some individuals in different curriculum areas, a range of different assessment tools are used. Currently for Numeracy, the Sandwell Early Numeracy Assessment tool is used to measure

small steps of progress in different areas of numeracy. In Literacy the SEN teacher may use programs such as 'Action Words' which is a multi-sensory approach to reading and spelling High Frequency Words. Read Write Inc. (a program to support reading and spelling) is also used from Year 2 to Year 6. This is assessed each term to measure the progress the children are making.

- Group Interventions are recorded and monitored termly by the SENDCO in school. The member of staff running a particular intervention will provide the SENDCO with details of each intervention group and the progress they are making. This allows the group to be closely monitored and decisions can be made to plan for future interventions. This is part of an '**Assess- Plan- Do Review**' cycle which is an integral part of the provision of SEN support in school.

What support do we have for children who are looked after by the Local Authority and have an SEN?

Pupils who are designated as LAC have a Personal Education Plan (PEP) which supports their education and achievement in school. This PEP is discussed with school staff, carers and other involved professionals and coordinated via the county ESLAC team. Targets are set for pupils and if appropriate these are negotiated with the pupil concerned. The PEP is reviewed every six months. If additional learning needs are identified then these will be addressed and supported via in school systems for SEND and may be funded via the additional Pupil Premium+ allocation for LAC pupils.

What support do we have for children with Medical Needs?

We have a separate Medical Needs Policy which outlines how we support children in this area. If a child has a medical need which requires additional support throughout the school day, an individual plan can be set up and arrangements put in place. Where children also have SEN, their provision is planned and delivered in a coordinated way with the EHC plan.

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- You will be given a copy of updated intervention and Support Plans each term, if your child requires one. The SENDCO is available to discuss these if necessary.

How is Eastlea accessible to children with SEND?

- There is a separate Accessibility Policy on the school website.
- The building is accessible to children with a physical disability
- We provide any additional resources/equipment your child may need.
- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.
- If there is a child with a specific requirement in school, adaptations would be made as required e.g. considering which class base would be most suitable.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Intervention and Support Plan's will be shared with the new teacher.
 - All children have an opportunity to spend a full day with their new class teacher for September at the end of the summer term.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
 - Transition for children in Nursery moving into Reception Class may involve a specific Transition package to be put in place to support SEND children. The change from half days to full days can often be challenging. This extra support may involve extra visits before they move into Reception, planned support at lunchtime and meetings to reassure parents.
- We also liaise with Early Year's providers and Health Visitors to plan any additional support for children entering Nursery where specific SEND needs have already been identified.
- In Year 6:
 - The SENDCO will meet with the SENDCO and the Head of Year 7 from the secondary school to discuss the specific needs of your child
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
 - Your child will visit their new school on several occasions throughout the year.

- If your child has a Statement of educational Needs there will already have been a 'phase change' review meeting held when your child was in Year 5. This is carried out at an early stage to allow parents and staff to carefully plan the transition which will take place at the end of Year 6.

• What are the SEND categories as defined in the 2015 Code of Practice?

- Cognition and Learning (MLD, SLD, PMLD)
- Specific Learning Difficulty e.g. Dyslexia (SPLD)
- Physical Disability (PD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory impairment (usually deaf-blind: MSI)
- Autism Spectrum Disorders (ASD)
- Social, Emotional, Mental Health Needs (SEMH) *
- Communication and Interaction (SCLN)

*Previously known as BESD – Behaviour, Emotional and Social Difficulties.

Where will I find information on the Local Offer from Northumberland County Council?

Information about Northumberland's Local Offer can be found using the following link <http://www.northumberland.gov.uk/Children/Needs/Offer.aspx>

The local offer aims to make it easier to find SEN information, such as what to expect from a range of local services.

It includes statutory entitlements, eligibility and referral criteria. The local offer supports the needs of children and young people with special educational needs.

How to make a complaint?

- If there are any concerns in relation to the SEND provision we provide the first point of contact would be the SENDCO (Mrs Shimmin)
- If the issue cannot be resolved, then further discussion can be arranged with the Head Teacher (Miss Beeston)
- The named governor for SEND is Mrs Oliver and she can be contacted via the school on 01670 732261 or by email to admin@eastlea.northumberland.sch.uk
- If the matter can still not be resolved then the Northumberland county mediation service is Barnardo's.