



Special Educational Needs and Disability Information Report and Local Offer

Eastergate C.E. Primary School

**Reviewed by the Full Governing Body
13th November 2019**

Review Date: November 2020



LOCAL OFFER INFORMATION

Named personnel with designated responsibility for SEND

Academic Year	SEND CO	Nominated Governor for SEND	Chair of Governors
2019 -20	Mrs Jacqueline Pedder	Mr Tim Tompkins	Mrs Hedda Wells

Date of Annual review

Review Date	Changes made	By Whom
October 2019	Local offer reviewed and published	SEND CO

Introduction

In line with the Special Educational Needs and disabilities (SEND) Code of Practice published by the Department for Education in September 2014, each school is required to publish information on their website about the school's policy for pupils with SEND. The information we publish will be reviewed and updated annually. Our SEND policy outlines our day to day working practices and procedures around SEND. Schools are also required to publish a SEND Information Report and Local Offer. This document outlines the provision that we offer for pupils who have a special educational need or disability. The information is kept under review and updated regularly in liaison with parents, governors and staff.

ADMISSIONS

WHAT PROVISION IS MADE FOR SEND AT EASTERGATE SCHOOL?

We are able to consider offering provision for all types of SEND at Eastergate CE Primary School, and we have experience of working with children who have a range of SEN. Our provision will match the needs of the four broad areas of need as defined in the SEND Code of Practice.

The SEND code of practice: 0-25 (July 2014) identifies SEN under four broad areas of need:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.



4. Sensory and/or Physical needs

The Special Educational Needs and Disabilities Coordinator (SENDCo) will work with all of our parents and carers to carefully consider the specific needs of each individual pupil and ensure that our provision matches the needs of each child.

Who is the SENDCo at Eastergate?

The SENDCo at Eastergate School is Mrs Jacqueline Pedder. She can be contacted by telephone 01243 542297 or alternatively by email

Office@eastergate.w-sussex.sch.uk

For parents who have concerns around their child's learning or other difficulties, we recommend that you speak to your child's teacher in the first instance.

If you continue to have concerns about the provision your child is receiving, then you may also contact the Headteacher Mrs Catherine Ward to discuss these issues.

HOW DO WE IDENTIFY CHILDREN WITH SEND AT OUR SCHOOL?

Universal Screening

We ensure that information from parents and pre-schools is obtained for every reception child and every child joining our school after this point. This informs our planning before they start school, so that every child has the best possible provision for their needs. Children who have joined the school after reception are rapidly assessed against age-related expectations. Children who have gaps in their skills are not automatically designated as having Special Educational Needs but are provided with the teaching they need in order to make the best possible progress. It is only after a persistent problem that requires additional support has been identified that we can say a child has SEN. During all of these processes we ensure that parents are kept fully informed of any issues early on.

On-going identification

At Eastergate CE Primary School we are a data rich environment. Our assessment program is used to monitor the academic progress of our children, to highlight any emerging issues, as well as the impact of any intervention. We have pupil progress meetings every half term, so that teachers look at the progress of all pupils. Where teachers raise concerns the SENDCo will look at all the information and organize assessments as required. We will also work with specialist outside agencies to carry out assessments as recommended by them; all staff can make referrals as well. Where progress or behaviour remain a significant concern, despite targeted teaching and support, the class teacher in consultation with the parents and SENDCo will



determine whether to refer the child for specialist assessment. Where such an assessment confirms that the child has a learning difficulty with requires additional special educational provision, the SENCO places the student on the SEND register at SEN support and ensures that parents are informed.

HOW WE ASSESS AND REVIEW THE PROGRESS OF PUPILS WITH SEND

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Our teachers continually assess and review the progress of all of our pupils using a variety of methods. They are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children identified with SEND this can mean adapting their teaching to ensure rapid catch up or by ensuring that the child is able to access the curriculum fully, are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately.

Universal whole school training ensures that teachers are able to meet the needs of all the children in their classes by providing communication friendly environments.

Support for all children is coordinated through our provision map. If a child receives additional support from school staff or external agencies, then this is measured and reviewed using the following cycle.

ASSESS - Baseline assessment
PLAN – Target Setting
DO – Targeted Support
REVIEW – Review and evaluation

We measure the progress of pupils with SEND in a variety of ways including entry and exit data for a planned intervention, attendance data, behaviour logs and diaries and assessments carried out by outside agencies. When a pupil is placed on the SEND register, the child's teacher in discussion with the pupil and parents will create a profile that will provide outline of needs, the provision in place and the targets that are being worked towards where necessary. This will be shared with the relevant staff.

HOW DO WE ADAPT OUR CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND?

Quality first teaching is at the heart of the way that we deliver education for all our pupils at Eastergate CE Primary School. We train our teachers to understand what they can do to ensure that every one of their pupil's needs are being met. We provide input to enable our teachers to create 'communication friendly classrooms', which enable children with communication difficulties and/or dyslexia to access the



curriculum. When a problem is highlighted, we will identify, implement, and review the most appropriate intervention for each individual child, as every child is different. The table overleaf (table 1. SEND adaptations, resources and interventions) highlights our most typical adaptations and interventions within each category of need. These range from adapted teaching techniques in a mainstream classroom, to specific interventions to support children with particular learning needs. School staff are trained in a number of interventions that have proven to show the most significant impact in addressing commonly encountered SEND.

