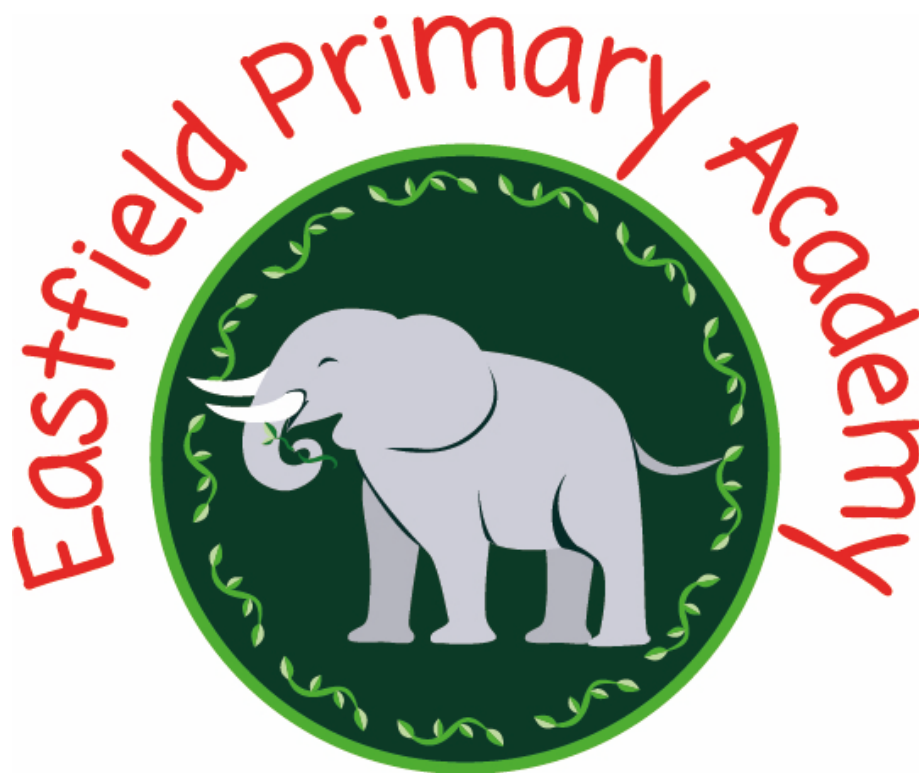




SEND Information Report

Date of Policy Review: July 2020
Date of Policy Review: September 2020
Date of Policy Review: September 2021
Date of Policy Review: September 2022
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Date of Policy Review: September 2024
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Date of Policy Review: September 2026

Policy reviewed by: Scott Nicholls
Policy reviewed by: Laura Dalling
Policy reviewed by: Laura Dalling
Policy reviewed by: Laura Dalling
Policy reviewed by: Laura Dalling
Policy reviewed by: Laura Dalling
Policy reviewed by: Laura Dalling
Policy reviewed by: Kerry Thompson
Jayne Lord

Eastfield Primary Academy
SEND Information Report

School Name:	Eastfield Primary Academy Margaret Street Immingham North-East Lincolnshire DN40 1LD
Local Authority:	North-East Lincolnshire
Type of School:	Primary
School Category:	Academy (Enquire Learning Trust)
Age Range:	3 - 11
NOR	205
Principal	Mrs Kerry Thompson
SENDCO	Mrs Jayne Lord
Chair of Academy Improvement Committee	Mr Peter O'Connor
Date of last Inspection:	1 st & 2 nd November, 2023
Outcome of last inspection:	Overall effectiveness - Good The quality of education - Outstanding Behaviour & attitudes - Outstanding Personal development - Outstanding Leadership & Management - Good
Total number of pupils with SEND:	21 (10%)

