

# Special Educational Needs (SEN) Information Report



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Dear parents and carers,

Following the introduction of the Children and Families Bill (2014), the government set the expectation that all Local Authorities in the United Kingdom publish and maintain under review, the services and provision they make available to children and young people aged 0 to 25 identified with a Special Educational Need and/or Disability (SEND). This information is known as the 'Local Offer' and can be found on the Local Authority's 'Together for Children' website. The purpose of the Local Offer is to provide transparency and choice for children, young people and their families.

Eppleton Academy Primary and Nursery utilises the support of the Local Offer in order to meet the needs of SEND pupils in conjunction with the school SEND policy and the provision it is able to provide, publishing this within this SEND Information Report.

At Eppleton Academy Primary we endeavor to ensure all pupils are valued, respected, nurtured and encouraged to fulfill their potential within a supportive, caring and inclusive environment.

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, please read our SEND policy by following the link below, which also has a link to the Sunderland Local offer.

<https://eppletonacademyprimary.co.uk/send>

Please also spend a little time getting to know our school and what we offer by clicking the link below.

<https://eppletonacademyprimary.co.uk/>

**Note:** If there are any terms we've used in this information report that you're 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?

Eppleton Academy currently provides additional and/or different provision for a range of SEND which are divided into 4 categories by the SEND Code of Practice (CoP). These are as follows:

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

**N.B.** In some instances areas of need will and does fall into more than one category and will be identified on a hierarchical basis.

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

### Our special educational needs co-ordinator, or SENDCO

Our SENCO is Miss Rowell.

Our SENDCO is a qualified teacher with experience in the role. She has attained the statutory National Award for SEND Co-ordination accreditation and a National Professional Qualification in Senior Leadership (NPQSL).

The SENDCo regularly attends network meetings and training courses as well as arranging whole school SEND related training.

## **Class 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. Where appropriate class teachers receive additional training to meet the needs of individual pupils, such as but not limited to, Makaton, Autism awareness, de-escalation strategies.

## **Teaching assistants (TAs)**

We have a number of TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver interventions as recommended by outside agencies, class teachers and the SENDCo.

## **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 (SALT)
- Autism Outreach (AOT)
- Language and Learning Partnership (LLP)
- Behaviour Support
- Educational psychologist
- Occupational therapists
- GPs or paediatricians
- School nurses
- School based counsellors
- Children's and Young Person's Service (CYPs)
- Healthy Heads Partnership
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

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

We believe that early identification is vital and recognise that parents/carers are experts in their own child and because of this we involve them every step of the way to ensure the best possible outcomes are achieved.

Parents/Carers' who have concerns about SEN support their child might need should be discussed initially with their child's class teacher. Where appropriate this will be highlighted to the SENDCo who will make the employ the necessary procedures to assess the needs of the child. This may involve discussions with parents/carers, class teacher, involved outside agencies and observations and assessments of the child to ensure they are directed onto the most appropriate pathway of support.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher via class dojo, in person at the end of the school day, during parent's evenings to arrange a mutually appropriate time for further discussion.

They will pass the message on to our SENCO, Miss Rowell who will be in touch to discuss your concerns.

You can also contact the SENCO directly by contacting the school office and arranging an appointment or call back.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally seek permission to include them on the school's SEND register and formal support plans and reviews will begin. This will be reviewed termly with parents and where appropriate with involvement of the child.

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

At Eppleton Academy Primary and Nursery, we recognise that children learn and develop in different ways. Teachers recognise this and apply different teaching styles, resources and differentiate work in the classroom to ensure the best possible progress for all children, all of the time. This approach is called Quality First Teaching (QFT) and is expected for all children, all of the time. We believe that early identification is vital.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include through observations of lesson engagement, involvement in learning, integration and engagement with peers, formal and informal assessment of reading, writing, and maths, speech and language skills.

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 give the pupil extra tuition to try to fill it. Pupils who don't 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 will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also 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 (where appropriate) 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 told the outcome in person.

