

Plan

If a child is identified as having SEND, plans are made to ensure equal access to the curriculum and the opportunities provided at Easterside Academy. We do this in the following ways:

- Carefully differentiated teaching, flexible timetabling and personalised resources including access to appropriate ICT;
- SEND Support Plans/EHCPs are produced and shared with parents and staff. Staff focus on these targets to support the child. The plans are reviewed every term.
- High staffing levels to ensure that children are well supported by adults in their learning and to provide small group teaching or individual support where necessary;
- Access to specialist professionals and agencies.
- Termly meetings to discuss children's progress and identify next steps
- Termly consultation meetings with parents and carers to ensure you are kept fully informed and involved in the provision for your child.

Do

Adaptations are made to the curriculum, timetable and provision to meet individual children's needs. Actions and strategies are put in place to support the needs of pupils. All classes have a full-time Teaching Assistant (TA) attached to them, allowing time to be spent with the TA or class teacher for additional support if needed.

Staff in school can work on any advise from professionals or targets on SEN Support Plans/EHCPs.

School trips and visits are carefully planned to ensure that children with SEND have their needs met e.g. first aider on the trip and medication can be administered as necessary. Also children can be supported by an adult or parent if the school feels it is necessary.

Review

Each term the progress and attainment of all pupils at Easterside Acadmy is assessed and analysed. The performance of children identified with SEND is carefully monitored

to check whether adequate progress is being made and to identify whether any further assessment or support is required.

Parents are kept informed of their children's progress at termly consultation meetings but may have additional meetings if this is deemed necessary. Parents and carers are welcome to contact the Academy at any point to discuss concerns regarding their child or to receive information regarding their progress and attainment.

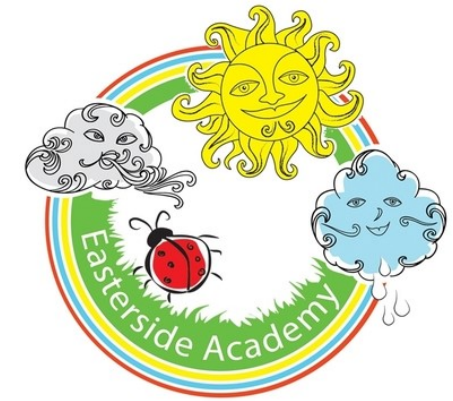
High Needs Base

Easterside Academy is a mainstream primary academy that caters for children from three years to eleven years. Easterside Academy also has a separate base for children with specific needs. The base currently holds fifteen children with specialist staff supporting. The child in the unit range between the ages of four to seven years.

The High Needs Base caters for young children with a range of special educational needs, in particular needs that can affect learning. The high needs base follows a modified curriculum, using differentiated teaching and learning styles to meet the children's individual needs. The children are taught through play based learning, incorporating multi-sensory approaches to all aspects of the curriculum. A range of teaching styles are implemented on a daily basis including adult focussed and child initiated activities. Our aim is to help the children access the curriculum and reach their full potential.

To obtain a place within the high needs base, a referral has to be made to the local authority. A panel decides on placement allocation. 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.



Special Educational Needs and Disabilities (SEND)

Easterside Academy

Erith Grove

Easterside

Middlesbrough

TS4 3RG

Telephone:

01642 273006

Website: www.eastersideacademy.co.uk/

Email: contact@eastersideacademy.co.uk

Who can help?

Should you have any concerns surrounding your child's provision or progress, you should first speak to your child's class teacher.

Alternatively, you can speak to the school's SENDCo, Mrs Southern. Please speak to someone at the school office if you wish to make an appointment and Mrs Southern will be in touch.

Thank you

Easterside Academy is an inclusive school which aims to support the needs of all children across the curriculum in order for them to reach their full potential through high quality teaching, resources, thoughtful planning, specific activities and additional support.

This leaflet is designed to help parents and families:

- ◇ Understand what special educational needs and disabilities (SEND) are;
- ◇ Understand how we support pupils with SEND in our school;
- ◇ Know who you should be talking to if you have concerns about your child;
- ◇ Understand how we identify their needs, monitor their progress and support them in the classroom.

What are special educational needs?

A pupil may be described as having special (or additional) educational needs if they have a learning difficulty or disability that:

Creates significant challenges in their learning compared to other children of the same age.

Prevents or hinders them from making use of education facilities generally provided in mainstream schools.

Special Educational Needs are grouped into four 'Broad Areas of Need' as follows:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules

of communication. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse or eating disorders. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

At Easterside Academy, we use the 'Graduated Approach' as set out in guidelines in the Special Educational Needs Code of Practice (2014). This involves four steps as shown:

Assess

We assess children formally at the end of each term and analyse this data against age related and national expectations. Pupils not meeting



these expectations are identified as needing extra support. This may be provided via more personally differentiated work, some additional help through a small group intervention or more adult support in class. Where concerns remain despite this additional support, school will seek parental permission to access further specialist advice and guidance. At this point the child may be placed on the SEND register under the heading 'monitoring'.

If you as parents or carers believe there is a SEND concern regarding your child you should first of all raise this with your child's class teacher, either at a termly consultation meeting or by telephoning to make an appointment.