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1. Introduction

- 1.1 At Eastfield Academy, we strive to support all children to enable them to achieve to their very best. To achieve this, many steps are taken to support children through their learning journey. Eastfield Academy ensures all groups of children, regardless of their specific needs make the best possible progress in school and are fully prepared to achieve the next goals in their learning career. We believe in a fully inclusive environment where the needs of children with special educational needs or disabilities are met within the mainstream setting where appropriate and possible.
- 1.2 The school's Special Educational Needs and Disabilities coordinator (SENDCO) is Mrs Jayne Lord, who can be contacted by telephoning 01469 572455
- 1.3 This report has been written alongside Eastfield Primary SEND Policy which can be found; <https://eastfieldprimary.net/important-information/send>

2. What do we mean by having Special Educational Needs and what is the provision made at Eastfield Primary Academy?

- 2.1 At different times in their school career a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than most others the same age; or
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."
- 2.2 If a child is identified as having SEND, we will provide provision that is '**additional to or different from**' the normal differentiated curriculum, intended to overcome the barrier to their learning.
- 2.3 Learners can experience difficulties in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Eastfield Primary Academy, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.
- 2.4 Children will be identified as SEND Support or have an Education, Health and Care Plan.

2.5 Children may have SEND and/or Disabilities identified in one of 4 areas:

- ♣ Communication and interaction
- ♣ Cognition and learning
- ♣ Social, emotional and mental health difficulties
- ♣ Sensory and/or physical

3. How do we identify and assess pupils with special educational need?

3.1 At Eastfield Academy, children are identified as having additional special educational needs in a variety of ways including the following:

- **Previous Educational Settings:** We liaise with previous school / setting to ensure all stakeholders are aware of the needs and ensure the resources are put in place to minimise any delay of delivery of support.
- **Foundation Stage Assessment:** We believe the earlier an additional need is identified the quicker we can act and prevent any further disruption through the child's learning.
- **Conversations with parents:** Eastfield Academy have an open-door policy and believe parents know their children the best and therefore liaise with parents where difficulties may be identified.
- **Conversations with staff:** Accurate assessment is crucial in school and rates of progress in line with national expectations and their peers are closely monitored.
- **Pupil Progress Meeting:** Pupil progress meetings are held termly (and at times half termly) and children who are not making expected progress are discussed with the SLT (Senior Leadership Team), the SENDCO and teaching staff.
- **External Agencies:** Liaison with external agencies such as the Specialist Advisory Service, YMM (Young Minds Matter), Education Psychology, SEND Outreach Team, Speech and Language, ETHV (Education Team for Hearing and Vision))
- **Access Pathway & Early Help:** Where pupil's experience difficulties with a special educational need, a referral to Early Help must be made to access further support through the Access Pathway.
- Eastfield Primary Academy endeavour to meet the needs of all children - regardless of their special educational needs and will seek out support from external agencies to best equip our teaching teams to meet the wide diverse nature of special educational need. We firmly believe all children are nurtured to flourish.

4. How do we make a decision about individual support for pupils?

4.1 The decision is usually made through consultation with the class teacher, teaching assistant, the school's SLT including the SENDCO and parents.

4.2 Parents are involved in all aspects of the identification and programme of support for their child. Parents are invited to a graduated approach meeting to contribute to a child-centred review where we discuss what's going well; what's not working; what are the necessary strategies and what are the outcomes.

- 4.3 Support is planned and reviewed through the Assess, Plan, Do, Review cycle. Decisions are informed by assessment evidence, the views of the pupil and parents or carers, the effectiveness of current provision and advice from specialists where appropriate.
- 4.4 It is crucially important to involve children, identified with having SEND, involved in the support programme that is to be delivered. This provides them with an awareness of any barriers to their learning and empowers them to overcome these through set and agreed targets. Children with SEND are always invited to the graduated approach meeting with their parents and contribute to the creation of the graduated approach.

