

# Easterside Academy

# SEND Information Report



**September 2024 - September 2025**



### From a Parent/Carer's point of view.

This was reviewed and updated with regard to the Special Educational Needs (SEN) Code of Practice: for 0 – 25 years and Section 69 (2) of the Children and Families Act 2014; Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014.

<http://www.legislation.gov.uk/ukpga/2014/6/section/69>

Easterside Academy is an inclusive school which aims to support the needs of children across the curriculum in order to reach their full potential through high quality teaching which are matched to the needs of the individual child. Easterside Academy provides a safe, stimulating and caring environment which enriches children's learning and motivates them to become active, successful and independent learners. Children at our school develop a sense of wellbeing, confidence and responsibility so that they can become well rounded members of society. Children develop a feeling of respect for themselves and others within our school.

There are some children who require extra provision and our SEND provision allows those pupils to be catered for on an individual basis. The SEND Code of Practice states that '*a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made...has a significantly greater difficulty in learning than the majority of others the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...'*

We have many staff who work with and support those children requiring extra support outside the expected classroom differentiation, to ensure that each and every student can have a fully inclusive learning experience.

#### **What types of SEN does Easterside Academy provide for?**

At Easterside Academy, we believe that each child, regardless of gender, age, race or disability, has a right to equal access of an engaging, exciting and empowering curriculum. This is provided through a fully supportive environment and stimulating atmosphere which values each child and encourages them to achieve their full potential.

To do this, we provide for the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory, physical and medical.

#### **Easterside High Needs Base**

Easterside Academy also has a separate base for children with specific needs.

The High Needs Base (HNB) caters for young children with a range of special educational needs, in particular needs that can affect learning. The base currently enables sixteen children to attend. The children in the base range between the ages of four to seven years. The classroom includes two teaching areas, a sensory room, outdoor play area, kitchen area

and provision areas. There are also changing and cleaning facilities within the high needs base. These are all used during the day to support the children's needs and development. Within the base there are two specialist teachers along with a high number of support staff. This enables staff to meet the needs of the pupils, support bespoke learning and to keep children safe. Our aim is to help the children access the curriculum and reach their full potential. Teaching and learning is taught through formal and informal teaching depending on the needs of the children. Being part of a mainstream school, we are able to integrate some children back into mainstream classes dependent on the children's needs and subject ability.

Quote from our Ofsted report (October 2022)

*"Pupils in the high needs base have tailored learning programmes and they access a broad curriculum that is adapted to meet their needs."*

For children to attend the high needs base, a referral has to be made to the local authority. Although we have children with Education Health Care Plans (EHCP) within the base, it is not essential when obtaining a place. At minimum, children should be at the SEN support stage. A panel decides on placement allocation for the HNB. This includes a range of professionals from the local authority and Middlesbrough Special Educational Needs (SEN) settings. Children from all over Middlesbrough can be considered for a place within the High Needs Base. They do not need to be within the school's catchment area. Transport can be provided for children who do not live locally.

### **How do we identify and assess pupils with SEN?**

Pupils can be identified through a variety of ways:

- Using a range of assessments. E.g. tracking progress, observation.
- Regular Pupil Progress meetings allow staff the opportunity to discuss each child's progress on an individual basis to assess whether extra support or interventions are required.
- Staff meetings linked to SEND and writing SEND Support Plans are valuable and enables discussion.
- Staff can liaise with their team leader or SENCo to discuss children and their needs.
- SENCo/Principal/Assistant Vice Principal analysing attainment and progression of pupils.
- A parent/carer can identify concerns about their child's progress and/or ability.
- Professionals working in collaboration with school may express that a child may have additional needs.
- All children identified as requiring 'over and above normal classroom differentiation' are placed on the schools SEN register so that they can be carefully monitored. This is a fluid register which can change with progress.

