

Special Educational Needs and Disabilities (SEND)

Information Report 2021-2022

Eastfield primary is a fully inclusive mainstream school. We welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognized and addressed in order to achieve success.

We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as the team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

This document is intended to inform you how we support our pupils in order that they can realise their full potential.

Leadership of SEND at Eastfield Primary

Headteacher – Mrs Sarah Hay

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

Special Educational Needs Coordinator (SENCO) / Deputy Headteacher – Mrs Rhian Warlow

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting

- Involved in reviewing how their child is doing
- Liaising with all the other people who may be coming into school to help support the children's learning e.g. Speech and Language Therapist and Educational Psychologist
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are detailed records of the children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Governor with responsibility for Special Educational Needs and Disabilities – Ms M Throssell

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The Governor meets with the SENCO on a regular basis to ensure that these responsibilities are met by providing challenge and support.

Special Educational Needs and/or a disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period of time or a long period of time. Children's needs will therefore be reassessed regularly in order to ensure that the provision is suitable and supports every child's development and needs.

What are the kinds of special educational needs for which provision is made at Eastfield Primary School?

We address the needs of children using the four main areas outlined in the SEND Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who 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.

Cognition and Learning

This includes children who may learn at a much slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (*ADHD*) or attachment disorder. We work with the Education Psychology team and other appropriate agencies to support these children.

We follow the Wolverhampton: Getting it Right pathway when supporting children with potential social, emotional and mental health difficulties. We have developed a clear, graduated response pathway to identifying need and offering support.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Eastfield Primary we are aware that these needs will often be inter-related and that children may have more than one area of need.

What are the policies for the identification and assessment of children attending the school?

When we have identified that a child needs support which is “additional to” or “different from” the differentiated approaches normally provided as part of high quality teaching, we then engage in a four-stage process of Assess, Plan, Do, Review.

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a provision map and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies may contribute to this review. This stage then informs the next cycle.

This is intended to overcome the barrier to learning. We recognise that identifying needs at the earliest point and then providing the right support, improves outcomes for the child.

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below 'age expected' levels or equivalent or lack of progress over time.
- Information from previous settings
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

Observations are made in a variety of contexts and across the different areas of the curriculum. A Cause for Concern form is completed by the class teacher in the first instance and the children are monitored by the SENCO.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy. The different stages are:

- SEND Concern
- SEND Support
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

However, not all children will require an assessment for an EHCP, most children will be supported at SEN support.

Children and Young People in Care (CYPIC) with SEND

We have a Designated Teacher for Looked after Children Mrs Rhian Warlow, who is also the SENCO and deputy headteacher, to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Mrs Warlow attends CYPIC Review Meetings and completes Personal Education Plans (PEPs).

What is the provision for children at Eastfield Primary School?

At Eastfield Primary School, children are at the heart of everything we do and we want them to be happy, confident and successful learners.

To achieve this every child is entitled to **Quality First Teaching**. This means:

- We all have high expectations for all children.
- All teaching is based on building on what the child already knows, can do and understands.
- Teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Different ways of teaching are in place so that the child is fully involved in learning in class.
- The teacher plans and delivers stimulating lessons that capture imagination and creativity, building up various skills which develop the whole child.
- The lessons will be differentiated to the children's needs.
- The curriculum and learning environment are adapted to support a pupil's needs as necessary
- Children with SEN are encouraged to engage with all activities available with children in the school who do not have SEN. Adjustments are made and specialist advice is followed to do this when necessary.
- The teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Teaching staff work in collaboration with parents/carers, inclusion staff and relevant external agencies in order to meet a child's special educational needs and disabilities.
- Pupils who need special consideration to support their needs (whether these are educational, social, physical or emotional) are identified at the earliest opportunity.

If a specific intervention is needed, this will mean:

- small group or individual work which will focus on the areas where the child has gaps in learning
- interventions are led and monitored by a Teacher and may be carried out by that Teacher, a Teaching Assistant or a member of the Inclusion Team

- the interventions have been identified by the Class Teacher, SENCO or outside agencies such as the Specialist Teachers, Occupational Therapist (OT) or a Speech and Language Therapist (SALT)

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth.

Interventions are continually evaluated as they are being run, but are more formally evaluated or assessed termly.

Specific interventions used include:

- Precision Teaching
- Phonics support
- Speech and language support
- Cool Kids
- Cool Characters
- Balanceability
- Lexia phonics and reading
- Lego based therapy

How is the effectiveness of SEN Provision evaluated?

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO
- Using SEN Support plans and/or provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Carrying out learning walks, observations and book scrutinies.

The effectiveness of the provision made for children with SEN will be evaluated by the class teacher in the first instance, supported by the SENCO. The children's progress and needs will be discussed with a member of the senior leadership team at pupil progress meetings.

How children with SEN engage in all activities

We enable all children to engage fully in all aspects of school life:

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to participate in our trips, celebration assemblies and our Harvest and Christmas celebrations.
- All pupils are encouraged to take part in sports day, school plays and assemblies, and

What are the arrangements for consulting parents of children at Eastfield Primary School and involving them in the education of their child?