5. How does the school support pupils with special educational needs?

- 5.1 After meetings with parents/ carers and/ or other stakeholders, we map out the individual needs and then an appropriate course of action is taken to support our children.
- 5.2 The school's intervention team is headed by the SENDCO. The school has a Pastoral Mentor who supports children with social, emotional and behavioural difficulties. The school has an Education Welfare Officer.
- 5.3 The school's LAC (Looked After Children) Teacher is also the SENDCO. Additional LAC meetings are held with all stakeholders termly, where additional provision/ strategies will be discussed when deemed necessary and appropriate.
- 5.3 The school has a variety of support networks to support each pupil within the classroom, including high-quality teaching, adaptive teaching, reasonable adjustments and the planned deployment of teaching assistants.
- 5.4 The graduated approach follows the Assess, Plan, Do, Review cycle. It sets clear and measurable outcomes, normally reviewed at least termly and sooner where required. Parents, carers and pupils are invited to review progress, consider the effectiveness of provision and agree revised outcomes and next steps with teaching staff.

6. Who are the best people to talk to about a child's difficulties with learning?

6.1 The class teacher is responsible for:

- Ensuring that all children have access to outstanding teaching practice and that the curriculum is adapted to meet all children's individual needs.
- Checking progress and identifying, planning and delivering any additional support needed. This may include focused teaching, adaptive approaches, reasonable adjustments, additional classroom resources or targeted support beyond ordinarily available provision.
- Writing graduated approach by setting targets your child needs to achieve in order to access the next steps in their learning journey. These will be monitored and reviewed at least every term. A review may be earlier should your child make more/less progress than expected.
- Conducting child-centred reviews and allocating time to meet with parents and children to discuss children's needs.

- Ensuring that all staff working with your child in school are supported in delivering the planned work so they can achieve the best possible progress. These adults may be teaching assistants, other supporting adults or outside specialist support.
- Ensuring the school's SEND policy is followed in their classroom and for all children they teach with additional SEND.

6.2 The SENDCO is responsible for:

- Coordinating support for children with additional SEND or disabilities and developing the school's SEND policy to ensure all children receive a consistent, high-quality response to meeting their needs in all areas of the curriculum.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is receiving
 - Involved in reviewing progress.
- Liaising with all other services who may be coming into school to support children's learning e.g. Speech and Language Therapy, Educational Psychologists etc.
- Updating the school's SEND register (a system that allows the special educational, physical, and sensory needs of pupils to be known and understood) and making sure your child's records are comprehensive and up to date. This information will be stored on the school's recording systems (CPOMS).
- To provide specialist support for teachers and support staff in the school so they can help your child to achieve their potential.
- Supporting class teachers in writing graduated approach that specify targets set for children to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child.

To discuss any concerns regarding your child's learning or progress, appointments can be made through the school office.

6.3 The Principal is responsible for:

- The day-to-day management of all aspects of school, this includes the support for children with SEND and/or disabilities. She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring all your child's needs are met.
- She must make sure the Governing Body is kept up to date about any issues in the school relating to SEND.

7. What are the different types of support available for children with additional SEND and / or disabilities in our school?

- 7.1 All pupils are entitled to high-quality, inclusive teaching through a broad and balanced curriculum. The Academy's first response to emerging needs is high-quality teaching, adaptive teaching, reasonable adjustments and ordinarily available provision. Additional interventions or specialist support are considered where this is not sufficient to meet a pupil's needs.

