

Easterside Academy

SEND Information Report



September 2026 - September 2027

SEND Information for Parents and Carers

Reviewed in line with the Special Educational Needs (SEN) Code of Practice: 0–25 years, Section 69(2) of the Children and Families Act 2014, and the SEN and Disability Regulations 2014.

Welcome to Easterside Academy

At Easterside Academy, we are proud to be an inclusive school where every child is supported to reach their full potential. We provide a safe, stimulating, and nurturing environment that encourages curiosity, resilience, independence and success. Every child is respected, valued, and encouraged to become a confident learner and positive member of society.

Supporting Children with SEND

We recognise that some children may need additional support beyond everyday classroom adaptations. Our SEND provision ensures these children receive personalised support so they can fully access school life and learning.

Under the SEND Code of Practice, a child is considered to have special educational needs (SEN) if they have a learning difficulty or disability that requires special educational provision. This could mean they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability which makes it harder for them to access the usual facilities in mainstream schools.

We are committed to meeting the needs of these children through early identification, high-quality teaching, personalised support plans, and strong partnerships with parents and professionals.

What Types of SEND Do We Support?

We support children with needs in the following four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

We believe every child has a right to an engaging, empowering curriculum, regardless of gender, age, race, or disability.

High Needs Base (HNB)

We have a dedicated High Needs Base for children aged 4–7 with more complex learning needs.

- Caters for up to 16 pupils
- Includes sensory room, outdoor area, kitchen, changing facilities
- Offers a high staff-to-pupil ratio
- Provides personalised, formal and informal learning
- Supports reintegration into mainstream classes when appropriate

Placement is decided by a local authority panel. Children do not need to live in the school's catchment area or have an Education, Health and Care Plan (EHCP) to be considered. Transport may be available for those living further away.

“Pupils in the high needs base have tailored learning programmes and access a broad curriculum adapted to their needs.”

— Ofsted, October 2022

How We Identify and Assess SEND

Children's needs may be identified through:

- Ongoing assessments and observations
- Pupil progress meetings
- Staff input and SEND training sessions
- Parent/carers concerns
- Referrals or recommendations from external professionals

Children requiring significant support beyond typical classroom strategies are added to our SEND Register. This is reviewed regularly and is flexible depending on progress.

SEND Support Process

1. **Monitoring (Cycle one):** If concerns arise, a child enters an initial support cycle.
2. **Review:** If ongoing needs are identified, they are added to the SEND Register.
3. **SEND Support Plans (cycle two):** Each child has a personalised SEND Support Plan reviewed termly with parents/carers.

4. **Outside Help:** We may involve professionals (e.g. Educational Psychologist, Inclusion Support, Speech and Language).
 5. **EHCP:** We may apply for an Education, Health and Care Plan if required. These targets and strategies are then added to **cycle 3**.
 6. **Transition Support:** Ensuring smooth moves between phases or settings.
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Our Curriculum and Teaching Approach

Our curriculum is:

- **Engaging and exciting:** Driven by enquiry questions
- **Inclusive:** Adapted to meet individual learning needs
- **Holistic:** Focused on both academic and personal development
- **Flexible:** Mix of formal and informal learning styles, with outdoor learning and hands-on experiences
- **Wellbeing-led:** Prioritising emotional health through PSHE, THRIVE, and active learning

“Staff adjust learning activities to make sure all pupils can take part.”
— Ofsted, October 2022

How We Adapt Teaching and Learning

Depending on individual needs, adaptations may include:

- Small group or 1:1 support
 - Differentiated work and resources
 - Alternative recording methods (e.g. voice notes, visuals)
 - Speech and language input
 - Sensory breaks or check-ins
 - External therapy or interventions
 - Catch-up clubs and mentoring sessions
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SEND Inclusion and Accessibility

All children are encouraged to participate in:

- Whole-class activities
- Group learning
- School events and trips
- Extra-curricular clubs
- Leadership and responsibility roles

Accessibility features include:

- Wheelchair access and accessible toilets
 - Sensory room (both in mainstream and HNB)
 - ICT resources to aid learning
 - Ground floor classrooms where needed
 - Changing facilities
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Working in Partnership with Parents

We value open, honest and regular communication with families. We offer:

- Termly parent consultations and SEND plan reviews
- SEND drop in sessions
- Parent led 'Inside out'
- Stay and Play sessions in Early Years
- Family/parent learning events/workshops
- Additional meetings on request
- Signposting to external support services
- Referrals with your consent

You'll receive:

- Copies of your child's SEND support plans
- Annual reports on progress
- Invitations to relevant meetings and reviews

However, our door is always open if and when you require to speak with a member of staff.

Emotional Wellbeing and Pastoral Support

Wellbeing is a key part of our school. Support includes:

- Daily check-ins/check-outs
- 1:1 mentoring and THRIVE interventions
- CBT via 'Inside Out'
- ELSA interventions
- Lego Therapy
- Sensory Room
- Group work around friendships, resilience, and behaviour
- Play therapy and counselling where appropriate
- PSA to support families and to attend meetings with outside agencies such as Stronger Families, Social Care.

“There is an impressive personal development programme. Therapeutic support is available for pupils.”
— Ofsted, October 2022

Transitions and Preparing for the Future

We plan transitions carefully and individually. This includes:

- Induction sessions for new pupils
- Transition meetings and extra visits for Y6 pupils
- Support with paperwork and EHCPs
- Information packs for families
- Ongoing communication between settings
- Transfer of paperwork/records

We focus on helping children become confident, independent learners with strong social and communication skills — ready for their next step.

Staff Training and Expertise

Our staff receive:

- Ongoing training tailored to current pupil needs
- Access to specialist advice and observations
- Support from SENCo and Senior Leadership Team

Staff also work with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Outreach services
- Mental health teams
- Physiotherapists
- Specialist teachers

...and more, depending on need.

Resources and Equipment

If a child needs additional resources, these are:

- Provided by the class teacher or SENDCo

- Recommended by external professionals
 - Funded through appropriate channels (e.g. disability funding in Nursery)
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Evaluating SEND Provision

We monitor our SEND provision through:

- Pupil progress meetings (after five weeks, then every seven weeks)
 - Regular plan reviews with parents
 - Deep dives and book scrutiny by SENDCo and subject leads
 - Learning walks
 - Pupil voice
 - Annual parent questionnaires
 - Local authority SEND reviews
 - Oversight by the Academy Approval Committee
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Concerns and Complaints

We aim to resolve any concerns quickly and respectfully.

1. Speak to your child's class teacher
2. Contact the SENCo (Mrs Southern) or Principal (Mrs Seymour)
3. If needed, contact the school governor (Mr Elliot)

You may also contact:

- Middlesbrough SEND Team: 01642 201831
 - SENDIASS (Barnardo's): 07925 149157 or email southteessendiass@barnardos.org.uk
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Key Contacts at Easterside Academy

- **Principal:** Mrs Seymour
- **SENDCo/Assistant Vice Principal:** Mrs Southern
- **Assistant Vice Principals (KS2):** Miss Darragh and Miss Tunney
- **HNB Teacher:** Mrs Jen Coates
- **Years 3/4 Lead:** Mr Matthews
- **KS1 Lead:** Miss Weetman
- **EYFS Lead:** Mrs Sykes

Contact the school office: **01642 273006**

Further Information

- **Middlesbrough Local Offer:** SEND Local Offer or call 01642 354200
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