Quote from our Ofsted report (October 2022)

*"Teachers identify pupils with special educational needs and/or disabilities (SEND) early in school."*

#### **During their time at school:**

- Any children for which progress (due to a variety of factors) is a concern, will be brought to the attention of the SENCo who will decide (in collaboration with staff) whether a plan for support needs to be in place.
- Students' progress is regularly reviewed and each child on the SEN register has a Special Educational Needs (SEN) Support Plan which identifies the key areas in which that child is being targeted for progress and how these will be supported and measured. This is done on a termly basis and shared with parents/carers during parent consultation. Parents are also provided a copy.
- If required, Easterside Academy will seek the support of outside agencies to offer further professional support and give recommendations as to how best to meet a child's needs. E.g. Inclusion Support, Educational psychologist, Outreach.
- School will also apply for an EHCP assessment if they feel it is needed.
- If needed, School will apply for alternative provision.
- School will ensure children have a positive transition.

#### **Curriculum**

When designing a curriculum, Easterside Academy has recognised the very wide social and economic backgrounds of our families.

Our aim is to provide all our children with an engaging, exciting and empowering curriculum. The ability to learn is underpinned by the teaching of basic skills, subject specific skills, knowledge, concepts, vocabulary and values with a vision to prepare them for life beyond primary school. It has been carefully designed to ensure that we have coverage of the National Curriculum; progression of skills, concepts and knowledge; as well as going beyond this in order to ensure we provide the curriculum that our pupils both want and need in order for them to be successful and happy.

Our curriculum is designed to promote and sustain a thirst for knowledge and a love of learning, with each of our carefully chosen 'topics' being driven by an enquiry question. Some of our curriculum content is subject specific, whilst other content is combined in a cross-curricular approach. This enables children to make meaningful links throughout their learning, with 'real' and memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. Continuous provision, in the form of daily routines also allows for the teaching of some aspects of the curriculum. Our curriculum design builds in opportunities to allow for retrieval practise of previously learned content, supporting children to know and remember more in the long term.

We aim to provide a creative, highly inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning, both indoors and outdoors. Teaching and learning at

Easterside Academy is adaptive. Teachers have an understanding of different pupil needs; provide opportunity for all pupils to experience success; meet individual needs; group pupils effectively.

Our curriculum builds upon pupils' strengths, interests, prior knowledge and experiences and develops children's confidence in their capacity to learn and work both independently and collaboratively. It allows pupils to gain knowledge and skills by investigating and responding to complex questions, problems, or challenge. It involves essential questions; 21st century skills; in depth enquiry; pupil voice; peer critique; learning for purpose and authentic audiences.

The wellbeing agenda is at the heart of Easterside Academy's curriculum.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is very strong. The school has various systems in place, such as the **THRIVE** Approach, which support the personal, emotional and mental well-being of children.

Emotional and mental wellbeing is also greatly enhanced by sport and 'active learning' at our school. This is central to both our curriculum and extra-curricular provision, as we know this is hugely beneficial to our children. We believe strongly in the pedagogy of P.E. and the Spirit of the Games - School Games Values - **Passion, Self-Belief, Respect, Honesty, Determination and Teamwork**. These values permeate through our entire curriculum and in everything, we do.

Our aim is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding, as well as understanding and appreciating British Values, ensuring all our children are well prepared for life in modern Britain. Parents and families are given regular opportunities to engage with their child's curriculum and learning, leading to increased levels of engagement. Enjoyment of our curriculum promotes achievement, confidence and good behaviour.

Children leave Easterside Academy with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Quote from our Ofsted report (October 2022)

*"Staff adjust learning activities to make sure all pupils can take part."*

### **Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?**

At Easterside Academy, the SENCO is Mrs Southern who can be contacted via the school office on 01642 273006.

### **What is our approach to teaching children with SEN?**

The SENCo and Principal has the overall responsibility for all students on the SEN register. The SENCo and Principal will oversee the monitoring and evaluation of progress and provision for each child on the register. In addition, teachers have daily responsibility for the children and must ensure that each child has the provision they require. Teachers,

HLTA's and TA's will help to support, monitor and evaluate such provisions and interventions.

