



SEN Information Report

2023-24

Reviewed: September 2023

Reviewer: Miss K Brown

Name of School	Eastfield Primary School
Address	Eastfield Road, Thurmaston, LE4 8FP
Telephone	0116 269 4692
Email	office@eastfield.bepschools.org
Head Teacher	Mr Tim Gilbert
Deputy Head Teacher	Miss Jenny Pratt
Special educational needs coordinator	Miss Kate Brown (NASENCo award completed in 2018)
Age range	Foundation Stage – Year 6 (4 – 11 years)
Outcome of last OFSTED inspection	Outstanding (Last inspected 2010)
Special educational Needs information (September 2023)	
% of children on our SEN register	11% Nationally – 12.2% Locally - 10.9% - 11.3%
% of children receiving additional support (Top up funding/EHCP)	2% Nationally – 3.7% Locally – 3.2%-4%

The kinds of special educational needs for which provision is made at the school

“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

We are a mainstream school with a commitment to inclusive practice and children’s wellbeing. We recognise that children learn at different rates and that there are many factors affecting achievement. At Eastfield Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track and monitor pupils’ progress. If there were evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Along with pupil tracking, monitoring and teacher observations, any of the following can trigger a concern:

- Parent/carer
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1/KS2 results
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child’s progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

Information about the school's policies for the identification and assessment of pupils with special educational needs.***"How do you identify children with special educational needs?"***

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Your child will have an "MOT" – this stands for "My Own Targets." An MOT is a pupil centred plan that has specific targets for your child and these are reviewed regularly. Within School, children will have "pit stops" and discuss their progress with the SEN team. Staff are trained to identify pupils who may have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties, to name a few). Training is ongoing and reflects the ever changing needs of the School. If required, after consultation with parents/carers, school will seek to involve, and work in partnership with, other outside agencies (eg Speech and Language Therapists, Health Visitors, Educational Psychologist).

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.***"How will you support my child?"******"How does the school know how effective its arrangements and provision for children with special educational needs are?"***

If your child is identified as having SEND, in addition to in class support and quality first teaching, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, social and communication – but this list is not exhaustive. The children's social, emotional and mental health needs are also closely monitored and the School uses the blob tree and principles of the Zones of regulation to help embed children's well-being throughout the school. If your child has an EHCP (Education Health Care Plan) we will put provision in place as outlined in that plan. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. The Local Advisory Board, Subject Leaders and the Senior Leadership Team are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers assess children each term and analyse the results to help them to alter provision to meet the needs of all groups.

Children identified as requiring support which is greater than the majority of the class will have an MOT (My Own Target plan) that will be used to communicate targets and progress between teachers, pupils and parents/carers. The SENDCo monitors the impact of the support put in place and meets regularly with the class teachers to ensure the most appropriate support has been put in place. The MOT is also worded in a way that the child understands, and their voice is also included in this document.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

"How will both you and I know how my child is doing and how will you help me to support my child's learning?"

We meet with parents and pupils at least once a term to review their progress and MOT targets and discuss next steps and amend provision if necessary. However, we have an open-door policy and if you need to talk to the class teacher or SENDCo please do not hesitate to contact the office and we will get back to you as soon as possible.

The school's approach to teaching pupils with special educational needs;

"What is your approach to individual learning?"

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate and scaffold the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENDCo monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Furthermore, our practice is also evidence based and we seek to use the most effective strategies and approaches. Where progress for any child is a concern, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

How the school adapts the curriculum and learning environment for pupils with special educational needs;

"How will the curriculum be matched to my child's/young person's needs?"

The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (eg enlarged texts, reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress. We can dynamically respond to the children's needs within the classroom using quality first teaching.

Additional support for learning that is available to pupils with special educational needs;***“How is the decision made about the type and how much support my child will receive?”***

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher and Learning support assistants (LSAs); this may be on an individual basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;***“How will my child be included in activities outside the classroom including trips?”***

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional support required. We would always strive for open communication with parents/carers if they have any concerns about their child being able to access any activity. This is regardless of if your child has an identified SEN need or not.

