



## Eastbury Farm Primary School SEND Information Report

### Introduction

Welcome to Eastbury Farm's Special Educational Needs and Disability (SEND) Information Report. The SEND information report is a Statutory Requirement as part of the Special Educational Needs Code of Practice 2015. It describes how the school will meet its responsibilities under the Equalities Act 2010 to ensure the inclusion of all pupils. Its primary purpose is to inform parents/carers of information and resources available for children who have or may have Special Educational Needs (SEN) in school.

### Vision

At Eastbury Farm our vision is for all pupils, including those with SEND, to leave having reached their full academic and emotional potential. This is achieved through quality first teaching, targeted and specialist provision that meets their specific, individual needs. All staff are ambitious about the outcomes, progress and attainment of pupils with SEND.

We actively encourage parents/carers to be involved in the education of their child/ren and see effective home-school partnerships as key to pupil progress.

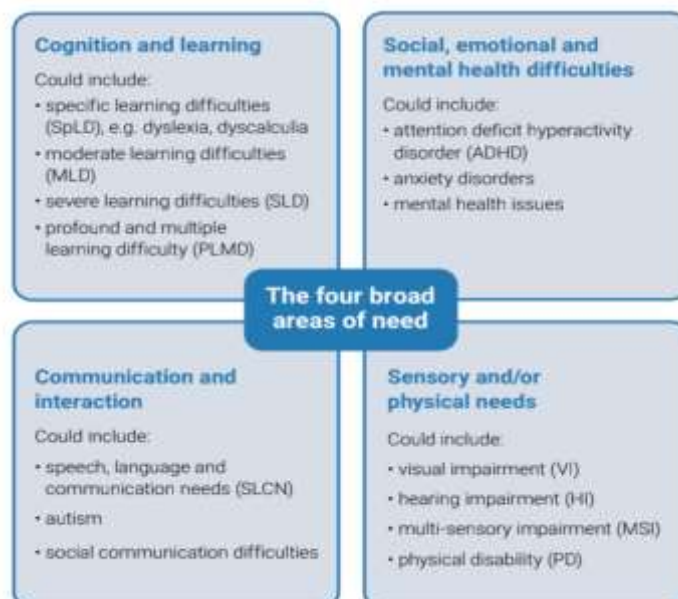
### What are Special Educational Needs and Disability (SEND?)

Children with Special Educational Needs and Disability (SEND) may have a learning difficulty, social, emotional or mental health difficulty, a medical condition or a physical difficulty that require specialist provision (Code of Practice 2015).

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age.
- they have a disability that prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The Code of Practice identifies four broad areas of need



All children may have SEN at some time in their lives. The support a pupil may need could be for a short period or throughout their education.

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

- A child may already have an identified need when they join us. They may have a SEN support plan or Educational Health Care Plan (EHCP). This information is used to inform staff of the needs of the child and ensure continuity of care.
- Teachers are provided with information about the pupils in their class on transition from one year to the next through our class provision maps.
- If parents/carers have any concerns about their child, they should discuss these in the first instance with the class teacher who will then liaise with the INCo (Mrs Cachra) and/or the SENCo (Mrs Duke), as appropriate.
- Staff follow a flow chart for identification of need and next steps.
- Progress of all pupils is monitored by class teachers regularly. Early identification is paramount, and therefore staff working in our school monitor the pupil's progress carefully.
- The Senior Leadership Team (SLT) alongside the INCo and SENCo monitors every pupil's progress with teachers at termly Pupil Progress Meetings (PPM). When a child is not making expected progress, the school can quickly make provision for additional support.

