

Eastbrook Primary Academy **SEN Information Report 2021**

Special Educational Needs Provision

Eastbrook Primary Academy is an inclusive mainstream school, providing for children aged between 4 and 11. Our aims are to nurture a love of learning and ensure everyone reaches their full potential by meeting the needs of individual children, providing a safe place to learn, developing positive self-esteem, and encouraging creative, independent thinking that will equip children to become confident, fulfilled adults.

School staff will work in partnership with parents/carers and children when identifying and planning provision for pupils with SEN/D.

Admission Arrangements

In line with the Equality Act 2010, no child will be refused admission on the grounds of disability providing we can make appropriate provision. The school will use its best endeavours to provide suitable provision for all children with a special educational need to address their academic, communication, emotional or physical abilities through inclusive practice. The school makes reasonable adjustments to ensure access to the school by disabled pupils and that pupils with SEND are not treated less favourably than other pupils. Further details are available in our **accessibility policy** published on the school website.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** or **disability** that calls for **special educational provision**, namely provision **different from or additional to** that generally available to pupils of the same age.

Children have a learning difficulty if they:

- ◆ Have a significantly greater difficulty in learning than the majority of children of the same age; or
- ◆ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;
- ◆ Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Some children who have SEN may have a disability under the Equality Act 2010:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school will have regard to the *Special Educational Needs and Disability Code of Practice 0-25years (Revised version Jan 2015)* when carrying out its duties towards all pupils with special educational needs, as required by the Children and Families Act 2014 and associated regulations.

Categories of SEN

Special Educational Needs can be categorised into one of the following broad areas:

- ◆ Communication & interaction (speech and language, autistic spectrum disorder)
- ◆ Cognition & learning (moderate learning difficulties, dyslexia, dyspraxia, dyscalculia)
- ◆ Social, Emotional and Mental Health (includes anxiety, ADHD, attachment disorder)
- ◆ Sensory and/or physical need (hearing or visual impairment, physical disability)

Name and contact details of SEN co-ordinator

The school Special Educational Needs Co-ordinator (SENCO) is Mr Allan Trower, responsible for overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with special educational needs.

The governor with responsibility for SEN is Mrs M Willan.

Both can be contacted via the school office:

School Tel. No: 01273 874050

School e-mail: office@eastbrook.w-sussex.sch.uk

At Eastbrook Primary Academy we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital: however for some children there are occasions when further additional support may be needed to help them achieve their targets. The following information sets out how the school will provide for the needs of pupils with special educational needs:-

Identification and assessment of SEN

How does Eastbrook Academy know if children need extra help?

Initial concerns may be raised by parents/carers, by staff, by a previous setting or by pupils themselves.

As part of the school's curriculum planning, staff regularly observe, assess and monitor individual progress and development across a range of areas. The school has an ongoing system to track the progress and attainment of all pupils which is closely monitored by senior leaders. Parental observations and pupil views also contribute to this process. Pupils may be identified for extra help if this observation, assessment and monitoring indicates:

There is a lack of progress or a change in the rate of progress

A child has poor attainment in comparison to their peers

Staff or parents note a change in behaviour or attitude

A child raises a concern about their learning

Teachers with concerns about a pupil's academic, emotional or social development will speak to parents and SENCO. Alongside class-based assessments, the SENCO may undertake further screening or assessments that can help identify individual strengths and areas of need. These include cognitive assessments, screening for literacy difficulties, exploration of speech and language skills, and social and emotional development checklists and rating scales. The SENCO may also carry out observations, look at work and speak with children to seek their views of their learning and behaviour. Where appropriate, and with the permission of parents, referrals will be made to external agencies for more specialist assessments and advice.

What should I do if I think my child may have special educational needs?

If you think your child may have special educational needs, please arrange to speak with your child's teacher about your concerns or make an appointment to see the SENCO. This can be arranged through the school office.

Provision for SEN pupils

How will the school support my child?

