

Special Educational Needs Information Report



September 2022/23

Type of School	Mainstream Primary School – Local Authority Maintained Additional Resource Provision attached (Deaf ARP)
Contact Details	<p>If you would like to visit the school or speak to the school Inclusion Lead or SENCO regarding SEND related issues, please contact the school directly on 02084779910</p> <p>The school SENCO is: Ms Kaur The school Inclusion Lead/Deputy SENCO is: Mrs Trench</p> <p>They may be contacted via the main office on 02084779910 or via email at office@eps.barking-dagenham.sch.uk</p> <p>The school Child Protection Officer (DSL) is: Mrs Trench – Deputy Headteacher, Inclusion Lead and Designated Safeguarding Lead</p> <p>Link to Inclusion page on school website: https://www.eps.barking-dagenham.sch.uk/inclusion/</p>

Accessibility	<p>At Eastbury Primary School, teaching spaces are located on two levels, with access to a lift for the upper floor. The corridors are wide, allowing wheelchair access. There are disabled toilets in the mainstream school and one located at the ARP. The school endeavors to continue to improve access to the physical environment, adding specialist facilities as necessary.</p> <p>Class rooms sizes are larger than average classes and placement when arriving at Eastbury will take into all needs of a pupil and place them accordingly to a new class, ensuring access equal opportunity.</p> <p>Wheelchair accessible:</p> <ul style="list-style-type: none"> • Main Office Entrance • Welcome Centre Entrance • Main Staff Carpark Entrance • Playground entrance/exit • Deaf ARP playground entrance area <p>On entry to Eastbury a risk assessment will be completed to ensure any disabled pupils are able to access all areas of the school safely giving and inclusive environment to all pupils.</p> <p>Link to Inclusion page for Accessibility information on school website:</p> <p>https://www.eps.barking-dagenham.sch.uk/accessibility/</p> <p>Please click on link below to access further information:</p> <p>https://www.eps.barking-dagenham.sch.uk/wp-content/uploads/2023/02/Accessibility-Plan-2023-v2.pdf</p> <p>All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with dyslexia, dyspraxia, ASC etc. As part of normal class access to the curriculum content is simplified to meet individual needs and made more accessible by using visual, tactile and concrete resources as well as drama and outside learning.</p>
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Definition of SEND	<p>A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>They have a learning difficulty or disability if they have:</p> <ul style="list-style-type: none"> • A significantly greater difficulty in learning than their peers of the same age, or • A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools <p>Special educational provision is regarded as educational or training provision that is additional to, or different from, that is made for other children or young people of the same age by mainstream schools.</p>
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Four broad areas of SEND	<p>These four broad areas give an overview of the range of needs that are planned for at Eastbury Primary:</p> <ul style="list-style-type: none"> • Communication and interaction - This includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD) • Cognition and learning - This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia, dysgraphia and dyspraxia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) • Social, emotional and mental health difficulties - This includes attention deficit disorder (ADD), Attention hyperactive disorder (ADHD), attachments disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained. • Sensory and/or physical needs -This includes hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum.
Identifying pupils with SEND	<p>We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, speech and language needs etc.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>Assessments will be completed through Classteacher assessment (lessons, planning, marking), Formative assessment (tests), Class Analysis, Individual Pupil Progress Overview.</p>

SEND Provision at Eastbury Primary	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEN. This will be made accessible for individual pupils.</p> <p>The learning provision that we offer has three graduated stages:</p> <p><u>Wave 1:</u> A range of <u>universal</u> teaching strategies and resources are used to deliver Quality First Teaching for all pupils.</p> <p><u>Wave 2:</u> Small group support, <u>targeted</u> to improve learning for those pupils who find it difficult to learn effectively in a large group or require a group catch up provisions or individual pupil plans.</p> <p><u>Wave 3:</u> <u>Specialist</u> supported/intervention or physical activities delivered by trained staff to meet pupils' individual, specific needs from the external specialists e.g., Speech and Language Therapist, Occupational Therapist, Educational Psychologist.</p>
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Facilities/ Adaptations for pupils with SEND	<p>We have a variety of specific equipment and resources to ensure our children with SEND make adequate progress e.g. writing slopes, pencil grips, sensory equipment in a designated sensory room and soft play facilities within a safe environment.</p> <p>To assist pupils with their learning, we have Widget, individual laptops, Reading Eggs, Education City, Timetable Rockstars, MyMaths and iPads etc.</p>
Expertise and Training	<p>At Eastbury Primary we have an Inclusion Lead and SENCO who oversee the provision of SEND across the school. We have a team of teaching assistants, which include two speech and language TA's.</p> <p>At Eastbury Primary School we have Teaching Assistants in Reception and Year 1, with further TAs in year groups 2 – 6 offering support across the classes. Additional support will be provided for those children with more complex needs. All Teaching Assistants receive regular training in order to develop their knowledge and practice, specific to meeting the needs of children with SEND.</p> <p><u>External agencies involved:</u></p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Speech and Language Therapy Assistants • Speech and Language Therapist – Feeding and swallowing clinic • Occupational Therapist • School Nurse • Health Visitors • Child and Adolescent Mental Health Service (CAMHS) • Psychotherapists • Child Development Team • LA Advisory Team • Advisory Teacher of Speech and Language • Specialist Educational Outreach Support Services (Deaf Speech & Language) • Joseph Clarke Centre (Visually Impaired) • Parent Partnership Services • Family Support Workers <p>Useful links below for more information: Barking & Dagenham https://www.lbdd.gov.uk/ Barking & Dagenham Services https://www.lbdd.gov.uk/services-z Barking & Dagenham Local Offer https://www.lbdd.gov.uk/children-young-people-and-families/local-offer</p>

