

# **Easterside Academy**

# **SEND Information Report**



**September 2018**



## 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, we believe that each child, regardless of gender, age, race or disability, has a right to equal access of a broad and balanced 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 and/or physical

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 effect learning. The base currently holds fifteen children with five specialist staff supporting. The child in the unit range between the ages of four to seven years.

In the HNB, they follow 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. Being part of a mainstream school, we are able to integrate some children back into mainstream classes dependent on their needs.

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

Pupils can be identified through a variety of ways:

- 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 can liaise with their team leader or SENCo to discuss children and their needs.
- A parent can identify concerns about their child's progress and/or ability.
- Professionals working in collaboration with school may express that a child may have extra 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.

- To obtain a place within 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 placement. At minimum children should be at the SEN support stage with a plan in place.
- 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.

#### **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 during parent consultation. Parents are also given 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.

#### **Curriculum**

At Easterside we aim to offer excellence and choice to all our children, whatever their ability or needs. All children have an entitlement to a broad and balanced curriculum. Our curriculum starts from the moment they walk through our door in the morning, until they leave the school site at night.

Although we are an Academy our curriculum follows the new National Curriculum guidelines (2014). Some subjects are taught discretely and others through a cross-curricular 'themed/topic' approach and in a context that is relevant to the children.

The topics often start with an 'enquiry question' to engage the children. Through the topic children are taught new skills, knowledge and understanding and are given opportunities to use their new learning in a meaningful context, making links, through such things as problem solving and becoming inquisitive researchers. We have a fantastic outdoor environment on site including a big Early Years outdoor area, a wooded 'wild' area, allotment and orchard. We also have many fantastic outdoor spaces for learning both locally and in the wider community. At Easterside Academy we are committed to ensuring that all children have meaningful, frequent, continuous and progressive access to Learning Outside the Classroom (LOtC) activities.

Whilst an emphasis is always placed on developing the basic skills of reading, writing and numeracy, we work hard to promote these skills through an interactive, creative, relevant and interesting way through all aspects of the curriculum. Thinking skills and Philosophy for Children (P4C) also forms part of the curriculum we offer our children. This provides them with opportunities to talk, listen and deepen their understanding of a range of issues.

We are an inclusive school, ensuring equality of opportunity for all and placing an emphasis on what each individual child has to offer. We acknowledge that within every class there are many different abilities, and teachers use a range of approaches to ensure the needs of all children are met. This includes those with SEN. Every class at Easterside Academy has access to a teaching assistant (TA) all day. TA's are used to support the teacher's planning where differentiation has been carefully used in which to address the class needs and ensure effective learning and progress takes place. TA's may be used to support a child on a 1-1; through small group work or through the use of an identified intervention.

Lessons have a learning objective that is shared with the children to ensure they know what the learning taking place will be and its purpose. Clear, differentiated 'Steps to Success' are also shared so that every child understands what they need to do in order to achieve and make progress in that session. On-going assessment throughout the teaching and learning informs the teacher of each individual child's next steps. TA's also feedback to the class teacher regarding any child/ren they have worked with. This informs future planning.

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

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

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

The SENCO and principle has the overall responsibility for all students on the SEN register. The SENCO and principle 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.
- Differentiated curriculum
- Modified resources.
- A modified curriculum.
- Speech and language input.
- Phonics teaching/support.
- Small group work.
- 1:1 mentoring sessions.

### **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.

### **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 boards 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.
- 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 a yearly 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/IEPs. 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.

Ofsted quote

*"The schools good partnership with parents contributes to pupils' positive attitudes and enhances learning."*

- 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 you to discuss your child's learning and progress.
- For those pupils who have involvement from the Educational Psychologist you will also be invited to attend a joint home school meeting following any assessment of your child.
- 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.
- At the start of each new school year, usually within the Autumn term, school provide parent training and information sessions. A range of other parent and family learning sessions are mapped out across the year. E.g. 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.

### **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.

### **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.

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

Each child is considered on an individual basis. If a child requires extra transition (for whatever reason), then this will be put in place.

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.

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.

We have developed close links with a number of the local secondary schools. Individuals, particularly those with SEND are discussed at pre-needs meetings and where necessary additional transition support can be provided.

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.

### **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.

### **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.

### **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
- James Cook University Hospital
- Cleveland Unit-Jet Group, Outreach, Inclusion Support
- Speech and Language Service
- School Nurse
- Social Care
- Reach

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. However, if extra/new resources are needed, staff apply for this through the SENCo.

### **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.

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

We do this through ongoing reviews and assessments.

### **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 Principle (Mrs Linacre) 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 SENDIASS (Middlesbrough) on 01642 608012 or 07939152653 to seek advice and support.

**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:

Mrs Linacre (Principle)

Mrs Thomas (Deputy Head)

Mrs Southern (SENDCo)

Mrs Coates (SENCo Support)

Mrs Anderson (Assistant Head and Key Stage Two Leader)

Mrs Seymour (Key Stage One Leader)

Miss Firman (Early Years Leader)

Miss Smith and Mrs Peacock (High Needs Base Teachers)

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

Middlesbrough's Local Offer can be obtained from Middlesbrough Borough Council's website <http://www.middlesbrough.gov.uk/localoffer> 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)