All pupils have access to quality first teaching which is differentiated to suit the needs of pupils across all abilities and with a range of learning styles. Staff have high expectations and develop routines, targets and reward systems to support children's learning and development based on their needs and strengths.

Eastbrook Academy has invested in small teaching sets with teaching assistant support to enhance the learning of all pupils. Specialist staff, for example Art Therapists, are also accessed by the school to work with individual pupils and provide advice and guidance to staff.

In addition, class teaching will be adapted to meet individual needs. Where appropriate, and with the agreement of parent/carers, additional advice will be sought from outside agencies, and their recommendations implemented to support an individual pupil's learning.

Access arrangements are made where appropriate to enable pupils to achieve their potential in national tests. This may include extra time, readers or scribes etc.

At Eastbrook we also deliver a range of interventions to support all learners. These may be delivered either in or out of the classroom as appropriate. Interventions may be 1:1, paired or delivered in small groups, based on the needs of the child.

For pupils with special educational needs, any intervention work will target their identified areas of need and aim to narrow the gap with peers and increase the rate of progress.

Evaluation of effectiveness of provision

In line with the Special Educational Needs Code of Practice, these interventions follow an '**Assess, plan, do, review**' cycle, and there is close monitoring of the impact of intervention programmes by the SENCO in collaboration with other staff, parents and pupils.

Pupils are assessed pre and post intervention, and this information is used together with data analysis, observation, and discussion with staff and pupils to evaluate outcomes, including any impact on attitudes and the application of targeted skills in class. These programmes will be adapted or changed as required to promote effectiveness for each individual.

Class teachers, SENCO and senior leaders meet regularly to review pupil progress and monitor the impact and effectiveness of teaching approaches and interventions for groups and individual pupils. The SENCO also meets regularly with the SEN Governor and together with the Headteacher provides termly feedback to the full governing body.

These interventions may include:

Speech, Language & Communication Needs

Direct, targeted speech and language work, which may aim to develop vocabulary, grammar or the application of oral or written language skills. Specific programmes include Schoolstart and Narrative Therapy.

Phonology programmes for children with speech sound difficulties.

Attention & listening and/or social communication skills development.

Lego Therapy to enhance social and language skills.

Verbal reasoning programmes to develop comprehension skills – e.g. Language for Thinking

This work is delivered by trained Teaching/Higher Level Teaching Assistants and overseen by a qualified speech therapist.

Cognition & Learning

We run a range of programmes and groups to enhance learning, particularly of basic skills, such as:

Booster groups in literacy and numeracy

1st class@ number

Rapid Read/Rapid Phonics

FFT Literacy intervention

Individual literacy support planned with advice from a specialist literacy teacher

Sensory/Physical/Medical

Support is tailored to individual needs based on the advice and expertise of outside agencies and may include:

‘Jump Ahead’ fine and gross motor skills groups

Individual OT/physiotherapy programmes

Use of specialist equipment – e.g. radio aids, magnifiers, wheelchairs, standing frames

Individual care plans

ICT adaptations and touch-typing programmes

Regular monitoring visits from medical and/or sensory support specialists

Social, Emotional and Mental Health

Eastbrook offers a variety of programmes to support children, including social skills, resilience work, anger management, art/play therapy and self-esteem programmes. A nurture based group is in place to support the transition of YR pupils into the school setting.

Children may be taught in small sets with enhanced adult support and a nurturing approach.

Further support is provided through structured play/lunch arrangements, ‘Circle of Friends’, and Peer Support.

A Child and Family Support Worker is available to provide support and guidance for pupils and parents/carers.

Individual behaviour contracts/reward systems will be implemented where appropriate.

Pastoral support programmes and multi agency 'Team around the Child' approaches will also be used to provide more intensive support if needed.

Matching the curriculum to needs

How will the curriculum be matched to my child's needs?

Each child is unique and at Eastbrook Academy we aim to offer an outstanding and inclusive learning environment.

We develop a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities. We want to offer all our pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement.

