

Eastbrook School



SEND Information Report

This Report was written in line with the SEND Code of Practice 2015; here you will find information on SEND within our school, the Local Offer, how we liaise with external expertise and how we manage complaints. This document is updated at least annually.

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Amendments may occur at any time.*

Date of Issue: September 2024
Issued by: Lynsey Sturgeon (SENCO)
Review Date: August 2025

What types of SEND do we support at Eastbrook?







Eastbrook is a mainstream all through comprehensive school. The school supports pupils with a variety of differing Special Educational Needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

The school has 2 Additional Resource Provisions (ARPs); one is an all through ARP which specialises in ASC (Autism Spectrum Condition) and the other is a secondary ARP which specialises in SLCN (Speech, Language and Communication).

The SEN Code of Practice identifies 4 categories of SEND - C&L cognition and learning, C&I Communication and interaction including students diagnosed with Autism, SEMH and Sensory/Physical.

The school currently meets the needs of students in all categories through supporting groups and individuals and making reasonable adjustments to meet their SEND.

	<p>Cognition and Learning</p>
	<p>Communication and Interaction</p>
	<p>Social, Emotional and Mental Health</p>
	<p>Sensory and Physical</p>

How do we identify and assess pupils with SEND?



Prior to joining Eastbrook, staff arrange visits to the pupil(s) in their previous setting or at their home to ensure effective information sharing; this assists with planning, ensuring pupil needs are met and enables the school to make the necessary arrangements for appropriate provision. Information can be shared at the earliest opportunity with staff at Eastbrook and is key to making a smooth transition to the new school.

Pupils in year 6 are encouraged to attend our transition days in the summer term; this is an informal way of meeting new staff and make friends as well as identifying any concerns about transition.

In school, we work closely as a team and if teaching staff have a concern about a pupil, they will firstly support the pupil with Quality First teaching strategies. If these strategies require wider support, staff will refer the pupil to the SEND Department where further intervention/advice may be gained and liaison with pupils and parents may be necessary to ensure a cohesive approach.

We follow the Graduated Response approach of 'Assess, Plan, Do and Review.'

Pupils may be monitored or may move onto the SEND register, the SEN register is a fluid document, and pupils may move on and off it, depending on the support they require.

Some pupils may require more specialist support, which may include the involvement of outside agencies to support us in ensuring that we are offering the best support possible.

With our SEND pupils, we celebrate “small steps” of progress. This is done through conversation with the pupil, comments in books, Golden books, praise and rewards for achievements, as part of the school’s monitoring & feedback policy and at SEND celebration events.

In our primary phase, pupil progress is discussed termly at Pupil Progress meetings with the class teacher, SENCO/ Assistant SENCO and a member of the Senior Leadership team. IEP targets are reviewed termly. At secondary, Pupil Progress will be discussed at parent’s evenings and in regular conversations with EHCP pupil’s Key Workers.

Pupils are given regular verbal and written feedback as part of the school’s marking and assessment procedures, according to their stage of development.

Who is our Special Educational Needs Coordinator and how can they be contacted?



Our school SENCO is Lynsey Sturgeon, and she can be contacted on 020 3780 3609.

Parent SEND Surgeries are available at the following times during term time:

Tuesdays 1430-1530

Fridays 0930-1030

Twilight sessions are also available during Parent's evenings.

Appointments can be in person, via telephone or via Teams and can be booked using the Calendly link below.

<https://calendly.com/sturgeonl/parent-send-surgery-1>

What is our approach to teaching pupils with SEN?

We are an inclusive school. Wherever possible pupils are taught alongside their peers in flexible teaching groups.

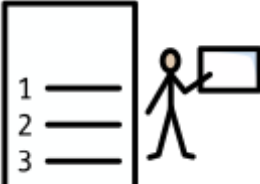
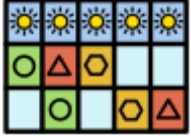
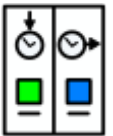


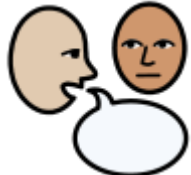









Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, Therapies team staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.