Support that is available for improving the emotional and social development of pupils with special educational needs.***“What support will there be for my child's overall well-being?”***

We believe that emotional and social development is crucial for the overall education of pupils. Being happy at school is of paramount importance and school leadership team monitors children's well-being very closely and responds accordingly. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. social communication groups, anger management, circle time) and progress monitored. Children have access to well-being support daily and the use of the “blob tree” is embedded throughout our School day. Furthermore, we follow the “Zones of regulation” curriculum. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child’s class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or head teacher.

The SENDCo at Eastfeld Primary School is Kate Brown

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

“What specialist services and expertise are available at or accessed by the setting?”

“What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training to support the needs of our children is ongoing throughout the year, and we pride ourselves on using interventions, strategies and research that makes an impact for our children. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise.

These include:

- Speech and Language Therapists
- Educational Psychologists
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Workers
- Social workers
- Hearing impairment Teachers
- Diabetic Nursing team
- Play therapists

Please note that this list is not exhaustive, and the agencies we work with are reflective of the needs of the children who attend Eastfield Primary School.

Specific SEND Training Staff have received in the last two years:

COVID-19 has had a detrimental impact on the ability for further SEND training. However, within the last 2 years the staff have received the following:

- Supporting children’s mental well-being using the blob tree.
- Dyslexia Awareness – all class teachers and support staff.

- ASD awareness Sensory training – all teachers and support staff.
- “Little wandle” Phonics – all teachers and support staff.
- Understanding Autism (AOS) – support staff
- Speech, language and communication needs – all staff
- BLANKS language scheme – all staff
- Epi-pen training – all staff
- Trauma-informed practice – all staff

The SENDCo also regularly attends LA briefings and Bradgate Education Partnership SENDCo network meetings to keep up to date with local and national developments and to share best practice.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have 2 accessible toilets and a lift in the main hall.

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

“How are parents involved in the setting?” “How can I get involved?” “Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child’s education.

We hold parents’ evenings in the Autumn, Spring and Summer terms and provide a comprehensive written report in the Summer Term. Additionally, we aim to discuss review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENDCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries and phone call discussions.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

“How will my child’s views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils are involved in the setting of their targets, and MOT targets, and are encouraged to reflect on these. Part of the MOT includes the child’s views. We strive to ensure children feel listened to and their opinions valued and taken on

board. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of the Local Advisory Board is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

“Who else has a role in my child’s education?”

The Local advisory board are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed above.

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Kate Brown (SENDCo) who will be happy to help you navigate through the local offer. You may also find the SENDIASS website useful – please see relevant local offer below. In addition, the newsletter will often have services that may be able to provide further support for your child/ren and family.

The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

At Eastfield Primary School, we have ‘meet the teacher’ sessions during the Summer term to which parents are invited, enabling them to meet the new teacher, hear about the following year’s curriculum and discuss any concerns. We are working towards information evenings to enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with teaching methods and standards. We liaise with pre-school settings and High School to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required,

including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

Information on where the local authority's local offer is published.

"Where can I find the local authority's Local Offer?"

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website. Please be aware that the local offer for the City and County differ.

Leicester City - <https://families.leicester.gov.uk/send-local-offer/>

Leicestershire - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Pupil Progress

"How much progress do children make if they are identified as having SEND at Eastfield Primary School?"

We track pupils' progress every day through marking and feedback of pupils' work. This, in turn leads us to professional judgements about how well pupils perform compared with Age Related expectations. Children are expected to make 6 points progress per year and 3 points progress in half a year.

We use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly. Historically, SEND children have not made as much progress as expected so we have been working to focus our interventions and support, with an enhanced focus on the children's social, emotional and mental health, as well as their self-esteem.

Medical and Mental Health

"How will my child be supported if they have a medical and/or mental health issue at Eastfield?"

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. If a child has medical needs that requires in-school medical care they will have an individual healthcare that is reviewed annually, and is supported by medical professionals advice. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with an SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision. All children's well-being is monitored closely and we are able to provide dynamic emotional support wherever necessary.