### **How will school staff support my child?**

- Eastbury Farm provides a broad and balanced curriculum for all children.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, with support from teaching assistants or specialist staff.
- Quality First Teaching, adapted for individual pupils, is the first step in responding to all pupils including those who have or may have SEND.
- When staff identify a need they follow a flow chart to identify the next steps and then follow this process to make reasonable adjustments through further support.
- Where the identified need is not addressed by reasonable adjustments or the pupil continues to make little or no progress, despite quality first teaching and adapted classwork, the class teacher, working with the INCo and/or the SENCo, should assess whether the child has a Special Educational Need.
- Once a potential Special Educational Need is identified, four steps of action should be taken to put effective support in place – Assess, Plan, Do, Review (APDR) – this is the graduated approach and is carried out in conjunction with parents/carers and pupils.
- Teachers and teaching assistants will provide reasonable adjustments, pre-teaching, keep ups and/or targeted interventions as part of the APDR process.
- This is recorded on a SEN support plan and will be reviewed termly alongside pupils, and parents/carers.
- Class provision maps record an overview of the needs and provision across each class.
- Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies.

### **How will I know how my child is doing?**

- If parents/carers have any concerns about their child, they should discuss these in the first instance with the class teacher who will then liaise with the INCo (Mrs Cachra) and/or the SENCo (Mrs Duke), as appropriate.
- Parent/Carer meetings to discuss pupil's progress are held in the Autumn and Spring terms.
- A written report is sent home in July each year.
- Parents/carers of children who have been identified as having SEN attend a termly SEN support plan meeting with the class teacher. The SENCo will support where appropriate or requested.

## **How will the learning and development provision be matched to my child's needs?**

- Learning is matched to children's needs and interests through quality first teaching.
- Children will be supported to access the curriculum according to their needs, which may be through adapted tasks, tracked back tasks, reasonable adjustments, working in a smaller group, one-to-one support, pre-teaching vocabulary and concepts, keep-ups, using technology, scaffolded tasks and/or accessing an intervention programme.
- Progress over the previous term is reviewed and new targets are set at each SEN support plan meeting.
- Where appropriate, outside agency advice and support will be sought and actioned.
- Class provision maps record an overview of the needs and provision across each class.

## **What support will there be for my child's overall wellbeing?**

- Creating and applying consistent ethos, policies and behaviours that support and promote positive mental health, emotional wellbeing and resilience.
- Using the Hertfordshire's Therapeutic Thinking approach to behaviour underpins our behaviour policy, all behaviour is a form of communication.
- Using The Colour Monster story in Early Years and the Zones of Regulation in years 1-6 to promote the language of emotions and aid self-regulation.
- Having a Wellbeing section on our school website which is regularly updated.
- Using Jigsaw, our developmental PSHE curriculum, that teaches the skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe.
- Teaching children social and emotional skills, an awareness of positive mental health and emotional wellbeing through Zones of Regulation, PSHE, our Values Based curriculum, focus weeks and assemblies.
- Helping children to develop positive social relationships with staff and peers through playground games, buddy systems, the PSHE curriculum, play leaders, mentors, leadership roles and daily SODA time.
- Helping children to problem solve using the Reflect, Restore, Repair questions after an incident.
- Celebrating academic and non-academic achievements.
- Identifying children who require pastoral support and planning support to meet their needs, including working with our Mental Health Support team, School Family worker and specialist services.
- Providing small group and 1:1 social and emotional interventions.
- Providing a safe fun outdoor area for break and lunchtimes.

## **What training have the staff supporting children and young people with SEND had, or are having?**

- We are constantly updating the Continuing Professional Development (CPD) plan based on the needs of the present cohort of children and the professional development needs of the staff to ensure quality provision. The Teachers and Teaching Assistants have a range of knowledge and skills and attend courses to update their skills according to the needs of the children they are supporting.
- Mrs Cachra, the school Inclusion Lead is also the Deputy Head teacher and works closely alongside the SENCo, Mrs Duke.
- Mrs Duke, the school SENCo is a qualified teacher, and regularly attends courses and training to ensure that her knowledge of SEND remains up to date. She shares her training with staff as appropriate.

## **What specialist services and expertise are available at or accessed by the school?**

All school staff have a good awareness of SEND through regular staff meetings and CPD. External training opportunities are shared with the staff as appropriate to enable them to access resources and strategies for supporting the children. Advice and support may be requested from other professionals, with the consent of parents/carers.

These include:

- DSPL 9 (Delivering Special Provision Locally)
- Mental Health Support Team (MHST)
- Educational Psychology Service
- Chessbrook Outreach Team
- Colnbrook Outreach Team
- Advisory Teachers
- Speech, Language and Communication Team
- Sensory and Physical Impairment Team
- Cognition and Learning Team
- Hearing and Visual Impairment Services
- School Nursing/Health Visitor
- Children's Wellbeing Practitioner
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Step 2 - ADHD pre-screening
- School Family Worker through Southwest Herts Partnership
- Therapeutic Thinking

### **How will you help me to support my child's learning?**

- Curriculum newsletters are shared termly.
- Homework is set weekly and can be accessed via the school website.
- Parent information evenings and workshops are held throughout the year.
- Bi-weekly school newsletter.
- The school website is regularly updated with information and signposting to parent/carer support.

### **How will I be involved in discussions about and planning for my child's education?**

- We encourage parents/carers to address any worries or concerns promptly, initially with your child's class teacher, and then if they are unable to help, please contact the SENCo (Mrs Duke), the deputy head teacher/INCo (Mrs Cachra) or the headteacher (Miss Ormonde).
- Parent/carer SEN support plan meetings are held termly to review and set targets and gain parent/pupil voice.
- Pupils with an Education, Health and Care Plan (EHCP) will also have an annual review where the pupils' strengths, needs and provision are reviewed with parents/carers, pupils and any outside agencies who are involved.

### **How will my child be included in activities outside the classroom including school trips?**

- Our Equality Statement and SEND Policy promote involvement of all children in all aspects of the curriculum, wherever possible, regardless of Special Educational Need and/or Disability. This includes activities outside the classroom.
- We seek to ensure that all pupils regardless of need can attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend.
- For a pupil with a high level of need, we will work collaboratively with parents/carers to identify any specific or additional barriers a different event may present, to agree solutions and plan for the successful inclusion of their child.
- Where there are concerns for safety or access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs.
- Where medical needs are present, a risk assessment will be drawn up with pupils and parents/carers and if necessary appropriate advice will be taken from relevant healthcare professionals.

### **How accessible is the school environment?**

- We meet the requirements of the Disability Discrimination Act (DDA 1995) and the Equalities Act (2010). This is detailed in our Equality Objectives document.
- Eastbury Farm follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe.
- Parents/carers are encouraged to discuss individual requirements with the school by requesting a meeting with the school INCo and/or SENCo.
- The school will review any specific need on a case-by-case basis to accommodate a pupil and/or parent/carer's needs.
- We currently have one toilet for disabled pupils with side holders and most of the building is wheelchair accessible with a clear path to the school door.
- Our classrooms have audio-visual equipment which is visible and clearly heard by all children in each classroom.
- We follow an inclusive classroom checklist which ensures that we cater for pupils with various specific needs.
- Further information is detailed in our Accessibility Policy, Supporting Children with Medical Conditions Policy, Equalities objectives and SEND Policy, all of which can be found on our website.