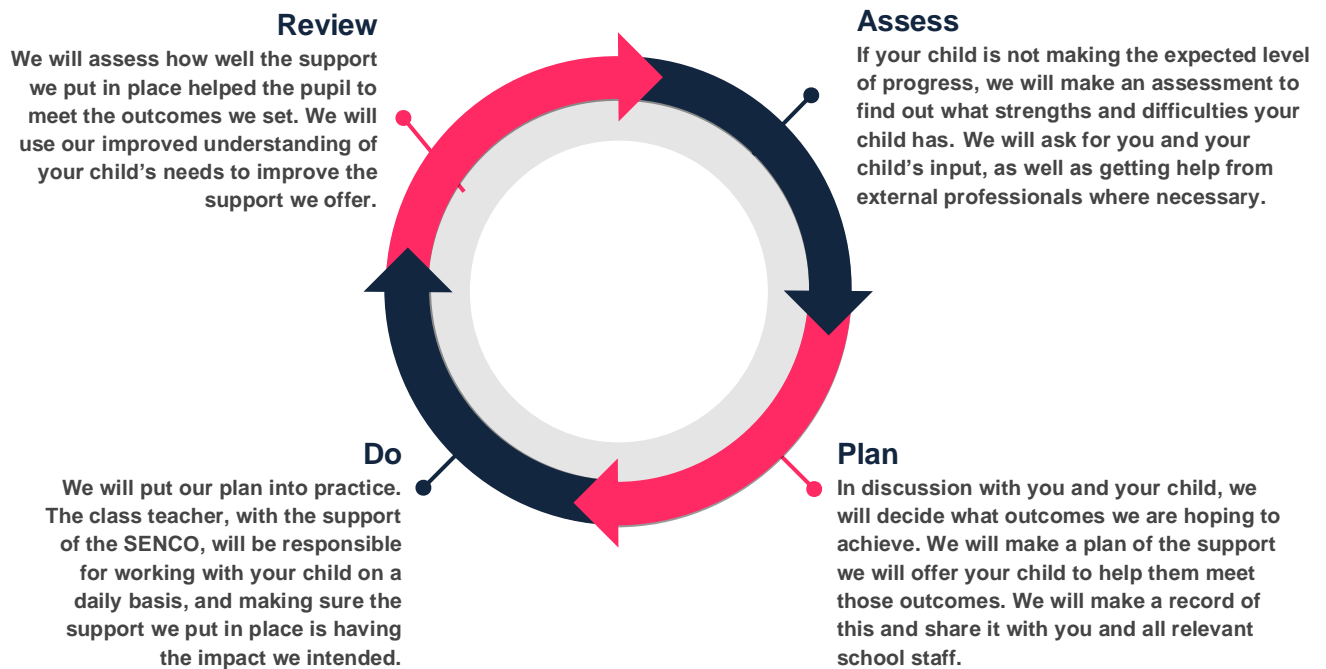
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

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

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

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?

Throughout their time at Eppleton Academy Primary and Nursery, parents/carers are involved in decisions and actions taken to support an individual child. We will provide an annual written reports on your child's progress written by your child's class teacher.

Your child's class/form teacher will meet you each term to:

- 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

The SENCO may also attend these meetings to provide extra support and will invite you for an annual review of provision for your child.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're 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 formal 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.

If you have concerns that arise between these meetings, please contact your child's class teacher via class dojo, in person at the end of the school day or by contacting the school office and arranging a phone call.

## **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 2 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?**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, and maintain high aspirations and expectations for all. Our aim as practitioners is to provide children with the tools to develop their academic skills and independence in addition to their social and emotional wellbeing.

High quality teaching (through QFT) is our first step in responding to pupils who have SEND. This will be differentiated or individualised depending on the specific needs of the pupil.

We will also provide the following interventions:

- Small group work with trained teachers or teaching assistants
- Work based on recommendations by professionals from involved external agencies (e.g. Educational Psychologist, Autism Outreach, Language and Learning etc.)
- Children working directly with and alongside the professional agencies – e.g Physiotherapists.
- Regular assessment of progress to ensure strategies and interventions are robust and target the areas of need.

