

Special educational needs (SEN) information report



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Dear Parents,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which is published on the school website.

If it is of use, you can ask a member of staff to provide you with a copy of the policy.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional, and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO (Special Educational Needs Coordinators)

Our SENCO is Hannah Walden.

They have 3 years' experience in this role and have worked as both an LSA and classroom teacher in a Specialist Educational Setting. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2022.

They are allocated 4 days a week to manage SEN provision.

Deputy SENCO

Our Deputy SENCO is Elizabeth Heath

They have 1 year experience in this role and have also worked as an LSA before qualifying as a teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2024.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Higher Level Teaching Assistants (HLTAs)

We have a team of 3 HLTAs, who are trained to deliver SEN provision.

Learning Support Assistants (LSAs)

We have a team of 12 LSAs, who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need.

Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Appropriate voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you are concerned that your child may have a special educational need and/or disability, then you can contact a member of the SEND team using the details below:</p> <p>Hannah Walden (SENCO): hwalden@eastwood.southend.sch.uk</p> <p>Elizabeth Heath (Deputy SENCO) eheath@eastwood.southend.sch.uk</p>	<p>We will speak/meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

This might include pupils who are struggling to retain concepts from one lesson to the next, pupils who are working below age related expectations in English and Maths and are needing additional support to make progress, or pupils who are struggling with social communication and interaction.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will plan intervention/support to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and may contact you to discuss the possibility that your child has SEN.

The SENCO will then assess your child - this might include one or more the following:

- observe the pupil in the classroom and/or in the playground.
- review the pupil's work to see what their strengths and difficulties are.
- Communicate/meet with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.
- compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

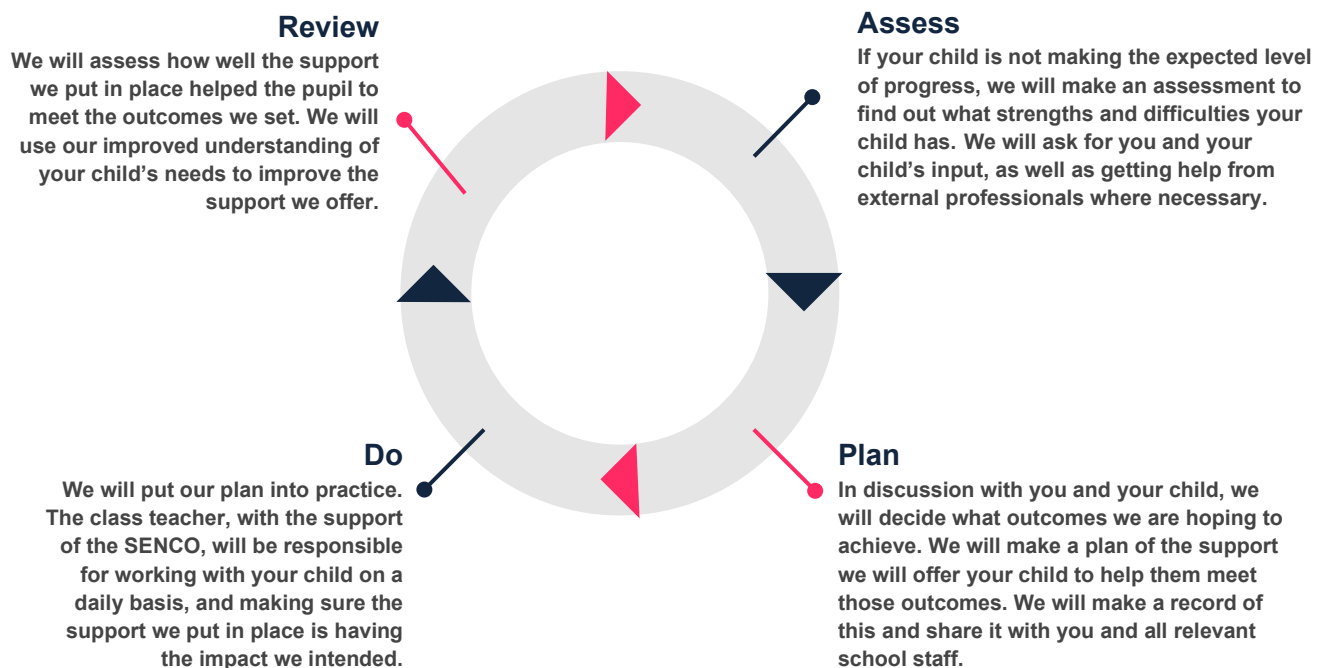
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment.' We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

A member of the SEND team will meet with you once a term (minimum of three times per year) to discuss the following:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you are the expert when it comes to your child's needs and aspirations. Thus, we want to make sure that you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please do not hesitate to contact the SENCO.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to ensure that all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- HLTAs delivering small group interventions outside of whole class teaching to support pupils working significantly below age related expectations.

We may also provide the following intervention before and after school:

Reading:

Last academic year we had a beautiful new library built. Each morning, we will have a handful of the LSA team available to encourage your child to engage with literature of their choosing. There will be opportunities for your child to read with an adult and be supported with their comprehension.

Handwriting Club:

Handwriting Club is structured around improving letter formation and legibility. Some pupils may choose to practise touch typing instead during this intervention.

Spelling Club:

Spelling Club is an in-house support structured around learning to spell the most frequently used words, it will be differentiated by ability and pupils will be taught different techniques to help improve their spelling.