- 7.2 All teaching is based on what your child already knows, can do or can understand through thorough and accurate assessment and good assessment for learning techniques.
- 7.3 Adopting the best and appropriate teaching style that most suits your child to learn. These techniques might be using visual, auditory or kinaesthetic approaches and providing practical resources, learning or services.
- 7.4 The Academy will make reasonable adjustments and provide appropriate auxiliary aids and services where required so that disabled pupils are not placed at a substantial disadvantage compared with their peers. This may include practical resources, staffing arrangements, accessible information or adaptations to the physical environment.
- 7.5 The learning environment is adapted where necessary to increase disabled pupils' participation in the curriculum, improve access to the physical environment, facilities and services, and improve the availability of accessible information. See the Eastfield Primary Academy Accessibility Plan 2026-2029.
- 7.6 Physiotherapy exercises can be integrated into PE lessons and interventions, where appropriate.
- 7.7 All staff are trained to assess, plan, do and review the cycle of provision. Ongoing professional development for all stake holders is sourced to ensure the best possible provision is in place. Some staff are more knowledgeable in areas of SEND and these are the champions that can be called upon to give advice and guidance.
- 7.8 The Academy has an Education Welfare Officer and a Pastoral Lead who support pupils' social, emotional and mental health. Where pupils experience social, emotional or mental health needs, support is provided through a graduated response, in partnership with parents and carers and, where appropriate, external agencies and health professionals. The Academy also has trained mental health first aiders and Senior Mental Health Leads.
- 7.9 We believe in giving all children equal opportunity to take part in all aspects of school life. Careful consideration is given when selecting children to represent the school in out of school activities and ensuring children with SEND are fairly represented. We have the EAST team to promote children's voice. Children are not discriminated against because of their special educational need.
- 7.10 We endeavour to consult with Parents/Carers to try to ensure maximum participation in all activities that could be limited by SEN/D (Special Educational Need/Disability).
- 7.11 The school can signpost children and families to any support under the Early Help initiative and we have close links within the community to assist parents; WDP (Department for Work & Pensions), Citizens Advice, CARE (Christian Action Resource Enterprise).

7.12 We have effective behaviour policies, procedures and awareness days in place to prevent bullying as well as a dedicated Pastoral Lead and three mental health leads to promote mental health, prevent discrimination and provide support for all pupils.

8. How will my children with additional SEND and/ or disabilities be included in activities outside of school?

8.1 We believe in giving all children equal opportunity to take part in all aspects of school life including school trips. Any specific staffing/ resources needed to support SEND pupils will be provided as required. Risk assessments may be carried out when going on a school trip to ensure everyone's health and safety.

Eastfield have a range of before and after school clubs, open to all pupils such as:

- Breakfast club
- Sports clubs
- After school club including; cooking, IT, Art, Film etc

9. Intervention following High-Quality Teaching

9.1 Specific small group work. This group may be:

- In or outside the classroom
- Run by a teacher or teaching assistant who has had appropriate training for running these groups.

These groups are usually called intervention groups.

9.2 Class teachers will have carefully monitored children's progress and will have decided that there is a gap, misunderstanding or misconception in their learning and they need some extra support to 'catch up'.

9.3 The leader of the group (the teacher, the teaching assistant or any other agency) will report back the progress the group / children have made in order to build on this progress.

10. Intervention from Graduated approach

10.1 If your child is identified as having more specialist input from the class teacher and intervention groups, referrals are made to outside agencies to advise and support the school in enabling children to make progress.

10.2 Before referrals are being made, you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward.

10.3 If it is agreed that the support of an outside agency is a way forward, parents will be asked to give written consent for the school to seek external, specialist support.

10.4 The specialist professional will work with children to understand their needs and make recommendations which may include

- Making changes to the way your child is supported e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include the involvement of their specialist expertise.

11. What training have the staff supporting children with SEND had or are currently having?

11.1 At Eastfield Primary Academy, all staff undertake continuing professional development so that teaching and provision respond effectively to pupils' strengths and needs. Training needs are identified for teachers and support staff. The SENDCO is currently undertaking the National Professional Qualification for SENCOs (NPQ for SENCOs) and regularly attends local authority and Trust SEND network meetings to remain informed about national and local developments in SEND practice.

11.2 All teachers and support staff on taking up post, will meet with the SENDCO to explain the systems and structures in place around the school's SEND provision.

11.3 All teachers and support staff receive regular training in safeguarding, behaviour management and online safety. Some staff have additional qualifications such as;

- Precision teaching
- Makaton
- Team Teach
- Voice 21 - supporting oracy development
- Paired Reading
- Paediatric First Aid
- Five-point Scale - self-regulation tool
- All About Attention - ASD strategies
- Asthma
- Allergies
- Epilepsy
- Forest School
- Intensive Interaction - ASD strategies
- Metacognition strategies

Other training can be sought if a pupil has a specific need.