We have high expectations of *all* children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future.

A number of strategies and approaches may be used, including:

Differentiated planning, adapting and varying how teaching is delivered, setting different tasks, accepting and valuing different learning outcomes

Use of assessment for learning

Use of multisensory (visual, auditory and kinaesthetic) approaches,

Use of equipment, resources, ICT to support learning and/or practise basic skills

Use of strategies or advice given by specialist agencies, for example advisory teachers from the Learning and Behaviour Advisory Team or the Social Communication Team.

Pre or post teaching of key skills or new vocabulary

Curriculum adaptations – e.g. learning breaks, 1:1 or small group interventions, nurture curriculum

Prompts to encourage and support independence

Social and emotional support for learning

In addition, a range of lunchtime and after school clubs provide further opportunities to support and enhance the development of skills.

Monitoring and reviewing progress with staff, pupils and parents

How will you and I know how my child is doing?

There is continual monitoring of pupils by the classteacher, SENCO and senior leaders.

This includes ongoing assessment and review of targets, rigorous analysis and evaluation of data, and regular use of monitoring systems – e.g. observations, work scrutinies, learning walks etc. Children's own views about their learning, and Pupil Voice are also an important part of the process.

The school holds regular (at least half termly) pupil progress meetings to review how all pupils are doing. These meetings involve a collaborative discussion about the class, identifying any children that are not making the expected progress. Actions are then put in place to support these children ensuring that they reach their full potential and they are getting the necessary provision and support.

'Inclusion surgeries' are also held, enabling the SENCO and classteacher to discuss in more detail the learning and development of pupils with special educational or other needs, and to review actions and agree further steps to enable them to achieve.

There are many opportunities for parents to work in partnership with the school to review how their child is doing. These include termly parent meetings and school reports as well as informal communications.

If your child has Special Educational Needs, then provision maps and/or individual learning plans (ILPs) will record the additional provision or support they are receiving. You will be able to discuss these and review progress with the teacher/SENCO at the parent meetings and both parent and pupil views are invited and will contribute to these plans. Annual review meetings will also be held if your child has an Education, Health and Care Plan (EHCP).

Additional meetings with the teacher, SENCO or other professionals may be arranged as appropriate. These can be requested by parents via the school office.

Letters/topic webs/certificates sent home will also keep you informed about what is happening in school.

Informal feedback is also an important way of sharing successes or concerns.

Helping parents to support children's learning

How will you help me to support my child's learning?

In addition to the above, the school provides opportunities for all parents to support their children's learning through curriculum meetings, including phonics, reading, spelling, maths and SATS preparation. Further opportunities for support are through parent consultations, reading diaries and by setting appropriate homework. The school has also invested in Activelearn, ICT based learning programmes, which are accessible out of school.

Home/school books may also be used where frequent liaison is appropriate.

Outside agencies may also offer advice and support to help you.

Support for children's well-being

What support will there be for my child's overall well-being?

All children take part in a curriculum which encourages and supports children to discuss issues related to well-being. This includes assemblies, circle time and school council. Eastbrook also has policies and procedures in place to ensure the safety of all pupils.

A Child and Family Support worker and Learning Support Assistants are available to offer pastoral support to pupils and help them build resilience and develop independence and self-esteem. A member of staff is currently training to become a mental health first aider, supporting adults and children in school.

Additional support is offered through breakfast club, and with lunchtime arrangements. This includes peer support, and interventions to support social and emotional health.

After school clubs provide further opportunities to develop social skills and self-esteem.

The school works closely with outside agencies, including the School Nurse, to monitor the health, safety and well being of all pupils. Individual staff are trained to deliver first aid, administer medicine and meet any medical needs and also to provide personal care where needed.

Individual care plans, Pastoral Support Plans or 'Team Around the Child' support may be used where appropriate.

Specialist services and expertise available at or accessed by the school

What specialist support services and expertise are available at or accessed by the school?