We use the EEF guidance 'Five-a-day' and are working to embed the key principles into all our lessons.




The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



	<p>The staff at Eastbrook School encourage pupils to “voice” their opinions so that they feel part of the review process and pupil voice is collected termly for those with an EHCP</p> <p>Pupils can access IT equipment, laptops, writing slopes, pen grips, sensory equipment and specialist teaching.</p>		
<p>How do we adapt the curriculum and learning environment?</p> 			
	Visual timetables	Task boards	Peer mentoring
			
Assistive technology	Talk partners	Peer marking	
			
Self-assessment	Word banks	Positive behaviour	

			
	Ear defenders	Timers	Explicit instruction
<p>We use a range of strategies to ensure that we have an inclusive approach to learning.</p>			

<p>How important are the views of pupils?</p> 	<p>Pupil's views are very important to us; pupils have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Pupils with an EHCP will work closely with their key worker and their views will be collected and discussed termly, as well as during their Annual Review process.</p> <p>Pupil's views feed directly into all policies, procedures and daily teaching of pupils with SEND. Some of our SEND pupils will also form part of our pupil panel for SEND staff interviews.</p> <p>Pupils are given regular opportunities to:</p>
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	<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
<p>How do we consult parents of pupils with SEND and how do we involve them in their child's education?</p>	<p>Parents/carers are the people who know their child best and they are encouraged to engage with the school throughout their schooling. The school is constantly reviewing the process for working with parents/carers of pupils at 'K' on the SEN Code of Practice.</p> <p>Pupils with an EHC plan has it reviewed annually as part of the statutory process and parents/ carers are a crucial part of this. Parents will also receive regular updates from their child's key worker.</p>		



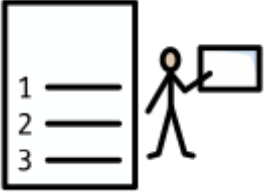
The SENCO Surgery is also dedicated time to review the progress of learners with SEND or discuss concerns. We also welcome parent feedback through our parent feedback questionnaire.



How do we support pupils moving between different phases of education?

We are developing a positive system for moving pupils between phases. Our Primary phase is building links with local Nurseries. At Secondary, we have good links with SENCOs in the main primary feeder schools and through visits and information, aim to be ready to meet the needs of pupils with SEND when they join us.

The SENCO and ARP managers will endeavour to collect information for pupils entering Eastbrook School during the school year. This will be from previous settings, through parents/carers or EHC Plans and health and other professional services.

	<p>Making good links and passing on information is key to supporting the pupil as they move through the school.</p> <p>Pupils with an EHCP have access to a Careers Advisor from the Local Authority who supports and tracks the progress of their applications to college.</p>
<p>How do we support pupils preparing for adulthood?</p> 	<p>Pupils with an EHCP will have a formal transition review in year 9. Staff work with all pupils on Careers Information Advice and Guidance, where pupils intend to go post 16 and helping them in planning their transition pathway.</p> <p>Pupils at 'K' are supported through visits and advice.</p> <p>Reviews are held with parents/carers to discuss future plans.</p>

How do we support pupils with SEND to improve their emotional and social development?



The SEND/ARP departments work very closely with the Pastoral and Safeguarding Teams.

Pupils are encouraged to raise issues with the SEND/ARP teams who can then liaise with relevant staff. Everyone at Eastbrook School works quickly to deal with issues, as this impacts on the well-being and learning of all pupils, including those with SEND.

We provide a range of bespoke support packages for pupils including access to counselling, mentoring, wellbeing & Therapies Team support.

On our primary site children have access to the Blue Room; this is a quiet, calm space away from the classroom where children can talk to staff and take part in interventions such as Zones of Regulation.

At break and lunch times the Blue room becomes an Oasis club, allowing pupils a quiet supervised space to have lunch with peers. We are also in the process of developing a sensory room on our primary site.

