

Eastlea Primary School



SEND Information Report March 2022

(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 annually.

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

SEN Support at Eastlea **ASSESS-PLAN-DO-REVIEW**

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. If the class teacher has some initial concerns about a child's progress this is monitored and the child will be given an Initial concerns plan and this is noted by the SENDCO. When it is decided by staff that the child may benefit from being on the Special Needs Register in school parents will be invited into school for a discussion and the decision put in writing to clarify what this means. A letter will be sent to parents annually to update parents if their child is to remain on the SEND register. An Initial Concerns form should have already been discussed with parents.

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. A **Pupil Passport** is set up at this point and reviewed termly with parents.

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 (details on Pupil Passport) 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. Class Intervention Sheets are completed each term with clear entry and exit data for each intervention so that the impact can be carefully monitored.

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. As well as this, each term the School will hold a review meeting with parents to review the short term targets. This information will be part of SEND Support Plan, a working document which runs alongside the EHCP. 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.)

For more information see the Northumberland Graduated Approach for Special Educational Needs.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018-2.pdf>

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 30%)
- 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 Pupil Passports/SEND 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.
- Keeping a detailed record of data and progress of SEND pupils in school.
- Monitoring any Initial Concerns Forms and adding children onto the SEND register where necessary.

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 Pupil Passport and SEND 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.
- Raising an **Initial Concerns Form** for children who may be causing concern but who are not yet on the SEND register.

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.
- Initial Concerns Form may be completed before the child is put on the SEND register.
- 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

A Pupil Passport will be set up for children with Additional needs. This will include areas of need, Support being provided and targeted outcomes. This form will be reviewed termly with parents.

or

A SEND Support Plan will be set up for any child with High needs or an Education, Health and Care Plan.

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

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. These Intervention groups will be recorded on Provision Maps and Class Intervention Sheets and reviewed termly to monitor their impact. There will be clear entry and exit data which can be measured for individual children within each Intervention Group.

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.

Northumberland County Council SEND Support includes the following services:

- Emotional Well Being and Behaviour Support
- Psychological Services
- Autism Support Service
- Speech, Language and Communication Services

Other outside agencies we may access for support include the visually Impaired Service and Hearing Services, Speech and Language therapy (SALT) Service, CYPS (Children and Young Peoples Service), English as an Additional Language (EAL) and NHS Occupational Therapy.

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.
- Professionals from external agencies and services may also offer support with targets for SEN support plans and be involved in reviewing and updating these targets if needed.

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

Access to alternative provision

In exceptional circumstances, alternative provision may be sought for a child who requires more specialist input in a different setting pending further SEND assessment. Places at this type of provision are limited and funding arrangements are made separately for short term placements.

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. 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.

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. We adopt a graduated approach with four stages of action: assess, plan, do and review (APDR).

Assess

In identifying a child as needing SEND support, the early years staff, working with the SENCO and the child's parents/carers, will have carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting.

Plan

Where it is decided to provide SEND support, and having formally notified the parents/carers, the Early Years staff and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Parents/carers will also be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years staff, usually the child's key person, will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the Early Years Staff and the SENCO working with the child's parents/carers. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will be given clear information about the impact of the support provided and be involved in planning next steps.

As part of the assess/plan/do/review cycle, an Inclusion Grid 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.

Northumberland School Readiness Passport

In the Early Years (Nursery and Reception) we use the School Readiness Passport. The Northumberland School Readiness Passport is a transition document for Early Years education settings. It will be used to gather information about key events in a child's early life from the child's parents/carers which can follow them as they grow and move through Early Years or on to new settings.

A summative assessment tool forms part of The School Readiness Passport. This is a 6 monthly assessment, based on developmental milestones which will support practitioners to make accurate judgements about whether the child is on track to school readiness. If we record a child as not being on track we would then put actions and interventions into place to support them. This will be recorded on the passport and can be used as future evidence towards requesting further support from professionals.

High Needs in Early Years

Where a child enters Nursery with SEND already identified from a previous setting or if Early Years staff think the child is already demonstrating a high level of additional needs a more detailed plan do review cycle is started, following the Northumberland Early Years Inclusion toolkit materials and resources.

Initially we may seek advice from Early Years Inclusion support. An Action Review record may be started which is reviewed at the end of each cycle and discussed with parents. If we feel that we need to request additional funding within the Early Years we may request EYSTAR (Early Years Short Term Additional Resource) funding and the Action Review records will be used to provide evidence of a graduated response. The funding typically lasts for 10 weeks and at the end of each cycle will be reviewed to see whether the funding is still needed. At this point we may also consider requesting an Education Health and Care plan if it is clearly evident that the child has a long term need.

Staff in the Early Years who also include the SENDCO have access to support from the Northumberland Early Years Inclusion Support service. This includes advice and support from professionals in this area and also access to an online 'Padlet' with information and guidance on how to support children with SEND in Early Years.

How do we support Learners with needs in specific areas?