The school makes use of specialist staff to support pupils with SEN:

An inclusion specialist HLTA has undertaken extensive speech and language training and screens YR pupils and works alongside the SENCO and speech therapy service to oversee and deliver provision for pupils with SLCN throughout the school.

Counselling – the school employs a qualified Art Therapist to support children with emotional needs. A student therapist is also based at the school and her work is supervised by the school therapist.

In addition, the school has strong links and works closely with a variety of external services, including health and social services, local authority support services and voluntary organisations. The school can draw on their expertise and support to meet the needs of children with SEN and provide support to their families. These services include:

Educational Psychologist

Learning and Inclusion Team – learning, behaviour & social communication

Sensory Support Team – for children with visual or hearing impairments

Ethnic Minority Achievement Team

School Nurse

Child Development Centre

Physiotherapist

Occupational Therapist

Moving and Handling Advisor

CAMHS, including Mental Health Liaison Team

Educational Welfare Officer

Support for the family is also available through the following services:

West Sussex SEND Information, Advice and Support Service (SEND IAS)

Early Help

Early Childhood Services

Enabling Families

Social Services

Virtual School for Looked After Children

Voluntary groups – e.g. Winston's Wish

Training for staff supporting children with SEND

What training have the staff supporting children with SEND had?

The school undertakes a regular audit of training needs, and there is an ongoing programme of INSET which takes account of school priorities and personal career development planning. Staff expertise and best practice are shared through staff meetings and school based training. Further training is also provided by specialists from outside agencies. Recent training has included:

Using Comic strip conversations and social stories to support children on the autistic Spectrum.

'Team Teach' physical handling training for key staff

Whole school training on behaviour management strategies and supporting children with social, emotional and mental health needs.

Our child and Family Support worker has had extensive training on supporting children with social and emotional difficulties and/or low self esteem.

Learning Support and Teaching Assistants (LSA/TAs) are trained to deliver a range of interventions including 'Jump Ahead', 1st class@number, FFT Literacy, Speech and Language programmes and Lego Therapy.

Arrangements for pupils with SEN to be included in activities outside the classroom, including school trips

How will my child be included in activities outside the classroom, including school trips?

The school is committed to the inclusion of all pupils and reasonable adjustments are made based on pupil needs to enable all pupils to participate in all aspects of the curriculum, including after school clubs and off site visits.

Individualised risk assessments are carried out. Where appropriate a parent/carer may be asked to accompany his/her child if risk assessment suggests intensive 1:1 support is needed to meet a health and safety need.

School accessibility

How accessible is the school environment?

The school has an accessibility plan, published separately on the school website, which will be reviewed regularly.

The school has level access from outside and lifts to allow wheelchair access to shared areas within the building. A disabled parking bay is available.

There is a disabled toilet. The school also has a sensory room.

The school receives guidance and advice from specialist agencies and participates in multi disciplinary team meetings to support children with physical or medical needs and works with these agencies to secure any special equipment required – e.g. standing frame, Manger Elk etc.

Children with visual or hearing impairments receive support under the guidance of specialist advisory teachers based on their individual needs. This may include specialist equipment such as radio aids and magnifiers.

Support and planning for Transition

How will the school prepare and support my child when joining Eastbrook Primary Academy or transferring to a new school?

We understand that moving school can be a very stressful time, and aim to make this as smooth as possible.

Before a pupil starts at Eastbrook Academy, the Reception teacher, and where appropriate the SENCO, will meet with staff from pre-school settings. Any relevant information is shared prior to transition so that appropriate adjustments can be made. Outside agencies working with the child and their parents/carers may also be invited to attend.

Visits to the school are offered to all pupils during the summer term before children start in YR, so they can meet their teacher and become familiar with the school environment. Additional visits or support may be offered to some pupils, such as photos or a transition book or timetable adaptations (where appropriate).

Home-school visits take place prior to starting school.

When children join Eastbrook Academy from another school, the SENCO will gather relevant details about SEN from the parents, the previous school and any outside agencies that may be involved. Where appropriate the SENCO will arrange meetings with the parents, class teachers and other key staff to ensure a smooth transition.