Staff who teach at Easterside Academy must follow the first Principle of the new Code of Practice which says that they are responsible for monitoring and evaluating students' progress.

### **How do we adapt the curriculum and learning environment?**

Once a student's needs have been identified, the amount and type of provision is decided in line with the needs of that student.

For example:

- A short-term programme of work/support/intervention.
- In class support.
- Check in's/check out
- Differentiated curriculum
- Modified resources.
- A modified curriculum.
- Speech and language input.
- Allow for children to record their work in different ways.
- Phonics teaching/support.
- Small group work.
- 1:1 mentoring sessions.
- External support agencies.
- Lunch times and after school catch up/support clubs.

### **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

- The curriculum should always be set by the teacher so that it challenges the child but at a point to where they can achieve and make progress. Some children will require a more differentiated curriculum than others which can mean alternative resources and environments. This is assessed on an individual needs basis.
- Children working with peers/group work within class/lessons.
- Extra curriculum activities are available to all.
- Children will carry out responsibilities throughout their time in school, interacting with pupils across school.

### **Accessibility**

- The school is committed to providing an environment that allows all children full access to all areas of learning, and there is a designated point of entry for our school to allow wheelchair access.
- All classrooms have a smart board and a range of ICT devices to support teaching styles and develop pupil ICT skills.
- There are three accessible toilets, two of which has changing and shower facilities.
- Classrooms can be moved to a ground floor for children with a physical disability or children who are at a particular risk.
- Within the HNB there is a sensory room. This room can be accessed through a timetable basis to ensure pupils who require such stimulus receive the experience on a regular basis.
- Home school transport is also available and arranged for pupils attending the HNB, through the local authority.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

- Staff liaise with parents and parents sign a written consent for their child to be added to the SEN register.
- Parents receive an annual report which shows overall academic progress.
- Parents are able to meet with their child's class teacher every term to discuss their child's needs and progress.
- Parents are given copies of SEN support plans. This is usually during parent consultation.
- Extra meetings with staff can be requested by the parent. At Easterside we believe parental involvement is key to achievement and success.
- Pupil progress is tracked very carefully and closely using a range of assessment procedures. This information will be discussed with parents during parent consultation meetings, providing opportunities for them to discuss their child's learning and progress.
- For those pupils who are involved with external agencies or pupils are needing a referral, parents/carers will be invited to attend a joint home school meeting to complete referrals or receive feedback. Parents are always asked to contribute their views.
- If your child has had support from the Speech and Language team, you will be invited directly by them to attend any meetings or reviews to discuss programs of work and progress.
- Our 'Care Team' within school works closely to support pupils with social, emotional or behavioural difficulties and aims to work closely with parents, families and individual pupils. Where 'The Bungalow' is involved, parental partnership is encouraged in order to ensure pupils with such difficulties are supported.
- A range of parent and family learning sessions are mapped out across the year. E.g. ASD awareness, Bedtime Routines; Fun with Food, ICT.

- If your child is in the Early Years, (Nursery and Reception classes) you will be invited to attend 'Stay and Play' sessions. These are held regularly every Thursday at the beginning of your child's session and provide parents with the opportunity to stay and take part in learning activities with their child, and to chat to staff informally. These sessions are timetabled with a 'theme' each week.
- Throughout school, classes have 'open mornings'. Parents are invited to share activities with their child based on the topic they are learning.
- Parents are also invited to other event held throughout the school year. E.g. HOLI.
- Parents/carers are also invited to SEND coffee mornings throughout the year.
- Parents/carers are invited to attend all meetings linked to the EHCP assessment referrals or reviews.
- Parents are sign posted/referred to external support if and when needed. E.g. Early Help, Health Visitor.

### **What support will there be for the young person's wellbeing and how do we consult pupils with SEN and involve them in their education?**

Where it is felt that a child is mature enough to understand, their student support plan will be shared with them and targets and outcomes will be discussed. All children are aware of their targets and their next steps in progression and this is discussed with them at regular intervals. Pastoral support is provided through each child's class teacher and through focused lessons on wellbeing and health. Children with extra learning needs are also supported by a 1:1 designated person. Children are supported and encouraged to take part in extra-curricular activities. There are trained first aiders amongst our staff who are responsible for looking after the needs of students.

