

The School Information Report (incorporating the School Offer)

Working document – October 2016

EASTBURY COMMUNITY SCHOOL

Eastbury Community School is an inclusive school and may offer the following range of provision to support students with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. Eastbury is committed to ensuring that every student is prepared and ready for their next stage of education.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation. [Lbbd.gov.uk/Residents/Children, young people and families/Local offer](http://Lbbd.gov.uk/Residents/Children,young%20people%20and%20families/Local%20offer)

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Ms Jo Higson
Social Inclusion Leader
0208 507 4541
jhi@eastbury.bardaglea.org.uk

SENCo
Adam Mcsparron
0208 507 4627
AMS@eastbury.bardaglea.org.uk

Shelly Hoban
0208 507 4627
srb@eastbury.bardaglea.org.uk

Mrs Jackie Jarvis
Curriculum Access Secretary
0208 507 4541
jja@eastbury.bardaglea.org.uk

She is responsible for

- Coordinating provision for students with SEND and developing the school's [SEND policy](#)
- Ensuring that parents/carers are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new group or school
 - Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties
 - Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

They are responsible for:

Adapting and refining the curriculum in partnership with class teachers to respond to strengths and needs of all students, checking on the progress of your child and identification, planning and delivery of any additional support.

Contributing to devising personalised learning passports which inform provision and to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's SEND Keyworker. You may then be directed to the SENCO.

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<p>Ms Lisa Paulding HLTA/Key Worker Manager 0208 507 4542 lpa@eastbury.bardaglea.org.uk</p> <p>SEND Team TiC Hearing Impaired Base Miss Helen Murray 0208 507 4556 hmu@eastbury.bardaglea.org.uk</p> <p>Head teacher: Mr David Dickson</p> <p>SEN Governor: Roy Patient Email:roypatient.2@virgin.net</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> Coordinating all EHCP and review meetings Coordinating all Annual Statement reviews Coordinating any external professional visits Receiving all initial contact from Parents and is able to allocate to right section of the department. <p>She is responsible for the work of the Key Workers</p> <ul style="list-style-type: none"> Assists with the setting of support which makes our provision Arranges personal care for students who require this facility <p><u>Resource provision for the Deaf:</u></p> <p>The provision exists to provide a personalised learning environment to address the communication needs of the individual deaf student in a mainstream environment. The primary focus is the development of language to access the curriculum. This is a total communication provision and is staffed by two teachers of the deaf, a high level teaching assistant in BSL , a special teaching assistant for the deaf and a deaf instructor. The provision has twelve fulltime places. All students have a statement of educational need or an Education Health Care Plan</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEN <p>He is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop the quality and impact of provision for students with SEN across the school. • Meeting regularly with the department and discussing issues related to the department and its efficient working. • Advising the wider Governing Body of developments within the area of Special Educational Needs.
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How can I find out about how well my child is doing?

On-going monitoring takes place by students' teachers to identify students who are not making progress despite quality 1st teaching or who have needs which are affecting their ability to engage in learning activities. Support is organised into Waves. Wave 1 intervention is always Quality First Teaching which Eastbury prides itself on trying to keep the students in front of their mainstream teacher almost the whole time. Wave 2 intervention is often an additional adult Teaching Assistant, Learning Mentor, Youth Worker or sometimes even an additional teacher to help support the students access to the learning opportunity. Wave 3 intervention is where a student maybe removed from a certain area of the curriculum for a focused intervention for a short period of time with a measurable outcome. We try to keep this type of intervention to a very minimum as students need as much exposure as possible to their class specialist teacher.

After discussions with key staff and parents, additional time limited targeted support may be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

We use a range of assessment data to ensure that pupils are identified correctly.

- Bench mark testing in Year 7
 - Star Reading Test
 - Cognitive Ability Test
 - Use of Year 6 levels
 - Curriculum devised tests

Passports

This additional support is documented in the pupil passport.

The pupil passport is a document that is produced in collaboration with the student, the student's parents, any outside agency advice, subject teachers and the SEN staff. This document identifies how best to support the student, sharing strategies that are successful with other staff. The student voice is key in producing this document; students are encouraged to share what they are good at, what they find hard and how they would like staff to help them.

In consultation with the SEND staff and parents/carers, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated as a wave 2 intervention.. This support is deployed to classes to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

A Keyworker is identified to act as a link between the parents / carers, student and school. The keyworker closely monitors the progress across the curriculum as well as the progress of any additional interventions that have been put in place. The Keyworker plays an important role in the student's educational career whilst they are considered to require SEN support.

Formal review meetings are held on a termly basis. Parents/carers, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If a student is continuing to have significant difficulties, further external expertise may be requested. Some additional funding can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a plan will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. **Further details about this process is explained in the LA Local Offer**

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Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Any requests made have to be the normal way of working for the student. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. Any requests for access arrangements are the students normal way of working in Key Stage 4.

Consulting with Parents/Carers

A termly meeting will be held with parents/carers to discuss progress against targets set. A Key Worker is allocated to each pupil and the Key Worker will act as a link between the pupil, the parent/carer and the school. This is in addition to the role of the Form Tutor and the Head of Year. The Key Worker will focus on SEND issues and progress, ensuring that the Form Tutor and the Head of Year are kept fully informed of any issues arising. The department runs a series of Coffee Mornings actively encouraging parents of SEND students to attend.

