



SEND Information Report 2017/18

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Different Areas of SEND

At Eton Park, we are a fully inclusive school that acknowledges that every child has differing needs. Pupils who have a Special Educational Need are significantly behind their peers and will require support and extra interventions. The 2014 SEND Code of Practice identifies four categories of need. They are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Outlined below are the ways in which Eton Park supports all of our pupils including those with Special Educational Needs and Disabilities (SEND) in order that they realise their full potential.

Identification and Assessment of Pupils with Special Educational Needs

Pupil's progress is monitored each term in Reading, Writing and in Mathematics by the Senior Leadership Team. Pupils who are causing concern and who are behind their peers are offered a range of interventions using the Assess, Plan, Do, Review process. If children are unable to make acceptable progress during two cycles of the process, they will be assessed for SEND.

Eton Park uses the following assessment strategies to plan for the provision of children with SEND:

- School policy on assessment and tracking
- BPVS screen
- Dyslexia and Dyscalculia screen
- Working Memory screen
- Language screen (Talk Boost)
- Formal assessments from outside agencies if additional support is requested from school and/or parents

Information about your child's progress will be provided by the class teacher through verbal conversations, Parents Consultations and School Reports.

We have an open door policy and parents are encouraged to come into school to discuss any concerns they have regarding their child with the class teacher and SENCO.

Arrangements for Assessing and Reviewing Outcomes

Pupils who are not making expected progress are involved in Achievement for All. The school works closely with the pupil and parents to create an action plan of how best to support the pupil in and out of school. Parents and pupils are given a voice and are able to understand their child's strengths and weaknesses. A meeting is carried out each term.

Children who are identified as SEND have an Individual Educational Plan (IEP). Targets are agreed with the class teacher, pupil and parents at termly reviews. IEP's are a working document which monitors progress made by the pupil. Parents and pupils contribute towards the plan.

External Agencies support the school and pupils with assessments and provision. Applications for support are made by the SENCO with the agreement of parents. If an external agency are involved in supporting the pupil, they will be invited to attend the SEND review each term.

External Agencies that support our pupils include:

- Educational Psychologist
- SENIS
- KLC (Fountains and Horton Lodge)
- Behaviour Support
- Dyslexia Centres
- Educational Welfare Officers
- Physiotherapy
- PDSS
- School Nurse
- Hearing and Visual Impairment
- Occupational Therapy
- Speech and Language Therapy
- Paediatrician
- Autism Outreach
- Midlands Psychology
- CAMHS
- Social Services
- LST (Local Support Team)
- Early Help Assessment (EHA)
- Harvey Girls

It is the school's duty to provide aids and services. The Local Authority provides specialist equipment such as wheelchairs/standing frames etc. when prescribed by a health specialist. The school can support in arranging this equipment.

Teaching and Learning

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, a teacher should collaborate with the SENCO and parents to plan support and teaching strategies for the individual.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Adaptations are made to the curriculum where necessary such as 1:1 support, providing specialist equipment (such as writing slopes, radio aids and adapted chairs) and interventions to support with difficulties in English and Mathematics. Children with sensory and physical difficulties are able to take part in all areas of the curriculum including P.E. with reasonable adjustments being planned for by the class teacher and SENCO. Risk assessments are carried out for school visits.

Supporting Pupils with Medical Conditions

Care Plans are written by the SENCO with input from parents and health professionals. They are circulated around all members of staff and are updated at least annually. The School Nurse provides training for any specific needs such as epi-pen use. Trained first aiders support pupils with administering medication. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.

Adaptations Made to the Learning Environment

Eton Park is a fully accessible school as we are situated on the ground level with no physical adaptations required e.g. ramps and lifts. We have a disabled toilet which is fully equipped to support pupils and visitors with disabilities.

Improving Social, Mental and Emotional Development of Pupils

We have a HOPE worker who offers 1:1 support for children and parents. She also provides support for groups of children to help with friendship issues and Positive Play for pupils who struggle with self-esteem.

Our year 5 students act as peer mediators at lunchtimes. They are trained by SENIS behaviour support and supported by a TA within school. We have different areas on the playground including a Peace Garden and trim trail. Children can choose to spend time in the library or ICT club at dinner time if they prefer a quieter environment.

We work in conjunction with SENIS behaviour support to provide positive play and Nurture is provided to lower school children who require this. Our Funky Monkeys group runs two afternoons a week and is run by trained staff. Children's emotional and social development is monitored through the use of Boxall profiles. We use these to determine which children will attend Nurture, whilst also liaising with KS1 staff.

A Learning Mentor is available to support children with social and emotional needs, who may need extra support in lessons or a quieter environment to work in.

Early Birds, break and lunch time groups are available for children who find the busy times of the day stressful and prefer a more structured approach. This helps to prevent incidents from occurring at break times and ensures the children take part in lessons without any unrest.

We work with external agencies to provide support for pupils who experience difficulties with emotional and social development. The agencies we work with are CAMHS, SENIS Behaviour Support, Autism Outreach and Community Paediatrics.

All children are taught PSHE/SEAL. We are also part of Achievement for All and were awarded with the Quality Mark in June 2017.

Expertise of Staff

- SENCO: Mrs Plimmer
- SEND Teaching Assistant: Mrs Campbell
- Interventions Teaching Assistant: Mrs Nicolson
- Nurture: Mrs Alliss and Miss Williams
- HOPE/Positive Play: Miss Collins, Miss Braithwaite, Mrs Campbell

All staff update their knowledge, understanding and skills in SEND in regular training and the SENCO is responsible for ensuring that skills are updated. There is close liaison with external agencies; training is provided as part of their work. We have trained teaching assistants with specialisms in Dyslexia, Behaviour, EAL, Nurture and counselling.

Transition

We work with Lansdowne Infants to discuss the pupil's needs before they enter the school so that we can support them on their first day. We also work closely with the de Ferrers SEND team, who support our pupils with special educational needs with a supportive and informative transition programme. Children with SEND are able to take part in extra transition activities.

Parental Support

Please refer to the following website: <http://www.staffordshireconnects.info>

Complaints Procedure

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher
- The SENCO
- The Principal
- The School Governor with responsibility for SEN.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure.

It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA 2014 clause 64.

Glossary of Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AFA	Achievement for All
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
KLC	Key Learning Centre
KS	Key Stage
PDSS	Physical Disability Support Service
LST	Local Support Team
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SENIS	Special Educational Needs and Inclusion Service
VI	Visual Impairment