Times Table Club:

Pupils will use Times Table Rockstars to help them recall their times table facts. Support may be adapted depending on ability.

Lexia:

Lexia is a computer-based programme designed to develop reading skills.

Homework Club:

This supports pupils to complete any outstanding homework and receive support with completing any homework they are finding difficult. This intervention really helps pupils who struggle with their organisation

SULP (Social Use of Language Programme):

This supports pupils in Year 7-10 who struggle with their social communication skills. Pupils are given the opportunity to participate in turn taking activities that encourage them to share their views, as well as listen and respond to the opinions of their peers.

Lifeskills:

This intervention supports pupils (usually) in Year 7 and 8 with multiple and complex special educational needs. This is a practical based intervention that supports pupils in developing skills such as basic food preparation, road safety and travel awareness, everyday activities such as shopping, laundry etc. The key aim is supporting a pathway to adulthood where they can be confident and independent.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Timeout Card Sensory aids – fidget toys/noise cancelling headphones Support with group work and discussions Zones of Regulation Quieter space at break and lunch
	Speech and language difficulties	Support with group work and discussions. Advice implemented from Speech and Language Therapists Communication cards and visuals.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia	Laptop/tablet Coloured overlays Reading and spelling interventions
Social, emotional, and mental health	ADHD, ADD	55-minute lessons Timeout Card Fidget Aid Zones of Regulation Access to a locker

	Adverse childhood experiences and/or mental health issues	School counsellor Peer mentoring LSA mentoring Timeout cards
Sensory and/or physical	Hearing impairment	Seating plan consideration Visuals Subtitled videos Advice implemented from specialists.
	Visual impairment	Seating Plans Leaving class early Advice implemented from specialists.
	Physical impairment	Leaving class early Physical activities adapted Specialist equipment (if required) Advice implemented from specialists.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Liaising with class teachers on progress within specific subjects.
- Holding an annual review (if they have an education, health, and care (EHC) plan).

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More LSA time
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will normally cover the necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in enhancement and enrichment activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school's admission criteria meets the current Admissions Code. Please see below for the criteria that explains how places are offered within agreed PAN.

Admissions Criteria

1. Looked after children and children who were previously looked after.
2. Pupils who have a sibling on roll at the Academy at the time of application.
3. Selective admission (aptitude).
4. Children living inside the Academy's catchment area.
5. Children of staff employed by the Academy.
6. Children living outside the Academy's catchment area.

Please note that children with an EHCP (Education, Health, and Care Plan) follow a different process for admission. If the Academy is named in the EHCP, it must admit the child. *

**Only a school that is capable of meeting the required provision can be named in an EHCP.*

Oversubscription criteria

In the case of oversubscription in any one criterion (with the exception of criterion 3 – Selective Admissions) places are allocated randomly. The principle behind random allocation, in the context of oversubscription in any one criterion, is that it provides all applicants with an equal chance of obtaining a place thus unfairly disadvantaging any pupil.

13. How does the school support pupils with disabilities?

The school will support pupils with disabilities. We will work to ensure that:

- All steps have been taken to prevent disabled pupils from being treated less favourably than other pupils
- We provide the facilities to help disabled pupils access the school, including the provision of auxiliary aids and services
- We have an up-to-date accessibility plan which covers how we will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services you provide
 - Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

We have an established provision to support for pupil progress in terms their emotional and social development. These include:

- Pupils with SEN are encouraged to be part of clubs, activities, and opportunities
- We provide extra pastoral support for listening to the views of pupils with SEN by via the termly SG audits
- The Bridge offers extra support with social or emotional development
- We have a clear approach to preventing and dealing with bullying.
- We have an onsite school counsellor.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Pupils joining in Year 7

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

One Page Profiles are created from this meeting and available for class teachers at the start of September – this is an Individual Support Plan which details pupil individual needs.

We aim to meet with our parents of pupils with EHCP before the summer, all parents of pupils with SEND are met with in the first half term.

We aim for all pupils with an EHCP to visit the school in the Summer of Year 6.

Where relevant we set up new pupils with a buddy from the year above to help them get settled in and make friends.

Change in class/year group

Timetables are made available to pupils as soon as possible to help prepare for changes.

Class teachers are informed of pupil need.

Pathway to adulthood

We provide all our pupils with appropriate advice on pathways into work, apprenticeships, or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

There is an established, and flexible, PDE programme that supports all pupils in preparing for success in adult life.

Pupils receive independent career guidance in KS4 (Key Stage 4) to support their career choices.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr M Cartlidge (mcartlidge@eastwood.southend.sch.uk) is the designated teacher for looked-after children and previously looked-after children. He is supported by Miss L Rutter (lrutter@eastwood.southend.sch.uk).

Mr M Cartlidge will work with Hannah Walden, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The school has a complaints procedure that can be found on our website.

Complaints about SEN provision should follow the identified stages in the established complaints procedures.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal.

To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please contact the school for further information.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at Southend on Sea's local offer. The Local Authority publishes information about the local offer on their website.

Website: [Local Offer - \(SEND\) – Southend-on-Sea City Council](#)

Email: LocalOffer@southend.gov.uk

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are there to support, you, your child, and your family:

[Support and Advice for Families from SENDIASS Southend](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

ISP – Individual Support Plan

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages