

Eastbrook School - SEND Information Report 2016

What types of SEND do we provide for?	<p>Eastbrook is a mainstream all through comprehensive school, Primary years R to 2, secondary and Sixth Form. The school works with students with a diverse range of Special Educational Needs and Disabilities (SEND). The school has two Additionally Resourced Provisions (ARPs), specializing in SLCN (speech, language and communication) and SEMH (social, emotional and mental health)</p> <p>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>
How do we identify and assess pupils with SEN?	<p>Prior to joining Eastbrook, staff organise visits to the student(s) in their previous setting, so that there is a good handover of information. This assists with planning to meet the needs of student(s) and enables the school to make the necessary arrangements for appropriate provision. It helps inform staff working with the student(s) at Eastbrook and is key to making a smooth transition to the student(s) new school. Students in year 6 are encouraged to attend summer school at the beginning of the summer holidays, as this is an informal way of meeting new staff and friends as well as identifying any concerns about transition.</p> <p>Once a student starts at Eastbrook School they are assessed using a speech and language, as well as skills and literacy assessments. This information is used to make sure the student(s) are in the most appropriate teaching groups. It also informs SEND practice, as the results give baseline information and can indicate why students are experiencing difficulties with learning. This is used as a starting point to monitor and track progress for students with SEND.</p> <p>PASS assessments will soon become an integral part of Eastbrook School's baseline assessment procedure. PASS will allow us to assess student's attitudes</p>
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	<p>Ms A Williams, williamsa@eastbrookschoo.org.uk</p>
What is our approach to teaching pupils with SEN?	<p>Students, who are identified with SEND, are assessed and monitored from the start at Eastbrook School. They are assigned to appropriate teaching groups with an emphasis on quality first teaching. Students, who find learning challenging, can receive support through access to Teaching Assistants (TA's) in lessons. TA's also mentor students who need guidance but do not require in class support. They organize and lead homework clubs and students use breaks and lunch times to follow up queries or have help with tasks. We actively encourage students to seek help and</p>

	<p>complete work ready for homework deadlines. Staff are working with students to develop their use of IT and become independent learners.</p> <p>Data and information from year 6 informs the allocation of students to forms and sets, when students start in year 7. Students who require a very high level of support on transition are taught in a small class group in year 7. This provides opportunities for students to receive specific speech and language support, structured learning approaches and in class support. Students are encouraged to become independent and be responsible for their learning. They are expected to respect each other, staff and the school.</p> <p>The staff at Eastbrook School encourage students to “voice” their concerns so that issues can be dealt with quickly. Students with difficulties with social skills and peer relationships often “drop in” at break and lunch times; engaging with their peers and students from other year groups is encouraged. Students with speech, language and communication difficulties are provided with opportunities to develop their social skills.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The SENCO works with teachers of students with SEND. Students with a high level of need are allocated a key worker who monitors their progress each week. Profiles, including advice on learning strategies, are written for these students and circulated to staff. The profiles are shared with parents/carers on Academic Achievement Day in September and are discussed with parents/carers throughout the school year. Students are asked to check the comments and add their own suggestions for strategies that work well for them in lessons. The profiles, and work from the SEND/ARP departments, support teachers’ planning and work with key students.</p> <p>The school monitors the progress of all students identified with SEND and reviews provision and progress each half term. The school responds quickly to the concerns of parents/carers by phone, emails and in meetings. We believe that working together is key to providing good strategies and developing the most appropriate learning environment for students with a diverse range of SEND need. The school implements advice from specialist professionals working with individual students. Planning for students with C&L is supported by visual and kinaesthetic teaching strategies. IT is a key to continuing to develop and practise basic skills. IT allows students to achieve success and develop their own strategies for learning.</p> <p>A specialist teaching area for the nurture group is based at the centre of the SEND department. It is a key meeting area for students with SEND and their friends at breaks and lunch times. Teaching Assistants are available to support students, encourage social conversations and offer help as required. Our area is also the meeting place for the Chess Club, Dungeons and Dragons and computer time.</p>

	<p>Students tend to have “in class” support in years 7-9, but in years 10 & 11 this is focused on intervention groups. Interventions take place alongside regular lesson, after school and in some subjects on Saturday mornings. Good relationships between TAs and students can often promote additional learning opportunities and positive engagement from students.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Students work in mixed ability groups, which provides a range of learning and social opportunities. School clubs are open to all students and the SEND/ARP departments encourage students to bring friends and socialise together. This includes more able older students mentoring younger students through reading initiatives. Students with additional needs working at high academic levels are included in activities for students who are gifted and talented. SEND students are provided with support, where necessary, to take part in after school activities and school trips.</p> <p>Students also attend a range of activities off site during the school day. A group go to the local Community Farm/Nursery where they learn science through practical tasks and develop language and social skills. Students with SEND regularly take part in Disability Sports events enjoying success in football and athletics. Their successes are shared with peers and celebrated by the school at awards evenings with mainstream peers and families. Some students with more complex needs attend alternative provision in years 10 & 11.</p>
<p>How do we consult parents of pupils with SEN and 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 as their child starts and throughout their schooling. The school is reviewing the process for working with parents/carers of students at ‘K’ on the SEN Code of Practice. Students with Statements or EHC plans are reviewed annually as part of the statutory process. However, discussions take place at other times when either parent/carer or school are concerned about the student. The SEND staff also value opportunities to report progress in learning, social development or developing independence and this occurs half termly. Students often enjoy this contact as it indicates where they are doing well and what they need to work on.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Students meet with SEND/ARP staff and inform planning and provision through informal and formal conversations. Students are encouraged to talk about their work and successes as well as any difficulties. The SEND team responds to the conversations by liaising with staff. Profiles have been a key development in this area. The student “voice” is identified and views are considered important in developing effective practice. Students change throughout their schooling and this interaction provides an opportunity to develop ways of working that are appropriate to their needs and age.</p>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<p>Students and parents/carers are regularly informed about progress through the school tracker system. Students with SEND also need to recognize and celebrate “small steps” of progress. This is done through conversation with the student, comments in books, praise and rewards for achievements.</p>