Transition Procedure	<p>When children transfer to Eastbury Primary School, the SENCO and any staff involved with the child, make use of written records, consultations, and meetings to ensure a smooth transition. A full schedule of visits, consultations and documentation is followed before Nursery and Reception children enter the school, which may lead to SEND provision being made for them if needed.</p> <p>The following transition support is put in place:</p> <ul style="list-style-type: none"> • Meetings between current and new class teacher to discuss the needs of the child and any strategies needed to support. • SENCO liaising with parents to ensure a smooth transition • Transition books • Staff visiting children's previous settings (if appropriate) • Extra transition visits available for our pupil's with SEND (Nursery, Year 6) • Staff meeting with relevant external agencies that are involved with the family <p>Year 6 Transition to Secondary school includes the primary school completing a transition overview Spreadsheet which will be shared with each of the secondary schools. This will have details of pupil's needs (SEND, EAL, behaviour, safeguarding etc) that are relevant for their next school to know. A meeting will also be held with the Year 6 Lead and SENCO discussing further with the Secondary school SENCO the details noted. Visits to the secondary schools will also be arranged, as well as secondary staff attending the primary school to visit the pupils in their own setting as part of the process to support the pupil's transition.</p>
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Effectiveness of SEND provision	<p>We evaluate the effectiveness of the provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term. • Reviewing the impact of provisions, plans and passports after 6-10 weeks • Using pupil and parent questionnaires • Monitoring by the SENCO • Building individual profiles for all pupils through Edukey • Holding annual reviews for pupils with EHC plans
Policies	<p>The following policies are published on the school website with more information on support arrangement for pupils with SEND</p> <p>Refer to:</p> <p>Behaviour Policy SEND Policy ARP Policy Accessibility Policy</p>
Family Engagement	<p>Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.</p> <p>Parents/carers are invited to all SEND meetings regarding their child. We recognise that parent views are a key contributor in ensuring the best outcomes for a child. Eastbury Primary welcomes parent advocacy to support their child's learning and to this end parent advocates are welcome to attend any school meeting regarding a child's progress. Pupils are actively encouraged to share their views about their learning.</p>

	As stated in Code of Practice (2015), at Eastbury Primary there is a clear focus on the participation of pupils and parents in decision making. This ensures the best outcomes for pupils in reaching their full potential from their individual starting points.
Support / Liaison	<p>At Eastbury Primary we offer:</p> <ul style="list-style-type: none"> • SENCO/Inclusion Manager is always available to discuss any concerns or queries that parents may have. • Individual targets are set for children with high needs every term and at annual review meetings with the SENCO, class teacher and parent. • Individual consultation and support from external agencies are given to carry out follow up activities with children at home and at school. • Early Help consultation meetings – through individual appointments with the Family Liaison officer. • SLT and staff present in the playground to listen, offer advice and support parents regarding any concerns they may have in the morning and afternoon. • Virtual Workshops/Coffee mornings for Reading, Maths, Wellbeing, EAL, supporting your child with SEND and Literacy for parents of children across the school. • Parents evening – twice a year. • SATS meetings Year 2 and 6 Spring Term • End of Year Celebration events. • Key transition steps for children moving to another school or secondary place.

SEN Offer from the LA	<p>Please click on the link below to see the Local Offer from Barking and Dagenham for Children and Young People with Special Educational Needs and Disability.</p> <p>https://www.lbdd.gov.uk/local-offer</p>
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