



Easterside SEND Information Report:

From a Parent/Carer's point of view.

Identification of needs

Easterside Academy is part of 'The Discovery Alliance'. This is the title given to a group of five local primary academies in Middlesbrough, and one secondary that form an 'Umbrella Trust' and work closely together in partnership in order to improve pupil outcomes. It is a mainstream primary school with a 26 place Nursery. The Academy houses a High Needs Base (HNB) which provides education for 12 children with Special Educational Needs. The HNB pupils are allocated a place by process of a panel meeting at the Local Authority (LA), Middlesbrough Borough Council.

1 a) How does the school/college identify children with special educational needs?

Easterside Academy assesses pupil progress at least half termly and tracks progress against national expectations. Pupils working 12 months or more below those of a chronological age would be identified as requiring 'additional support'. Pupils may also be identified with special educational needs if they display a need of additional support for emotional, social and behaviour reasons.

Additional support could be:

- help within the classroom setting through **differentiated** work and targets.
- additional teaching assistant support within the classroom.
- small group support through focussed interventions, either within the classroom or outside of the classroom.
- individual support.

An outline of Interventions at Easterside is available on request.

Where pupil progress still remains a cause for concern, despite additional help and support, the schools Special Educational Needs Coordinator (SENCo) may also become involved. If this is the case you would be invited to meet the SENCo and class teacher to discuss any concerns. Mrs Southern is currently SENCO, supported by the Head Teacher (Mrs Linacre), and Miss Gaskarth, as well as a 'team' within the school that support different aspects such as 'Speech and Language' (Mrs Bazanek) or 'Emotional and Behaviour' (Miss Sharp). The school may also request further assessment through the Learning and Language Team or with prior parental consent the Educational Psychologist.

Many of the children who join our school have already attended an early education

setting. In some cases children join us with their needs already assessed. All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that your child has a specific or significant learning difficulty, we aim to use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Co-ordinator (SENCo) will become involved and work closely alongside the child's class teacher and parents.

The aim of this partnership is to identify and provide interventions and strategies that are different from or additional to those provided as part of the school's usual working practices. The involvement of external support agencies may also be identified and required. In consultation with parents, the class teacher and Head Teacher the SENCo will take the lead in further assessments of the child's needs.

b) How do we involve parents in planning for those needs?

As a parent/carer, you will have the opportunity to meet your child's teacher once a term (3 times a year) to discuss individual targets and progress. You, your child and the class teacher are involved in this process. Achievements and current learning will be discussed and future targets are created together.

Individual Education Plans (IEP's) or SEN Support Plans may be issued for some children.

IEP's / SEN Support Plans provide a small-steps approach, and feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

The teacher may also provide ideas and suggestions for ways in which help can be provided at home.

At any point during the school year, you or the teacher may request a meeting if your child's progress remains a concern.

If a child has had an assessment with the Learning and Language team or the Education Psychologist, the findings of any of these assessments will be shared with you.

c) If the school is specialist, which types of special educational need do you cater for?

As previously stated, the school holds a High Needs Base (HNB). There are two High Needs Bases in Middlesbrough. Easterside Academy has one of them and Hemlington Hall Academy has the other. The HNB is a Local Authority provision for children who have been identified as having special educational needs and or a disability. The 12 places are offered to school age children, Reception to end of Key Stage One (Y2). Access to the class is usually through the Educational

Psychologist and places are allocated through a panel meeting arranged by the local authority.

The High Needs Base provides small group intensive support, ensuring teaching and learning is individualised to suit the needs of the pupils. It has developed strong links with other agencies including, Speech and Language, Physiotherapy and the Educational Psychologist. Close home school partnerships are encouraged.

Support

1. a) Who in the school/college will support my child and how will this be monitored and evaluated?

It is the responsibility of class teachers to monitor and evaluate the support for all pupils including those with SEND. Teachers work closely with teaching assistants when assessing and evaluating pupil progress and individual support.

As previously stated class teachers assess pupil progress every half term and report on this.

Pupil progress meetings are held within each team:

- Nursery and Reception - Early Years Team, (EYFS)
- Y1 & Y2 – Key Stage 1 team, (KS 1)
- Y3, Y4, Y5 & Y6 - Key Stage 2 team. (KS 2)

This is monitored by the Head Teacher and the Senior Leadership Team. Where necessary, the SENCo meets with individual teachers following pupil progress meetings to discuss the progress and future support of pupils with SEND.

Within school we have the facility to direct families of pupils with social, and emotional (or behavioural) needs, to 'The Bungalow Partnership'. Here they offer support to both pupil and families. The Bungalow staff liaise with school staff regarding the progress of the pupils they are working with. We are also able to provide specialist play therapy as well as refer to REACH, CAMHS and other relevant external agencies.

b) How are the decisions made about the type and amount of provision a young person will need?

Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions

and on what basis? How will I be involved? How does the school judge whether the support has had an impact?

Following the identification of pupil's individual needs, the SENCo and your child's class teacher will work together to suggest, plan and oversee the best ways in which your child can be supported. You will have been informed about the level of support that your child requires during the identification and planning of needs process mentioned within section 1.

The effectiveness of all support is measured through pupil progress. Whether your child has been receiving support through small group work, 1:1 support or differentiated teaching, it is the aim of all additional support to ensure that children make progress. This progress could be in any specific area, academic, personal, social or emotional.