School can also refer pupils for emotional support or engage in interventions. E.g. CBT, THRIVE.

### **How do we assess and review pupils' progress towards their outcomes?**

Teachers assess pupils' progress in school through ongoing assessment of pupils' skills using a range of formal and informal assessments. Pupils' are also discussed at pupil progress meetings every half term. This ongoing assessment which reviews progress helps teachers to decide whether a child is on track or whether some form of intervention needs to be put into place. Parents are able to look at the targets throughout the year in the form of the student support plan and are able to feedback on them termly if they wish.

Teachers also comment on the pupil's graduated approach. They record the progress the children have made against their targets.

SENCo will also carry out SEND deep dives. They will look at the progress in the children's books and talk to pupils.

### **How do we support pupils moving between different phases of education/transition?**

Each child is considered on an individual basis. If a child requires extra transition (for whatever reason), then this will be put in place. When children join Easterside Academy, an induction takes place. During the inductions, we discuss the needs of pupils. We also liaise with schools that children have previously attended or are going to attend along with



transferring any safe guarding information. The SENDCo will also send the children's reports along with their SEND support plans to the new school.

Visits to the school prior to enrolment are encouraged and welcomed. As a parent of a Nursery or Reception pupil, you will be invited to a welcome meeting before your child enters Nursery or Reception. There is also a welcome pack for nursery pupils that explains the curriculum, activities to do with their child whilst waiting to start and pictures of all staff so children can become familiar.

Parents of Y6 pupils are also invited into school for a transition meeting as well as taking part in the transition programme 'Changing Lives.'

The transition of Y6 pupils is planned carefully between staff from both schools. We are usually given specific transition dates for pupils moving into Y7, these can be in the form of day visits to week long visits. Additional transition can be arranged for specific pupils.

We have developed close links with a number of the local secondary schools. Individuals, particularly those with SEND are discussed at pre-needs meetings. Parents, class teacher and SENCo all attend these meetings with staff from their new provision.

If your child has an HNB place a number of processes will take place in order for a smooth transition for your child. This involves visits to your child's previous setting by the HNB staff and visits to the HNB by both parent and child. Families are also provided with an information leaflet and booklet.

### **How do we support pupils preparing for adulthood?**

At this stage in their school lives, our main focus for support is by way of improving each child's social and communication skills. We want our children to be confident and happy as they progress through our school and into their next phase. Children who require more support are given it through the use of the schools' PSA and/or specialist services.

### **How do we support pupils with SEN to improve their emotional and social development?**

Children know that our care team are always available to speak to about any personal worries or needs they might have. They will assess the children and decide whether they need some ongoing support or whether their concern can be dealt with, within a smaller timescale. Sometimes, children will work in small groups to deal with their views on issues such as bullying or friendships. Pupils are also supported in class through regular PSHE lessons.

Children have daily 'check in's' with an adult and regular 'check outs'. Staff also provide THRIVE throughout school. Children are assessed every term.

Our three THRIVE practitioners are able to provide 1:1 weekly support for pupils. School also accesses outside support such as play therapists, CaHMS to support the needs of pupils. Children can also access cognitive behaviour therapy (CBT- Inside Out) to help support their emotional health.

Quote from our Ofsted report (October 2022)

*"There is an impressive personal development programme. Leaders promote positive mental health. Therapeutic support is available for pupils from school staff."*

### **What expertise and training do our staff have to support pupils with SEN?**

Specific training is provided to staff who have a child with a specific need within their area of school. Staff have attended various training courses and have also been to observe teaching and support within other settings. Staff are also able to request training from the SENCo should they feel they require any in addition to what has been provided. CPD is also arranged if the senior leadership team (SLT) feel a whole school approach needs to be taken.

