



## SEND Information Report 2019/20

**SENCO: Mrs C. Plimmer** (01283 247910 [office.etonpark@deferrers.com](mailto:office.etonpark@deferrers.com))

Author:	C Plimmer
Approval needed by:	Trust Board
Consultation required	Director of education
Adopted (date):	September 2019
Date of next review:	September 2020

## 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 SEN.

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

- School policy on assessment and tracking
- BPVS screen
- NFER Assessments for Mathematics, Reading and Spelling, Punctuation and Grammar
- Dyslexia screener

- 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
- Educational Welfare Officers
- Physiotherapy
- School Nurse
- Hearing and Visual Impairment
- Occupational Therapy

- Speech and Language Therapy
- Paediatrician
- Autism Outreach
- Midlands Psychology
- CAMHS
- Social Services
- Early Help Assessment (EHA)
- Harvey Girls

It is the school's duty to provide aids and services and make reasonable adjustments to support the child. 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 to 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. Reasonable adjustments are made for individual pupils for example the use of writing slopes, enlarged texts, pencil grips and reading overlays.

## Improving Social, Mental and Emotional Development of Pupils

We have Hope workers who offer 1:1 support for children and parents. They also provide support for groups of children to help with friendship issues and Positive Play for pupils who struggle with self-esteem.

We have different areas on the playground including a Peace Garden and trim trail and a variety of playground games which are supervised by Year 6 Sports Leaders.

Key Club is a facility for SEND pupils and for those who struggle on the playground. It is an opportunity for children to play games, socialise and offer an alternative provision to the busy playground.

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. She also supports children on the playground, to ensure they have support and reassurance should they need it.

Lunch time club is 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 lunch 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, Midlands Psychology, Autism Outreach and Community Paediatrics.

All children are taught PSHE. We are also part of Achievement for All.

## Expertise of Staff

- SENCO: Mrs Plimmer
- SEND Teaching Assistant: Mrs Campbell
- Lunch time club: Mrs Alliss and Miss Williams
- HOPE/Positive Play: Miss Collins, Miss Braithwaite, Mrs Campbell
- Pupil Support Manager: Mrs Carvell

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: [www.staffordshireconnects.info](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

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the Trust'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
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
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