Where we do not believe that we can meet a pupil's needs through these planned interventions, adaptations, and resources available in school, then we may look at placing a student under Local Authority care via an Education Health Care Plan. However, this subject to criteria as directed by the local authority and is decided by the Local Authority SENAT team.

HOW DO ASSESS AND EVALUATE THE EFFECTIVENESS OF OUR PROVISION FOR PUPILS WITH SEND?

As outlined previously, we have a number of assessments in place to enable us to see how the pupils with SEND have progressed. SEND provision is discussed during Pupil Progress meetings, and we will decide at this stage whether or not to continue or adjust an intervention, based on how effective we believe an intervention to have been. We will also consult with the pupil and parents to give us a better understanding of why the provision is or is not working. In addition, where we have outside agencies supporting us with the delivery of provision to you children, we will make sure that they provide us with a full evaluation of the impact of the work that they have done.

HOW DO WE INVOLVE AND CONSULT WITH YOU ABOUT YOUR CHILD'S EDUCATION?

At Eastergate CE Primary School, we believe it is vital that parents and children are involved in all areas of their learning and we actively encourage your involvement. In order to support this there are parent consultation meetings every term. At these meetings you will have the opportunity to discuss your child's progress and raise any concerns with the child's teacher. If your child has an EHCP then there will also be an annual review where your views, and those of your child are central to the review process. If you feel that you need to discuss your child's needs or raise any concerns with the SENDCo, then you can contact the school and book an appointment. If it is believed that your child should be placed on the SEN register, then the SENDCo will contact you to arrange an appointment to discuss this.



Table1. SEND adaptations, resources and interventions

SEND Category	Mainstream Classroom	School based intervention	Specialist intervention
Communication and interaction needs	<ul style="list-style-type: none"> • Visual timetable • Adults provide good language models • Language is delivered clearly and at an appropriate pace • Visual resources are used where appropriate 	<ul style="list-style-type: none"> • Speech and language programs delivered by a trained Teaching Assistant 	School Nurse Speech and Language program Behaviour support team CAHMS Children's Services
Cognition and Learning	<ul style="list-style-type: none"> • Read, Write Inc • High expectations • Maths mastery 	<ul style="list-style-type: none"> • Precision teaching • Maths interventions • 1:1 Read, Write Inc • Individualised specific targets 	Specialist outreach for services for ASD Educational psychology input
Social emotional and health needs	<ul style="list-style-type: none"> • Teacher check ins • Clear boundaries • Positive behaviour policy • Rewards • Restorative Justice approach 	<ul style="list-style-type: none"> • Behaviour logs • Circle of friends • Communication diaries • Lego therapy • Playtime support • Learning breaks • Social stories • Comic strip conversations 	Occupational therapy input Our school is fully adapted for wheelchair users Physiotherapy input
Sensory and/or physical needs	<ul style="list-style-type: none"> • Communication friendly classrooms • Assistive technology 	<ul style="list-style-type: none"> • Flexible adaptations to environment. • Sensory circuits • Regular review of the school's accessibility plan • Personal evacuation plan 	Physiotherapy room



HOW DO WE SUPPORT PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS?

Our children's happiness and emotional well-being are of the utmost importance us at Eastergate CE Primary School. Universal training ensures that we can provide a nurturing, supportive and safe environment for all of our children to thrive. This may be summarised as:

Prevention: by creating a safe and calm environment and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This includes teaching pupils about mental wellbeing and reinforcing this with the school ethos.

Identification: recognising emerging issues as early as possible;

Early Support: helping pupils to access evidence based early support and interventions

Access to specialist support: Working effectively with external agencies to provide access and referrals to specialist support and treatment. This includes health professionals that can support us, such as the school nurse and the Educational Psychology Service (EPS).

HOW DO WE ENSURE THAT WE ARE AN INCLUSIVE SCHOOL?

At Eastergate CE Primary School, we are committed to provide equal opportunities for learning and engagement to all children at all times, including our extra-curricular activities.

Schools, educational visits and residential trips are made available to all children, and where necessary are planned around those with SEND. We will make all reasonable adjustments to ensure that all children are included in every activity. We work in partnership with outside providers who come into school to offer extra-curricular activities to ensure that everyone is able to participate.

HOW DO I GET INFORMATION ABOUT WEST SUSSEX LOCAL OFFER?

The local authority is also required to publish details of the SEND provision that they have in place.

Further information can be found on the following website:

<https://westsussex.local-offer.org/>

HOW DO I MAKE A COMPLAINT ABOUT SEND PROVISION?

We are committed at Eastergate CE Primary School, to working with our parents and pupils to build a transparent two-way relationship that starts with your child's teacher; it is hoped that they will first of all discuss the matter with them. However, should they remain dissatisfied, the next step would be to contact the head teacher Mrs Catherine Ward. Beyond this they can contact the Chair of Governors so that their complaint could be dealt with under the Complaints Procedure.