Children transferring to a new school will have their SEN records sent on. The SENCO will also discuss these children with other schools on request.

Transition programmes are in place in Y5/6 with local secondary schools, and additional support is offered for vulnerable pupils e.g. Circle time, individual transition plans.

Transition meetings are held with Shoreham Academy and PACA Inclusion staff and other secondary schools where information is shared regarding vulnerable pupils. SEN records are sent on to the new school.

Staff from transfer secondary schools will be invited to annual review meetings for Children with EHCPs in Y6.

Allocation of resources and how these are matched to pupil needs

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year to provide additional support, training or resources, depending on pupil needs.

Some children with an Education, Health and Care plan receive an additional top up to provide for their higher level of need.

Enhanced resources and services are also sourced by Pupil Premium funding. Current details are available on the school website.

Support and resources are reviewed regularly, and changes made as needed.

Decisions about Support

How is the decision made about how much support my child will receive?

The class teacher and SENCO will consider any information available to the school on entry, together with the results of observations, monitoring and assessment. These will be discussed with parents, and with pupils where appropriate, and used to plan a programme of targeted support that minimises barriers to learning and extends and challenges according to each child's ability. Any interventions will be reviewed and evaluated, and the findings used to plan next steps as required. Parents and pupils will be involved in this process, together with other professionals where appropriate.

Parental involvement in discussions and planning for their child's education

How will I be involved in discussions about and planning for my child's education?

Parent/carer consultations and review meetings provide opportunities for discussion with the classteacher and/or SENCO and the co-production of future learning plans. Staff can also be contacted via the school office.

The school has a website, produces regular newsletters and has a text messaging service which will inform parents about their children's education.

The school also run curriculum events such as Helping your Child with Reading or Phonics.

Where external agencies are involved in supporting a child, they will consult with parents in order to review progress and plan outcomes.

Consulting with children about their education.

Children are encouraged to participate in assessing and evaluating their learning and progress in lessons and intervention programmes. 'Assessment for Learning' is used throughout the school and the child's ongoing dialogue with the classteacher and school staff will be taken into account when appropriate. This supports the child's needs and ensures they are met within the school's daily life. Pupils also contribute their views as part of the process for setting and evaluating their Individual Learning Plans.

A range of resources, questionnaires and/or ratings scales are used to help children to share their thoughts and ideas, and for those with an EHCP or receiving support from Early Help or Safeguarding services, they are encouraged to attend part of review meetings.

Children with SEN are part of the School Council.

Complaints about SEN provision

The school will encourage early dialogue with the parents, their views will be sought and valued, in this way there is a greater chance of resolving potential problems. As soon as a difficulty becomes apparent the school will follow the procedures set out within the stages of the **Complaints Policy and Procedures** (available on the school website or from the office)

The LEA SEND IAS service will also provide advice to parents about complaints procedures (see below).

Who can I contact for further information?

Depending on the nature of the information, you may wish to contact the class teacher, Child and Family Support Worker, SENCO or Headteacher. All are available through the school office, via telephone or e- mail.

School Tel. No: 01273 874050

School e-mail: office@eastbrook.w-sussex.sch.uk

Information on the West Sussex local offer and other useful links

<https://westsussex.local-offer.org>

This website brings together information about the help and support available for children with special educational needs and/or disabilities (SEND) and their families

<https://westsussex.local-offer.org/services/7>

SEND Information Advice and Support (SEND IAS) (previously Parent Partnership)

www.wspcf.co.uk

West Sussex parent carer forum aims to provide support to parents and carers from those who have had similar experiences.

www.sendgateway.org.uk

A national portal run by NASEN to signpost resources and services

Links to legislation

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/publications/keeping-children-safe-in-education>

Equality Act 2010

Related school policies

Special Educational Needs and Disability Policy

Safeguarding policy

Medical Policy

Accessibility Plan