<p>How do we support pupils moving between different phases of education?</p>	<p>The Eastbrook School has developed a positive system for moving students between phases. New to Eastbrook School is the arrival of children in Key Stage 1 (years R to 2) which involves liaison with pre-school providers. The school has good links with SENCOs in the main primary feeder schools and, through visits and information, aims to be ready to meet the needs of students with SEND. The SENCO and ARP managers will endeavor to collect information for students entering Eastbrook School during the school year. This will be from previous settings, through parents/carers, LBD Statements or EHC Plans and health and other professional services. Making good links and passing on information is a key to supporting the student as they move through the school. The SENCO and SEND/ARP teams meet regularly with staff and, where appropriate, TAs will move with a student(s) to provide continuity and knowledge.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Students with Statements/EHC Plans have a formal transition review in year 9. This is supported by an interview with the careers service and a transition plan is developed which forms part of subsequent review meetings. Staff work with all students on Careers Information Advice and Guidance (CEIAG), where students intend to go onto further education helping them in planning their transition pathway. Students at 'K' are supported through visits and information to review opportunities. Reviews are held with parents/carers to discuss future plans.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The SEND/ARP departments work very closely with the Heads of Year at Eastbrook to ensure there are links between SEND/ARPs and the pastoral system. Students 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 bullying, as this impacts on the well-being and learning of all students including those with SEND. Students with SEND are usually confident in talking to an adult in the departments. Incidents frequently reflect an immaturity in social relationships and understanding of feelings, particularly for students with SEMH. Where necessary a restorative approach is encouraged to give the students an understanding of feelings as a result of the direct impact of their actions or words.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The SENCO (Ms A. Williams) has a MEd in Special Educational Needs. Ms Williams has managed a local authority learning support service including a caseload of students from birth to adulthood. Ms Williams' role was as a Borough advisor to primary and secondary schools, and she coordinated work within pre-school settings and early years. The role involved high levels of work with Health professionals, Social Care as well Borough staff.</p> <p>The Teaching Assistants have a range of qualifications from Bachelor Degrees to specialist qualifications to offer activities such as cooking or Design and Technology. All our TA's gain great experience in working with students of varying levels of need over time. TA's are deployed in their area(s) of expertise. One TA is currently studying for a Higher Learning Teaching Assistant qualification. There is a programme of CPD for the SEND/ARP teams, supervision and team meetings as well as whole school training sessions.</p>

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<p>How will we secure specialist expertise?</p>	<p>The school draws on experience from its own staff and outside speakers to provide CPD. The SENCO/ARP managers and TAs attend courses run by the Borough. In addition, the school calls on outside professionals when advice is required about a student's need. This includes the Educational Psychology Service, CAMHS, health professionals and advisory teachers. The school works with organizations that support parents/carers.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The school takes advice from outside professionals about equipment and facilities for students with specific needs. The school also draws on the expertise of its staff in developing new initiatives and implementing new ways of working.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school has strong links with the Local Authority and outside professionals and organisations. For example, specialist advisory teaches visit students with hearing and visual impairments. Furthermore, there are regular visits from the LBB Educational Psychology service and mentoring/counselling services. The school actively seeks specialist advice to meet the needs of student(s) effectively. The Eastbrook School has good links with Social Care and encourages parents to make contact with parent support groups where appropriate. The school will support students and families in external meetings with professionals to develop good practice.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school frequently reviews its SEND provision and completes a framework document to monitor current and future practice. Provision needs to be effective and provide creative opportunities to students with diverse needs, within the allocated budget. There is a range of meetings each half term which monitor and track student progress, a key outcome is to improve practice for individual and groups of students.</p> <p>The school works with the Local Authority Advisory Team who visit each term.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>In the first instance, Eastbrook School encourages parents/carers to make contact with the school if they have any queries or concerns. Issues dealt with at an early stage can often be resolved before a formal complaint is considered. Eastbrook School has a formal complaints procedure available on request.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Students are encouraged to speak to staff in the school if they have any comments or worries. This may be with a member of the SEND/ARP teams, pastoral team or even to express their concerns through a peer. Parents/carers should make contact through the school office. Specific SEND enquiries should directed to the SENCO.</p>
<p>What support services are available to parents?</p>	<p>Parents/carers of students with Autism or social communication disability are encouraged to make contact with the Sycamore Trust.</p>

Where can the LA's local offer be found? How have we contributed to it?

Barking and Dagenham's Local Offer can be found on the Local Authorities website www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/
The Eastbrook School Local Offer is on our website too.