If additional support results in little or no progress, an additional plan of support will be discussed and tried. You will be informed of this during consultation time or sooner if the additional support involves support from other professionals eg. The Learning and Language Team.

The progress of all pupils at Easterside Academy is tracked very closely, at least half termly. The Head Teacher and SENCo analyse specific data of pupils with SEND to ensure support is effective and discuss data results with individual class teachers.

In consultation with parents, the class teacher and Head Teacher the SENCo will take the lead in further assessments of your child's needs.

Curriculum

2. How will the curriculum be matched to the needs of the young person? *What is the approach of the school to differentiation?*

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 a 'hook' to get the children engaged and this is usually done through providing a memorable experience such as a visit for them. 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. 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.

Accessibility

3. How accessible is the school/college environment?

Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities? How are communications made with parents whose first language is not English? Is home/school transport available? (also provide link to the LA transport policy)

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 3 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.

Parental Involvement

4. How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?

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, such as Letters and Sounds training which aims to support parents with those early stages of teaching their child to read and write. 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.

Overall Well Being

5. What support will there be for the young person's well-being?

What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?

Pupils at Easterside are very well supported and we promote a strong sense of belonging to a community. The school provides a range of support through the 'Care Team'. This comes in many different forms and includes 1:1 mentoring, friendship/social group work, referral to counselling, play therapy or referral to 'The Bungalow Partnership.'

Ofsted quote

“The learning mentor and family support officer contribute significantly by ensuring that pupils are in a good position to learn”

The school has a clear policy for medicines and has trained staff who administer First Aid. If your child requires medication to be administered on a regular basis such as inhalers or insulin, they will be given privacy and support to ensure medical advice/prescription requests are adhered to.

Staff have training on an annual/regular basis with regard to Asthma, Epilepsy and the use of Epi pens. In each Key Stage/Phase of the school there is at least one member of staff paediatric trained.

All educational visits have a trained First Aider accompanying them on the visit.

Specialist Services

6. What specialist services and expertise are available at or are accessed by the school/college?

Are there specialist staff working at the school? What other services does the school access including health, therapy and social care services?

- School Nursing service.
- Speech and Language Team.
- Educational Psychologist.
- Language and Learning Team (Sue Turton).
- CAMHS.
- MIND / RWACH counselling service
- Play therapist (Playing for Real Ltd)

As well as a variety of other external agencies.

All members of staff working at the Academy are given basic Child Protection and safeguarding training annually. Those members of staff that are a Designated Person for Child Protection in school, they also access the Level 2/3 training update annually.

Staff Training

7. What training are the staff supporting children and young people with SEND had or are having?

This should include recent and future planned training and disability awareness.

In 2011-2012 the school took part in a program which targeted specific training for staff in supporting the emotional and social development and well being of all pupils. The approach that the whole school adopted following this training ensures equal emphasis on training courses that provide awareness for supporting children's emotional needs as well as their learning needs.

This includes awareness raising and training for teaching pupils with:

- Autistic Spectrum Disorder.
- Dyslexia.
- Emotional Regulation difficulties.
- Attachment training.
- Understanding emotional regulation and stress.

This training is on-going for all members of staff.

The school's SENCo has ensured there has been whole school staff training to ensure staff are aware of the new changes within the SEND code of practice and the changes outlined within it.

Teachers and Teaching Assistants who support children with SEND in specific small group work/interventions are given regular training to ensure their skills are up dated and relevant.

Activities outside of school

8. How will the young person be included in activities outside of the classroom including school/college trips?

How do you involve parents and carers in planning activities and trips?

At Easterside we are committed to providing access to outdoor learning for all pupils enabling them to access a wide range of learning opportunities. Class Teachers and the visits coordinator carefully plan and risk assess all school visits. Such planning takes careful consideration of the needs and abilities of all pupils to be involved in the visit.

During school educational visits, where a child has a specific need, additional support maybe requested, this could be in the form of a parent/person with parental responsibility accompanying them on the trip.

Transition

9. How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

What preparation will there be before my son/daughter joins the school?

How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

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 and in particular with Kings Academy who are another school within our 'Discovery Alliance'. 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, home visits, visits to your child's previous setting by the HNB staff and visits to the HNB by both parent and child.

SEND Resources

10. How are the school/college's resources allocated and matched to the young person's special educational needs?

How is the SEND budget allocated?

The budget allocated within school to support pupils with special educational needs and/or disability, is used to provide extra staffing and resources for identified pupils. This includes:

- Well trained teaching assistants who provide individual and small group support.
- Access to the Learning and Language Team teacher assessment and support.
- Specific resources such as coloured overlays, in which to support specific needs.
- Training for staff.
- Access to the Educational Psychologist service.
- Purchasing of specific interventions to support individuals learning e.g. Project Code X; Lexia; Sandwell.
- Educational visits/experiences.

The SENCo, sometimes in collaboration with parents and/or other professionals will make decisions about the type and extent of support individual pupils may require this will include additional resources and the deployment of staff.

Further information

12. The school/college would use this part of the document to identify key points of contact or how further information can be accessed eg. The Council Local Offer website link.

Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them? What other support services are there which might help me and provide me with information and advice?

If you have any concerns about your child, please contact your child's class teacher. The best approach to do this would be to ring the main school office on 273006, and leave a message for the teacher. Office staff will ensure that the message is passed onto the teacher and she/he will endeavour to get back to you at the earliest possible opportunity.

This may then result in further discussions with the SENCo, Head Teacher or Care Team.