Also on our primary site, we are launching an area called 'The Hive'; in this area pupils become BEES and receive Behaviour, Emotional and Educational Support including Thrive, ELSA and Social Skills.

On our secondary site, within 'the DEN' (Develop, Educate and Nurture) we have a CALM classroom (Come and Learn More) which is used for Nurture provision. We also have a dedicated ELSA 'Nest' as well as a room dedicated to sensory and wellbeing – 'Zen in the DEN'.

At break and lunch times our secondary phase pupils have access to the Oasis club and Zen in the DEN.

Behaviour Support plans may be put into place for those who benefit from extra support; these are devised in collaboration with the pupils and parents/carers. These are reviewed regularly.

Thrive, Zones of Regulation and ELSA sessions are available for pupils identified as having SEMH needs. We also provide mentoring, anger management and social skills interventions.

	<p>Regular wellbeing feedback is gained termly via pupil voice for our pupils who have an EHCP.</p>
	<p>At Eastbrook we believe in professional development and aim to ensure that all of our staff have the understanding they need to enable them to best support our pupils.</p> <p>When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.</p> <p>Our SEND Department provide support via our Therapies Team; all members of staff in our Therapies team will have an area of expertise and will be trained, confident and competent in that area.</p> <p>SEND staff will also have weekly training and development sessions.</p>

In the past year, our Therapies Team have completed training in some of the following areas.



Lego Therapy



Bucket time



Phonics (catch-up)



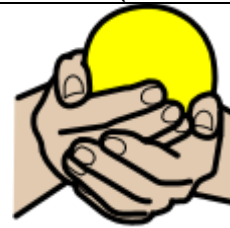
Team Teach



Thrive



ELSA



Nurture support



Speech and Language



De-escalation



Attachment



Reading for pleasure

Zones of Regulation			
Blue	Green	Yellow	Red
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time a space

Zones of Regulation

How will we secure specialist expertise?

The school draws on experience from its own staff and outside specialists to provide CPD.

The SENCO/ARP managers and HLTAs/LSAs attend courses run by the Local Authority.



In addition, the school calls on outside professionals when advice is required about a pupil's need. This includes the Educational Psychology Service, SaLT, CAMHS, health professionals and advisory teachers. The school also works with organisations that support parents/carers.

How do we evaluate the effectiveness of our SEN provision?



The school frequently reviews its SEND provision; there is a thorough monitoring schedule in place. Weekly Inclusion Leadership Team meetings are in place to discuss the needs of Vulnerable children, including those with EHC Plans & SEMH needs, both in Primary & Secondary.

The school work alongside the Local Authority Advisory Team who visit each term.

How do we handle complaints from parents of children with SEN about provision made at the school?



The first point of contact will be the child's class teacher, Head of Year or a member of the SEND/ ARP team.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to a member of the Senior Leadership Team. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

What support services are available to parents?



Parents/carers of pupils with Autism or social communication difficulties are encouraged to make contact with the Sycamore Trust. Parenting courses can be made available via local Children's Centres.

The Educational Psychology Service can provide support & advice for parents children with SEND.

The Parent SENCO Surgery is available every week to provide a setting in which to review progress & discuss any concerns.

Families of children with ASC can benefit from Phoenix Home Support. The aims of the project are to improve health and educational outcomes for children with Autism and their families by: -Extending pre- and post-diagnostic support for parents and carers of children with Autism at an early stage, to help develop their independence, personal growth, confidence, and life skills, and to integrate into their communities. -Empowering families in understanding the teaching of early intervention strategies, which they are later able to implement in their home setting to successfully support their child/children. -Ensuring successful strategies (TEACCH, SCERTS and Engagement Model) are shared with families to provide consistency at school and home. -Boosting the resilience and coping skills of children with Autism and their families, enabling them to face life's challenges with high quality, effective tools and increased confidence at school and at home.

Where can LBBB's Local offer be found?



Barking and Dagenham's Local Offer can be found at
<https://www.lbbd.gov.uk/local-offer>