### **How do we secure specialist expertise?**

When a child is demonstrating further cause for concern of their learning need is more complex and persistent than can be met by the school interventions already put in place, school will liaise with relevant external agencies for further advice and support for school and/or parents. Some of these agencies include:

- Speech and language support staff
  - A specific SEN teacher
  - Teachers who have had specific training within an area of need.
- We also access the services offered by:
- Learning and Language Support Service
  - Play Therapist
  - Educational Psychologist
  - Outreach services from Holmwood
  - CaMHS/Neurodevelopmental Team
  - James Cook University Hospital
  - Outreach and Inclusion Team
  - Speech and Language Service
  - Inside Out- CBT
  - Health Visitor
  - 0-19 service.
  - School Nurse
  - Social Care
  - Reach
  - Occupational Therapists
  - Physiotherapy
  - Specialist teachers.

This is not an exhaustive list. Some services are accessed as the need arises.

### **How will we secure equipment and facilities to support pupils with SEN?**

Any equipment and facilities required are assessed on an individual basis for each child. Many resources are identified and provided by way of differentiation from the class teacher. Where equipment and resources are required which are 'over and above normal classroom differentiation', the teacher will contact the SENCo who will discuss the need and either supply the teacher with what has been requested or, will seek advice from other professionals.

The SENCo has a supply of resources which can be accessed by all staff throughout the year. Staff can also request resources at the end of every year. However, if extra/new resources

are needed, staff apply for this through the SENCo. SENCo will also supply staff with resources that have been recommended from professional recommendations.

In nursery, school can also apply for disability funding and buy resources to support pupils.

### **How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

At Easterside Academy, we aim to have an open and honest relationship with our parents. This means that all staff are available to speak to by parents/families at the start and end of every day. If staff feel that an external organisation is needed to help meet the needs of a child/family, then a referral will be made through either the SENCo or PSA with the parents' consent.

Parent/carers will be able to meet with staff at least every term during parent consultation.

The SENCo also organises SEND coffee mornings to enable parents to chat about any worries or concerns. The SENCo can also arrange specialist support for families such as from EP, specialist teachers.

If children are also under social care then the children's needs and provision are shared during meetings/updates.

Parent/carers are sign posted to external agencies and support.

### **How do we evaluate the effectiveness of our SEN provision?**

We do this through ongoing reviews and assessments with staff, pupils and parents/carers. Also during pupil progress meeting every half term, and during SLT. Parents also are able to comment on the annual questionnaire, as there is a specific question related to SEND. The Academy Approval Committee (AAC) also regularly meets with the SENCo and Principal to discuss the needs and progress of the pupils.

The local authority also carries out SEND reviews.

### **How do we handle complaints from parents of children with SEN about provision made at the school?**

Initially, complaints should be discussed with the class teacher. Depending on the outcome of this meeting the SENCo (Mrs Southern) or Principal (Mrs Seymour) should be informed and a further meeting can be arranged. If parent(s) and school are not in agreement then the parent can then approach the school's named governor (Mr Elliot). Parents can also contact the local authority SEND team on 01642 201831, the Parent Partnership Service or Bardardo's (Middlesbrough). You can contact Alison Joyce to seek advice and support at Bardardo's on 07925149157 or email [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

**However, it is hoped that any concerns or issues can be resolved within school.**

School's telephone number is 01642 273006.

**Who can be contacted by parents if they have concerns?**

Parents are able to contact the following people:

- Your child's class teacher
- Mrs Seymour (Principal)
- Mrs Thomas (Vice Principal)
- Mrs Southern (SENDCo)
- Miss Sharp (Pupil Well-being Lead)
- Mrs Coates (SENCo Support and HNB teacher)
- Miss Weetman (Key Stage One Lead)
- Mrs Sykes (Early Years Leader)

**Where can the LA's local offer be found?**

Middlesbrough's Local Offer can be obtained from Middlesbrough Borough Council's website [SEND Local Offer | FIS Middlesbrough](#) or by telephoning the Family

Information Service on 01642 354200.

Also the SEN Code of Practise can be found via the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)