<p>Speech, Language and Communication Needs (SCLN)</p>	<p>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 NHS Speech and Language therapy (SALT) Service or the Speech, Language and 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.</p>
<p>Physical Disability</p>	<p>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.</p>
<p>Specific Learning Difficulty e.g. Dyslexia (SPLD)</p>	<p>With support from SEND Literacy Support the SENDCO may advise that specific programs/interventions are used for literacy and Numeracy difficulties. This may involve using a specific program tailored to meet the child's specific needs. Progress assessed and monitored regularly.</p>
<p>Hearing Impairment (VI)</p>	<p>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.</p>
<p>Visual Impairment (HI)</p>	<p>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.</p>
<p>Autism Spectrum Disorders (ASD)</p>	<p>Advice and support from the ASD 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.</p>
<p>Social, Emotional, Mental Health Needs (SEMH)</p>	<p>We use the whole school THRIVE approach to supporting children with needs in this area. We have five members of staff who have been fully trained in the THRIVE approach and all staff aim to use this approach in their daily work with children in school. We have a designated THRIVE room 'Haven', which children use. This may involve group interventions or individual behaviour support packages. School receives further support and advice from the Emotional Well Being and 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 HWB/PSHE lessons.</p>

Specified Individual support – High Needs Support/EHCP

This is usually provided via extra funding given to school – Short Term Additional Resource (STAR) Funding or an Education, Health and Care Plan (EHCP). 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 Speech Language and Communication Service, the Emotional Well Being and 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:

- The school can apply for extra funding –Short Term Additional Resources (STAR) 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 a term. It may be given to a child who needs a short term input or intervention based on a specific need at that time. However it may also be recognised that this short term resource needs to continue in order to support the child's needs and school may look to request a longer term level of support.
- 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. The SENDCO will then request an assessment for an Education, Health and Care Plan.
- The SENDCO will complete a Request for consideration of statutory assessment (COSA). The child will already have SEN Support Plan which shows evidence of two cycles of Assess/Plan/Do/Review as well as evidence of external advice.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), this information will be considered by a SEND commissioning panel who 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. The request will then go forward to the SEND team for a Full Assessment of the child's needs. If it is decided an EHCP is necessary a plan will be written gathering information from from all the relevant professional that work with the child. If this is not the case, they may agree STAR funding 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. Once the plan is written school will then decide on short term outcomes to be met within school that will be reviewed termly and provide details for the Annual Review of the EHCP.

- The additional funding may be used to:
 - 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 14 TSAs (Teaching Assistants) who provide the wide range of interventions as outlined above
- The school receives 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:

- SEND Support services (except Psychological services which is funded by school other than for statutory purposes)
- 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
- English as an Additional Language (EAL)

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 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

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.
- Class teachers and teaching assistants will work closely with the SENDCO to plan appropriate strategies and support within the class.
- For children with a Pupil Passport, SEN support plan or EHCP staff will look closely at their individual targets and provision and ensure these are met within the class.

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.
- A summative assessment tool forms part of The School Readiness Passport used in Early Years. This is a 6 monthly assessment, based on developmental milestones which will support practitioners to make accurate judgements about whether the child is on track to school readiness. If we record a child as not being on track we would then put actions

and interventions into place to support them. This will be recorded on the passport and can be used as future evidence towards requesting further support from professionals.

- We also use Tapestry in Early Years. This is a secure online learning journal helping staff and families celebrate their children's learning and development. Tapestry builds a record of a child's experiences, development and learning journey through Early Years. Tapestry enables us to keep track of children and identify if they are not on track to meet the Early Learning Goals. It is also a very useful communication tool to liaise with parents and carers if necessary.
- A similar program, Seesaw is used in Key Stage One and Key Stage Two.
- Whole school teacher assessment of pupil achievement is captured on termly 'good progress sheets' with more detailed commentary on progress outlined in 'implication sheets'. The class teachers and SENDCO liaise each term to monitor the children with SEND and the progress they have made.
- 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 pupil passport or SEN support plan will have their plan reviewed every term and the plan for the next term made. Parents will be involved in this process.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education. Short term targets set by school will also be reviewed termly.
- 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.
- 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 Pupil passports and SEN support plans each term, if your child requires one. The SENDCO is available to discuss these if necessary. The SENDCO is also available at Parent appointments usually held in October/November and March/April.

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 Pupil Passports and SEN Support Plans 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 an EHCP 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 Northumberland Local Offer SEND 0 to 25 years?

This tells you about what the Northumberland Local Offer is, information about neighbouring local offers, how to get feedback and who to contact.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

Is there a Northumberland Mainstream Local Offer?

In 2018, schools, parents and learners have worked together to co-produce this document which identifies the important elements of supporting children and young people with special educational needs and disabilities in our mainstream schools.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

Useful information for parents

- Children and young people with special educational needs and disabilities are being asked for feedback on the future strategy and actions that will be taken to provide support for children, young people with SEND and their families.
Northumberland County Council and Northumberland Clinical Commissioning Group are consulting on how to strengthen support for children and young people with special educational needs and disabilities (SEND).
This 2020-2023 Northumberland Strategy for Special Educational Needs sets out the local partnership's vision for developing and improving the support provided for the children and young people with additional needs and their families.
This is a link to the Draft SEND strategy:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Have%20Your%20Say/Draft-SEND-Strategy-2021.pdf>

- Northumberland Local Authority guidance for SEND (Early Years):

<http://northumberlandeducation.co.uk/wp-content/uploads/2017/06/Early-Years-SEND-Interventions-Final.pdf>

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.