

# Eastbrook School



## SEND Policy

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## 1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Inclusive education is at the heart of an inclusive society and works to ensure that all teaching and learning opportunities provide for a diversity of need. Eastbrook School values difference and strives to create an environment which is enriching and beneficial to all. Inclusivity is a fundamental component of development at Eastbrook School.**

## 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss. Lynsey Sturgeon. She can be contacted via the School Office 020 3780 3609. They will:

- Work with the Headteachers and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure that the SEND Code of Practice is adhered to at Eastbrook School
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Report termly to the Governing Body
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteachers and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The implementation of programs/strategies recommended by outside agencies e.g., Health, Educational Psychology Service.
- Working with the SENCO to review each pupil's progress and development and decide on any
- changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy. Some children may have more than one need.

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Quality First Teaching, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

Following these discussions, parents will know if their child will receive SEN support. A copy of the child's profile will be shared with them on request.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

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 SEND. Staff will use adaptive planning and responsive teaching to meet the needs of individual pupils. The SEND Agreed Consistencies are an important part of each lesson. Teachers are expected to:

- Provide clear instructions
- Provide Thinking time
- Use visuals as well *as now, next and then* to support access to learning
- Utilise dyslexic friendly classroom strategies
- Target the use of additional adults

We may also provide interventions including, but not only:

- Social Skills
- Wellbeing
- Counselling
- Literacy and Numeracy boosters
- Mentoring
- Thrive and ELSA
- Anger Management
- Zones of Regulation
- Speech and Language

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our resources and staffing
- Using recommended aids, such as writing slopes, pen grips, laptops, coloured overlays visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



## **5.8 Additional support for learning**

Our Therapies Team are trained to deliver interventions as identified above.

Learning Support Assistants may provide additional support if such support is indicated in their Educational Health Care Plan (EHCP).

Learning Support Assistants may also support pupils in small groups as directed by the Class Teacher

We work with the following agencies to provide support for pupils with SEN:

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology Service
- School Inclusion Service
- Visual and Auditory Service

## **5.9 Expertise and training of staff**

Our SENCO and Assistant SENCO are both experienced qualified teachers.

In the last academic year, support staff have been trained in interventions such as Thrive, Team Teach, Precision Teaching, Zones of Regulation, ELSA, Speech and Language, EBSNA.

## **5.10 Securing equipment and facilities**

In the first instance the School's Notional Budget is used. The school is able to make a Top- Up application for funding to the London Borough of Barking and Dagenham if additional funding is required for specialist equipment indicated by a specialist service, e.g. Occupational Therapy. The school will take advice from the service as to the most appropriate suppliers.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing Teacher Assessment and progress data
- Reviewing the impact of interventions
- Using Parent questionnaires
- Monitoring by the SENCO
- Keeping a provision map
- Holding Annual Reviews for pupils with EHC plan

## **5.12 Enabling pupils with SEN to engage in all activities available**

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

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is excluded from taking part in these activities because of their SEN or disability.

How we support pupils with disabilities is set out in the School's Accessibility Plan.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- A range of SEMH interventions such as Mentoring, Social Skills, Wellbeing, Anger Management, Zones of Regulation, Thrive and ELSA
- Wellbeing screening is used to identify pupils who **may** have a particular area of need

We have a zero-tolerance approach to bullying as well as robust safeguarding procedures.

## **5.14 Working with other agencies**

We involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in order to help meet the needs of pupils with SEN and to support their families. Referrals to outside agencies are made in consultation with parents.

## **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Head Teacher in the first instance. If the issue cannot be resolved, a formal complaint can be submitted to the Chair of Governors, as per the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## 5.16 Contact details of support services for parents of pupils with SEN

Parents/carers of students with Autism or social communication disability are encouraged to make contact with the Sycamore Trust.

Parenting courses can be made available via local Children's Centres.

The School Nurse is in contact with the SENCO.

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

External Agency	Name of school contact	Contact details
Education Health & Care Plans (EHCP)	Sam Fireson	LBBD 2 <sup>nd</sup> Floor Town Hall, Barking IG11 7LU 020 8227 2438
Educational Psychology Service	Suzanne Bird	LBBD 2 <sup>nd</sup> Floor Town Hall, Barking IG11 7LU 020 8270 6900
Speech & Language Therapy Service	Ashleigh McKeown	Child & Family Centre, Axe St. Barking IG11 7LZ 0300 300 1819
Community Pediatrician	N/A	Child & Family Centre, Axe St. Barking IG11 7LZ 020 8522 9660
School Nurse		Julia Engwell Health Centre, Woodward Rd RM9 4SR 0300 300 1875

### **5.17 Contact details for raising concerns**

Evan Hollows (Primary Head Teacher) Jamie Gibson (Secondary Head Teacher) Tony Rowe (Executive Headteacher)

Miss. Lynsey Sturgeon (SENCO)

Contactable via the School Office 020 3780 3609

### **5.18 The local authority local offer**

Our contribution to the local offer is on the school website: [www.eastbrookschoo.org](http://www.eastbrookschoo.org)

Our local authority's local offer is published here: [www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/](http://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/)

## **6. Monitoring arrangements**

This policy will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.