### **Who can I contact for further information?**

- Your child's teacher is always the first person who you should contact if you have any concerns about your child. This can be done by contacting the school office and requesting an appointment with them.
- The school office is open from 8.30 am to 4.00 pm each day. Please call us on 01923 824543 (messages can be left on the school answerphone out of school hours) or email us at [admin@eastburyfarm.herts.sch.uk](mailto:admin@eastburyfarm.herts.sch.uk) to talk to us or to make an appointment.
- Key information can be found on the school website <https://www.eastburyfarm.herts.sch.uk/>
- The school SENCo (Mrs Sheryl Duke) works two days a week and can be contacted through the school office on 01923 824543 or by email on [admin@eastburyfarm.herts.sch.uk](mailto:admin@eastburyfarm.herts.sch.uk).
- The school INCo (Mrs Shafina Cachra) and can be contacted through the school office on 01923 824543 or by email on [admin@eastburyfarm.herts.sch.uk](mailto:admin@eastburyfarm.herts.sch.uk)
- We pride ourselves on working closely with parents/carers to achieve the best for our pupils. Your comments are helpful for future planning and can be emailed to [admin@eastburyfarm.herts.sch.uk](mailto:admin@eastburyfarm.herts.sch.uk) Please see our Complaints Policy which is available on the school website should you need it.
- The school SEN Governors are also available to offer support. Email [admin@eastburyfarm.herts.sch.uk](mailto:admin@eastburyfarm.herts.sch.uk)
- Impartial information, advice, and support service (SENDIASS) can also offer advice. They can be contacted at [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- Transition is a part of life for all children, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children but especially so for a pupil with SEND and we therefore work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.
- In Early Years, there is a phased transition. School staff will organise stay and play sessions, school visits, individual meetings and contact or visits to the child's current setting, if possible, to gather more information about the child to ensure a smooth transition.
- For in year transitions from other settings, we provide a comprehensive school induction programme.
- Transitions from year to year, teachers meet and discuss their class provision maps to share the strengths and needs of all the pupils in their class. Pupils visit their new class teacher during transition day in July.
- In Year 6, receiving secondary schools visit in the summer term to meet with class teachers and children. Children also attend their secondary schools to familiarise themselves with the environment during transition day in July. The SENCo discusses each child on the SEND register with the receiving school's SENCo and all records including SEN support plans and

EHCPs are passed on. Additional support is provided as necessary for those with SEND including additional visits to the new setting and targeted transition programmes.

## **How are the school's resources allocated and matched to children's Special Educational Needs?**

- Eastbury Farm is a mainstream school and has an amount identified within its budget known as the 'notional SEN budget' which is agreed following discussions between the Senior Leadership Team and the Governors.
- High Needs Funding may be allocated by the local authority through their 'descriptors of need' for Educational Health Care Plans, to partially fund support and interventions identified in the plan.
- Children without an EHCP may be entitled to 'Local High Needs Funding' which can be applied for by the school. This system is designed to provide schools with short term funding to meet needs.

## **How is the decision made about how much support my child will receive?**

- All class teachers are teachers of SEND and have a responsibility to meet the needs of all children in their class through reasonable adjustments to their Quality First Teaching.
- Provision is carefully matched to children's individual needs, recorded on class provision maps and reviewed regularly.
- Decisions are made in consultation with parents/carers, the child, the Senior Leadership Team, class teacher and in some cases, external professionals.

## **How can I find information about the local authority's Local Offer of services and provision for children and young people with Special Educational Needs and Disability?**

The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 – 25. This is the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

Herts Local offer

[https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx?qad\\_source=1&gclid=EAlaIQobChMI0JO3kIW4hAMVmS-DAx1dlwqeEAAYASAAEgKbGPD\\_BwE](https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx?qad_source=1&gclid=EAlaIQobChMI0JO3kIW4hAMVmS-DAx1dlwqeEAAYASAAEgKbGPD_BwE)

**Other useful references are:**

Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

DSPL9

<https://www.dspl9.uk/>

ADDvance - The ADHD and Autism Trust

<https://www.add-vance.org/>

SPACE

<https://spaceherts.org.uk/>

SENDIASS Herts

<https://www.hertssendiass.org.uk/home.aspx>

Speech and Language Therapy

<https://www.hct.nhs.uk/children-and-young-people-speech-and-language-therapy>

Occupational Therapy

<https://www.hct.nhs.uk/children-and-young-people-occupational-therapy/>

Educational Psychologist

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychology-service.aspx>

School Nursing

<https://www.hct.nhs.uk/service-details/service/school-nursing-56>

South West Herts Partnership

<https://www.southwesthertspartnership.org.uk/>

CAMHS

<https://www.hpftcamhs.nhs.uk/>