

SEND Information Report

Date Policy Produced: May 2019

Date of Policy Review: September 2019

Date of Policy Review: July 2020

Date of Policy Review: September 2020

Date of Policy Review: September 2021

Date of Policy Review: September 2022

Policy Produced by: Scott Nicholls

Policy Reviewed by: Scott Nicholls

Policy reviewed by: Scott Nicholls

Policy reviewed by: Laura Dalling

Policy reviewed by: Laura Dalling

Policy reviewed by:

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: 237

Principal: Kerry Thompson

SENDCO: Laura Dalling

Chair of Academy
Improvement
Committee: To be confirmed

Date of last
Ofsted Inspection: 15th & 16th March 2016

Outcome of Last
Inspection: Outstanding

Total number of
Pupils with SEND: 23 (9.7%)

1. Introduction

- 1.1 At Eastfield Academy, we strive to support all children to enable them to achieve to their very best. In order to achieve this, many steps are taken to support children through their learning journey. Eastfield Academy ensure 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 Laura Dalling, whom can be contacted by telephoning 01469 572455.

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 the majority of 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 Educational Health 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
- ♣ SENDsory 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 deliverance 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 (SENDior Leadership Team), the SENDCO and teaching staff.
- 🌀 **External Agencies:** Liaison with external agencies such as the Specialist Advisory Service, CAMHS (Child and adolescent mental health service), Education Psychology, SENDD 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 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 and 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 has a variety of support networks to support your child within the classroom such as specialised teacher support through quality first teaching and deployment of teaching assistants.
- 5.4 The graduated approach sets out clear and measurable outcomes that usually last a 12-week cycle and are usually reviewed at every half term. These outcomes are specific, measurable, achievable, relevant and time-bound. Parents and children are invited to a review meeting where a discussion is held over the progress towards previous targets. New targets are set in collaboration with teaching staff, parents and the child.

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 on the progress of your child and identifying, planning and delivering any additional support needed. This could be focussed and targeted teaching, additional resources in the classroom and any other additional support other than quality first teaching.
- ⊙ Writing graduated approaches 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 in to 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 SENDsory 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 approaches 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 First and foremost, all children are entitled to quality first teaching from the classroom teacher.
- 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 Adapting and using appropriate auxiliary aids and services for SENDD pupils to ensure there is no substantial disadvantage. These could be practical resources, staffing or adaptations in the environment to prevent disabled pupils from being treated less favourably than other pupils.
- 7.5 Adapting the learning environment where necessary to meet need to; increase the extent to which disabled pupils can participate in the curriculum. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and improve the availability of accessible information to disabled pupils (See Eastfield Primary Academy Accessibility Report 2020-2023).
- 7.6 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. The SEND champions access frequent training and development opportunities to ensure they are 'up-to-speed' with latest developments in their specialist subjects.
- 7.7 We have effective support mechanisms in school and have an Education Welfare Officer as well as a Pastoral Lead. These members of staff are available to meet with children and support in their social, emotional and mental health. We have staff in

school who are qualified mental health first aiders and two SENDior mental health leads.

- 7.8 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 repreSENDt the school in out of school activities and ensuring children with SEND are fairly repreSENDted. We have the EAST team to promote children's voice. Children are not discriminated against because of their special educational need.
- 7.9 The school can signpost children and families to any support under the Early Help initiative and we have close links with the Children's Centre.

8. Intervention from Quality First Teaching

- 8.1 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.**
- 8.2 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'.
- 8.3 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.

9. Intervention from Graduated approaches

- 9.1 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.
- 9.2 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.
- 9.3 If it is agreed that the support of an outside agency is a way forward, parents will be asked to give written conSENDt for the school to seek external, specialist support.
- 9.4 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.

10. Education, Health and Care Plan

- 10.1 Education, Health and Care Plans are provided after a statutory assessment by the Local Authority. This assessment is carried out after all interventions and strategies have been exhausted yet progress is still slow. The school and parents can request an EHCP.
- 10.2 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.
- 10.3 Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Local Authority policy and guidance - particularly with regard to the timescales set out within the process.

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

- 11.2 Through our graduated approaches, we hold a child centred review. We invite parents and carers in to 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?
- 11.3 The class teacher and SENDCO will monitor the progress children make throughout intervention periods. If progress isn't as expected, we will meet and review our processes and reassess.
- 11.4 The SENDCO and class teachers will routinely carry out quality assurance activities and plan future activities from this point. These may be through learning walks, observations or scrutiny of evidence. The outcomes set should be clearly evident in their quality first teaching sessions as well as in intervention times.
- 11.5 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.

- 11.6 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.

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

- 12.1 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.
- 12.2 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.
- 12.3 Where a child with SEND is transitioning, the school will endeavour to put measures in place to ensure the transition is smooth by organising visits to the new setting or organising extra induction days with key staff to ensure the child is fully prepared for the next stage of their educational career.
- 12.4 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.

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

- 13.1 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,

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

- 14.1 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 has been constructed to comply with current legislation.

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	Laura Dalling	01469 572455
Principal at Eastfield Primary Academy	Kerry Thompson	01469 572455
The Specialist Advisory Service	Sharon Gest (Deputy Manager)	Specialistadvisoryservice@nelincs.gov.uk 01472 323183 Specialist Advisory Service, Civic Offices, Knoll Street, Cleethorpes, DN35 8LN
Head of SEND Service	Claire Linfitt	01472 323183
Educational Psychology	Applied Psychology	Contact through Eastfield Primary Academy

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.