Your child's teacher is 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual representations, breaking work into manageable chunks etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups where appropriate
- Recommended interventions from outside agencies and specialists

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder Speech and language difficulties	Visual timetables Social stories Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	Writing slope Alternative writing paper
<b>Social, emotional and mental health</b>	ADHD, ADD Adverse childhood experiences and/or mental health issues	Quiet workstation School based counsellor support groups and 1:1 support
<b>Sensory and/or physical</b>	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Limiting classroom displays

These interventions are part of our contribution to City of Sunderland's local offer.



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

Through ongoing observations and assessments we evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of each half term
- Discussions with pupils
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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?**

Eppleton Academy Primary and Nursery receive a notional budget amount from the government to support the additional needs of pupils with SEND. This budget is used to support in class learning and purchase and maintain additional resources which may help them.

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

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

The school will cover up to £6,000 of any 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 don't have SEND?**

All of 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 to Derwent Hill or other residential venues.

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

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?**

Applications to Eppleton Academy Primary can be made using the appropriate admissions portal for a September Reception class admission (Please follow the link to access the admissions portal: <https://eppletonacademyprimary.co.uk/admissions>) or by contacting the school office to enquire about place availability for in-year transitions.

Children with an EHCP naming Eppleton Academy Primary and Nursery will be offered a place. In the case of oversubscription, all children with EHCP plans where the school is named, will be accepted prior to other place allocation. Further information about place allocation can be found in the school Admissions Policy.

### **13. How does the school support pupils with disabilities?**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Eppleton Academy Primary and Nursery, we believe that everyone should be valued, respected, nurtured and encouraged to fulfill their potential, within a supportive, caring, inclusive environment. Our school Accessibility Plan outlines our commitment to providing this and can be accessed via the school website. The policy is reviewed and updated frequently.

Our school accessibility plan details our commitment to ensuring:

- Enabling access to a full and broad curriculum for all learners, including those with a disability, e.g. differentiated resources, representations of disabled people, effective target setting.
- Ensure, improve and maintain full access to the school physical environment, eg ramps, accessible doorways, personal care facilities, parking bays etc.
- Improve and ensure the accessibility of information for those with disability through display signage, pictorial/print representation, neutral displays, adaptable print resources (colour backgrounds/overlays)

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

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

- Pupils with SEN are encouraged to be part of the school council/ Well-being Team.
- We provide extra pastoral support for listening to the views of pupils with SEN by key listening adults.
- We have a 'zero tolerance' approach to bullying.
- Where, appropriate, group sessions, or 1:1 sessions with our dedicated school counsellor, who is on site 1 day per week.
- Involvement of Healthy Heads initiative, offering 1:1, small group and whole class sessions to children and additional support to parents where appropriate.
- We have a robust behaviour policy.
- All staff monitor the emotional and social development of all children in school.

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

Information will be shared with any school, or other setting the pupil is moving to, to ensure a smooth transition for the child, as we recognise that this can be a difficult time for a child with SEND.

#### **Moving to another school**

Where a child is moving to another school, the SENDCO will make contact to ensure that any special arrangements or support needed for the child is communicated.

Records about your child will be passed on as soon as possible in a secure manner.

Transition visits to new schools are encouraged and offered to those transferring to Eppleton Academy.

## **Moving classes within Eppleton**

Information will be shared with the new class teacher in advance, SSPs will be shared and the new class teacher will contact parents to discuss any views, queries or concerns early in the new school year. Pupils will be supplied with a transition page containing photographs and information about key staff, classroom organization, and routines to prepare pupils over the summer break. Visits to the new classroom environment as required by the child and key staff will introduce themselves and begin to form relationships during unstructured times (e.g. playtime and lunch time).

## **Transitioning Y6 pupils**

- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
- The SENDCO of their secondary school will be invited to annual reviews in the final year.
- Pupil files will be transferred securely to their new school as soon as is possible.
- Where possible your child will have transition visits to their new school and in some cases staff from the new school will visit them at Eppleton.

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

Mrs Jackson is the designated adult for looked after children and previously looked after children.

She works with Miss Rowell, 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?**

Complaints about SEN provision in our school should be made to the class teacher/SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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.

## 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 Sunderland's together for Children local offer. Sunderland publishes information about the local offer on their website:

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

<https://sunderlandsendiass.co.uk/>

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
- > **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 don't 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