All parents of children in our school are invited to attend a Parents' Evening three times year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. You will be asked to contribute to setting and reviewing targets for your child in their individual education plan (IEP). Annual Reports are given out in July to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term after school. This can be arranged by speaking to the class teacher.

Parents of children with an Education, Health and Care Plan (EHCP) will be invited to attend a review meeting, at least once a year.

What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. This is outlined in more depth in the Teaching and Learning Policy and the Marking Policy.

Pupils with an EHCP will also be required to give their views during the annual review or assessment process.

How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. We also work with experts from traded services which the school buy into and others who work for the Local Authority or external agencies. We value the support of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Specialist Teacher (in school one day a week)
- Speech and Language Therapist (SALT- in school several days each term)
- Educational Psychology Service (in school one day a week)
- Independent Educational Psychologist (in school once a fortnight)
- Outreach support
- Inclusion support
- Occupational Therapists (OT)
- School Nurse
- Education Welfare Officer (EWO)
- The Local Authority SEND Team (SENSTART)
- Strengthening Families Hubs and Early Help Services
- Child and Adolescent Mental Health Service (CAMHS)
- Information, Advice & Support Service (IASS)

The school are also able to signpost families to other agencies that can provide appropriate support.

We recognise that children with SEN are potentially more vulnerable than other children. Our safeguarding team meet weekly to monitor any concerns that have arisen. Incidents of distressed behaviour or concerns around bullying are discussed and treated sensitively, with a restorative approach. Measures are put in place to prevent bullying. We offer additional support to families through a school-led early help assessment or if more appropriate, signposted them to the Strengthening Families team.

What training do staff have in relation to the needs of pupils at Eastfield Primary School?

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENCO or an outside agency coming into school. Newly Qualified Teachers have particular support from their mentor and the SENCO.

Over the year the SENCO will attend Network meetings and Local Authority conferences to gain up to date information on Government and Local Authority policy.

All staff have been trained in positive behaviour for learning, Emotion Coaching, Anger Management and Restorative Practice.

Teachers and Teaching Assistants have also received specific training related to the medical and health needs of individual children at our school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs.

The deployment of Teaching Assistants reflects their skills, knowledge and experience.

We have staff who have been trained in:

- Precision teaching
- Elkan speech and language
- Talk 4 Writing
- Teaching and Learning with Manor
- Bikeability
- Balanceability
- Mindfulness and Relaxation
- Mental Health awareness
- Cool Kids
- Lego based therapy
- Circle of Friends

How will equipment and facilities be provided to support pupils at Eastfield Primary School?

All children are given every opportunity to achieve their potential in every aspect of school life. The school building and outside areas are accessible by wheelchair. Adjustments are made for disabled parents, e.g. a parking space and toilet facilities.

All children are included in all aspects of school life. We provide the necessary support to ensure that this is successful and may discuss this in advance with parents. Also, advice might be sought from relevant external agencies such as health care and Outreach. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. 1:1 support is provided if necessary. It might be appropriate for a parent/carer to be invited to accompany their child on an educational visit, depending upon the child's individual needs.

All SEND children have their test needs met and access arrangements may be put in place to support individual children. This may include:

- The support of a scribe
- Additional time
- The use of a computer

What are the school's arrangements for supporting pupils in transferring between phases of education?

We recognise that transitions can be difficult and we take steps to ensure that any transition is as smooth as possible.

When a child moves from nursery/pre-school:

There are usually induction visits for children in the second half of the Summer Term. This is also an opportunity for a parent to discuss any concerns with the new class teacher and SENCO.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When a child moves class:

All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. The children usually have the opportunity to meet with their class teacher. Additional visits to meet the new teacher may take place if necessary.

When a child transfers to secondary school:

Year 6 teacher meets with staff from the secondary schools to discuss the children and share information. The SENCO liaises with the secondary schools' SENCOs to discuss the specific needs of individuals.

All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged if needed.

For children with an Education, Health and Care Plan (EHCP) we ensure the secondary school SENCO is available to attend the annual review held early in the summer term, so they have plenty of time to make transition arrangements.

What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision made at Eastfield Primary School?

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance, then arrange an appointment with the SENCO if necessary. If concerns cannot be resolved informally, the process for all complaints is available for parents to see on the school website. Alternatively, parents can request a written copy.

Where is the information on the Wolverhampton local offer published?

The SEND local offer gives information of the services and provision that are available in Wolverhampton to support children and their families. Find further information at:

www.wolverhampton.gov.uk/send

Who to contact for further information?

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the school policies section of our website along with our SEN and disability policy.

If you have any queries or requests for policies or information relating to this report, please contact **Headteacher – Mrs Sarah Hay**

SENCO – Mrs Rhian Warlow

Governor with special interest in SEND – Ms M Throssell

Other people and services

Information Advice Support Service (IASS)

A support group and advice line for parents/carers of children with special educational needs or disabilities

<http://wolvesiass.org/>

SEND Direct provides support and advice for families

<https://www.sendirect.org.uk/>