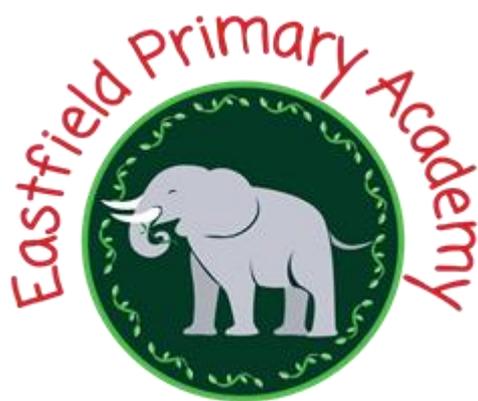
www.bdadyslexia.org.uk - site to support parents and children with dyslexia.

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.



Eastfield Primary Academy

SEND Information Report

COVID-19 Annex

Date Policy Produced: September 2020

Policy Produced by: Laura Dalling

Date of Policy Review: September 2021

Policy Reviewed by: Laura Dalling

Review period: As required

SEND Information Report - COVID-19 Annex



Aim

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities during a Covid outbreak.

In the event of a further lockdown, Eastfield will follow the government guidelines, which can be found below, until further guidance is released.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

This document sets out how Eastfield will continue to provide support to ensure that pupils with special educational needs/disabilities (SEND) can access an education, which is inclusive and responsive to their individual needs during lockdown. It should be read in conjunction with Eastfield's SEND Policy.

1. What will Eastfield provision look like?

1.1 Eastfield will provide the following:

Children will be taught in bubbles.

- Nursery
- Reception
- Year 1
- Year 2

- Year 3
- Year 4
- Year 5
- Year 6
- Myspace

1.2 Each bubble will have set teachers and teaching assistants who will endeavour to remain within that class bubble.

1.3 Children will have access to their relevant curriculum through planned lessons, set by class teachers, which consider the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

2. How will the school support remote learning?

2.1 Pupils with SENDD will undergo a risk assessment to determine if the pupil should learn remotely or receive face-to-face teaching in school. This process will take place in consultation with parents/carers.

2.2 Online attendance and engagement in lessons will be carefully monitored by SLT. Review will determine if the plan is working well or if the pupils would benefit more from face-face learning.

2.3 Phone calls will be made to parents/carers regularly to discuss their child's learning and will seek to overcome any challenges or barriers to engagement in lessons.

3. How will the school support pupils with special education needs?

3.1 Teachers will continue to deliver an ambitious curriculum for pupils with SENDD

3.2 Children will have access to all support as listed in the SENDD Information Report section 7 to 9 and the SEND policy. Support may be provided online in the following ways;

- Teaching assistant supports the pupil during online lessons.
- The class teacher uses break out rooms to support individuals/groups.
- Teaching assistants use breakout rooms in lessons.

2.2 Interventions will take place within bubbles or on a one to one basis. Trained Teachers and Teaching Assistants will deliver these interventions following social distancing and hygiene guidelines or using Microsoft teams and Showbie.

2.3 SENDD children will have access to space, should they need time out of their classroom for any reason relating to their SENDD needs. They will be accompanied by their 'bubble' teacher or teaching assistant.

2.4 Graduated approaches will continue to be in place for children on the SEND register and reviews will be conducted via telephone call or Microsoft Teams.

3. Education, Health and Care Plan

3.1 EHCP annual reviews or meetings will be held via Microsoft Teams/telephone call with professionals and parents.

3.2 Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

4 What if a bubble has to isolate?

4.1 The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Eastfield will ensure;

4.2 Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a sequenced curriculum so that knowledge and skills are built incrementally, with a level of clarity about what is intended to be taught and practised in each subject.

4.3 Work will be set via Showbie, pupil codes and how to access guides will be shared with parents and carers via letters/ Facebook and Twitter platforms.

4.4 Teachers will access work regularly to gauge how well pupils are progressing through the curriculum and to provide support and feedback via Showbie.

4.5 Contact will be made with children and parents via telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.

4.6 Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or graduated approaches where possible.

4.7 We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

4.8 Laptops will be provided to some children, this will be decided by SLT and the SENDCO according to need.

5 Isolating SENDD pupils.

5.1 Parents of SENDD pupils may continue to require our support at this time and the messaging facility on Showbie and Facebook can also be used to enquire about set work.

5.2 Class teachers and Eastfield SENDDCO can be contacted on 01469 572455 or can Laura Dalling (SENDCO) can be reached at l.dalling@eastfieldprimary.co.uk for any SEND needs that you feel have not been met via the class teacher.

5 Emotional Well Being

6.1 Resources to support our pupils understanding of coronavirus have been uploaded on to the school website. These will continue to be updated as required.

6.2 Tips for parents and carers, in managing physical and emotional needs have been uploaded to the school website. These will continue to be updated throughout as required.

6.3 Children will have access to a curriculum which considers the need for a 'recovery curriculum' allowing time to talk; mindfulness, brain breaks etc. If needs are not met, this will be referred to the SENDCO, who can refer to pastoral lead or other support as appropriate.

6 Transition

7.1 All class teachers have and will continue to engage in handover meetings with the incoming class teacher as well as the SENDDCo where relevant.

7.2 We continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

7 The Local Offer

7.1 Any changes to the Local Offer will be updated on the Local Authority website, using the link contained within the Eastfield SEND Policy.