12. Are there any other services that provide support to children with SEND in the Academy?

12.1 School Provision

- Teachers, Teaching Assistants and HLTAs working both within and beyond the classroom with either individual children or small groups.
- Teachers, Teaching Assistants or Learning mentors offering support for children with emotional and social development through our Nurture Group

12.2 Local Authority and other agency provision delivered in school

- Educational Psychology Service

- Educational Team for Hearing & Vision (ETHV) for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- CompassGo (mental health support)
- Fortis Counselling
- Children's Development Centre - Early Years (CDC)

12.3 Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy

13. Education, Health and Care Plan

- 13.1 An Education, Health and Care needs assessment may be requested where, despite relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made expected progress or may require provision through an EHC plan. A request may be made by the school, a parent or carer, or the young person. A request does not depend on every possible intervention or strategy having been exhausted.
- 13.2 After a request has been submitted, the Local Authority will decide whether to conduct an assessment of need. Please see the North-East Lincolnshire Local Offer for more information.
- 13.3 EHC plans are reviewed in accordance with the Children and Families Act 2014, the SEND Regulations 2014, Chapter 9 of the SEND Code of Practice and applicable local authority procedures. Reviews are held at least annually, and within the shorter statutory timescales that apply to children under five where relevant.

14. How do we evaluate the effectiveness of provision made for children with SEND?

- 14.1 Through our graduated approach, we hold a child-centred review. We invite parents and carers into school to meet with the teaching teams to discuss:
- What's going well?
 - What's not going well?
 - What's important to know about me and my family?
 - What outcomes do parents and children want to achieve?
 - What progress is being made and what are the barriers to this?
- 14.2 The class teacher and SENDCO monitor pupils' progress and the effectiveness of provision through the Assess, Plan, Do, Review cycle. Where progress is not as expected, the Academy reviews the assessment, provision, reasonable adjustments and intended outcomes with the pupil and parents or carers.
- 14.3 The SENDCO and class teachers routinely carry out quality-assurance activities, including learning walks, observations and scrutiny of evidence. Agreed outcomes and provision should be evident in high-quality teaching, adaptive classroom practice and targeted intervention where required.

- 14.4 We strive to ensure our staff are the best, well informed professionals and will access professional development, as and when it is deemed necessary. Our staff meet with the SENDCO every term to discuss progress and barriers to learning and we put in to place any CPD needs. We access support from the Specialist Advisory Service, Applied Psychology and other external agencies who may offer services of interest.
- 14.5 Annual reviews will be held for pupils with EHC plans, where all professionals, parents/ carers involved with the child will be invited to review the effectiveness of provision for the pupil.

15. How are the school's resources allocated and matched to pupils special educational needs?

- 15.1 All pupils with SEND have access to Element 1 and 2 of a school's budget, some pupils with SEND may access additional funding. Additional funding will be provided for those children and young people requiring specialist educational provision which is over and above an expected level of provision. It would be the responsibility of the SENDCO, Principal and Senior Leadership Team to agree how the allocation of resources is used. All resources are allocated on the basis of need.
- Data analysed termly and actions are taken where pupils are not making expected progress.
 - Staff regularly liaise with SENCo and Principal to address issues, and where necessary put in place additional support or interventions.
 - Budget is closely monitored and aligned to the Academy Improvement Plan.

16. What are the arrangements for when children with SEND transition?

- 16.1 When a child with SEND no longer attends Eastfield Primary Academy, we endeavour to contact the new school to discuss the provision that has been put in place as well as what works best for the child.
- 16.2 When a child naturally leaves us, at the end of Year 6, the SENDCO will meet with other professionals to share information to ensure transition periods are successful. Once it is confirmed the child is on roll at their next school, all information we hold is passed on.
- 16.3 Where a pupil with SEND is transitioning, the Academy will put proportionate arrangements in place. These may include personalised visits, additional induction opportunities, meetings with key staff, social stories, visual supports and timely sharing of relevant information, with the pupil and parents or carers involved in planning.
- 16.4 Where transitions are within the school (i.e., moving year groups), information will be passed to the new class teacher as well as holding an informal discussion. Ideally, the next class teacher will support the graduated approach review in the summer term.

17. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

- 17.1 At Eastfield, we have an open-door policy and welcome any concerns or worries, in the first instance, with the class teacher. Should these issues not be resolved, it should come to attention of the SENDCO. If parents feel the issue isn't resolved, it should come to the attention of the Principal. Please refer to Complaints Procedures Policy.
- 17.2 Parents and young people may have rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability) in relation to specified local authority decisions about EHC needs assessments and EHC plans. Information about mediation, disagreement resolution and appeal rights is provided by the local authority and SENDIASS. Complaints about school provision should be made through the Academy's complaints procedure, while disability discrimination claims may be made to the Tribunal in accordance with the applicable process and timescales.

18. Where can North East Lincolnshire's Local Offer be located?

- 18.1 To access the North East Lincolnshire's Local Offer by visiting <https://www.nelincs.gov.uk/children-and-families/SENDd-and-local-offer/>

This SEND Information Report is reviewed annually, approved through the Academy's governance arrangements and published on the Academy website. It has been prepared with regard to section 69 of the Children and Families Act 2014, regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010.

Section 69(2) of the Children and Families Act 2014

Regulation 51 and Schedule 1 of the Special Educational Needs and Disabilities Regulations 2014
[available from <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>]

Section 6 of the SEND and Disability Code of Practice: 0 - 25 years

Useful Contacts

Position	Named Contact	Contact Details
SENDCO at Eastfield Primary Academy	Jayne Lord	01469 572455
Principal at Eastfield Primary Academy	Kerry Thompson	01469 572455
Head of SEND Service	Rachel Revell	01472 323183
Local Authority SEND complaints & appeals		01472 323236 sen@nelincs.gov.uk
Educational Psychology	Applied Psychologies	Contact through Eastfield Primary Academy
ETHV team		officeethv@nelincs.gov.uk Telephone: 01472 323465 Educational Team for Hearing and Vision, Civic Offices, Knoll Street, Cleethorpes, DN35 8LN

SALT		nlg-tr.GYchildrenstherapyteam@nhs.net 03033 303758 Children's Therapy Team Diana, Princess of Wales Hospital Scartho Road Grimsby DN33 2BA
CompassGo	Nikki Sullivan	nelincsmhst@compass-uk.org 01472 494 250 Origin 2, Genesis Office Park, Genesis Way, Europarc, Grimsby DN37 9TZ
Fortis Therapy	Emma Cooke	enquiries@fortistherapy.co.uk 01472 241794 Gordon House 18 Dudley Street Grimsby North-East Lincolnshire DN31 2AB
CDC		earlyyearsdc@nelincs.gov.uk 03033 303971 or 07917 455025
School Nurse		schoolnursingadvice@nelincs.gov.uk 01472 323660 School Nursing, William Molson Centre, Kent Street, Grimsby, North East Lincolnshire, DN32 7DJ
Occupational Therapy		03033 303758
Physiotherapy		nlg-tr.NLChildrensTherapyTeam 01724 203755

National Organisations

Useful links to other SEND websites below:

www.barnardos.org.uk - information for parents around Special Educational Needs advice.

www.ipsea.org.uk - information for parents around Special Educational Needs advice.

www.specialneedsjungle.com - general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk - site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk - site to support parents and children with cerebral palsy.

www.ehlers-danlos.org - site to support parents and children with ehlers danlos.

www.autism.org.uk - site to support parents and children with autism.

www.ADHDfoundation.org.uk - site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk - site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk - site to support parents and children with dyslexia.

www.downs-syndrome.org.uk - site to support parents and children with downs syndrome.

www.rnib.org.uk - site to support parents and children with sight difficulties.

www.ndcs.org.uk - site to support parents and children with hearing difficulties.

www.youngminds.org.uk - site to support children with social, emotional and mental health difficulties.