Parents can request support directly from our Parent School Advisor – Stavey Primus. Stavey works full time and is based in our school.

Sometimes despite our best endeavours parents/carers may feel unhappy with the support that has been put in place for their child. In the first instance, parents are requested to contact either of the SENCOs, Ms Higson, Mrs Goldfinch or Mrs Jarvis, in order that we are able to see whether we are able to reach a better solution to help their child. If this is not successful and parents feel they wish to request further support there is a whole school complaints procedure that is available to be followed.

Pupil Voice

The Pupil's voice is important to be heard. Students are consulted about the passport that is created around them and they are asked to identify what they think they are good at and what they find challenging. Pupils are consulted about the type of support identified and how they can make the best progress from limited resources. Key Workers capture the pupils voice when reviewing progress and recording outcomes in learning conversations. Pupils are encouraged to comment to marking feedback to subject teachers and the SEND team monitor books to ensure pupils are responding to feedback from teachers.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements from the pupil passport, (see above) progress levels and reading ages. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. This is called Wave 1 intervention

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. This is Wave 2 intervention.

Additional smaller groups in English and Maths are provided for our lowest achiever's and the opportunity for additional Numeracy and Literacy lessons to further develop their basic skills in these areas. This is taught by a

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Specialist SEN Teacher with a focus on basic number work and basic literacy requirements in the area of phonics, reading and writing. This is part of our Wave 3 intervention.

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Intervention

Access to learning and the curriculum

Access to learning support staff

- In core subjects
- In practical subjects
- In small groups
- Homework Club
- Rolling programme of literacy and numeracy intervention for targeted students

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Access to trained Speech and Language Teaching Assistants
- Specific differentiation or modification of resources e.g. use of symbols
- Speech Therapy group work delivered by support staff following speech therapy advice
- Annual monitoring and review by Speech Therapist

Strategies to support/develop literacy including reading for targeted students

- Focused reading lessons
- Small group intervention programmes
- Access to specialist dyslexia teachers/structure programme
- Paired Reading Programme
- Use of computerised programme Lexia and Word Shark – also available at home
- Additional Literacy lessons per week in KS3

Strategies to support/develop numeracy

- Small group intervention programmes
- Ability setting
- Further ability setting in Year 9 and above
- Use of computerised programme My Maths – also available at home
- Additional 2 lessons per week in Years 7+8 and 9

Provision to facilitate/support access to the curriculum

- Deaf children Resourced Provision
 - Up to 12 places.
 - Included in majority of mainstream classes. Some small group/individual withdrawals depending on need.
 - Qualified staff

Whole School physical adaptations

- Adjustable desks for wheelchair users
- Changing space
- Disabled toileting facilities

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Homework club
- Planners for all year groups
- Visual timetables for class/and or individual students as necessary
- Vast variety of on line resources

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Pastoral Support
Strategies to support the development of students' social skills and enhance self-esteem <ul style="list-style-type: none">• Small group programmes• Lunchtime clubs• After school clubs• Mentoring• Quiet room available lunch/break time• Social Skills groups
Mentoring activities <ul style="list-style-type: none">• Learning conversations by Curriculum Access staff• 1:1 School Counsellor opportunities• 1:1 Mentoring sessions• Pastoral support mentoring
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents/carers) <ul style="list-style-type: none">• Transition support, visits and events• Work in Primary School for 6 weeks during Year 6• Reduced modified timetable• Parent/carer support advisor• Regular contact and liaison with parents/carers as necessary• Coffee mornings
Strategies to support/modify behaviour <ul style="list-style-type: none">• School sanctions and reward system as set out in School Behaviour Policy• Flexible Learning Support provision• Alternative to Fixed Term Exclusion• Mentoring• Youth workers• Individual Behaviour Plans which dovetail with the whole School Behaviour Policy
Support/supervision at unstructured times of the day including personal care <ul style="list-style-type: none">• Break time• Lunch clubs• Trained staff supervising during break periods• Personal Carers available to assist with care
Planning, assessment, evaluation and next steps <ul style="list-style-type: none">• Bench mark testing in Year 7<ul style="list-style-type: none">Star Reading TestCognitive Ability TestUse of Year 6 Achievement levelsCurriculum devised tests• Passports
Personal and medical care <ul style="list-style-type: none">• Associate Staff (Medical) available for students throughout the day• Care plans for students with medical needs• Trained first aiders

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Increasing accessibility - getting about
<p>Access to strategies/programmes to support occupational /physiotherapy needs</p> <ul style="list-style-type: none"> • Advice of professionals shared and followed • Use of any recommended equipment
<p>Access to modified equipment and ITC</p> <ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum

Effectiveness of Provision
<p>All of the provisions are tracked to ensure that what has been identified and put in place is making a difference. We ensure that we are offering the best type of interventions, those that are likely to narrow the gap significantly and with the least amount of disruption to quality first teaching. We request advice and guidance from local authority partners who see good practice from across the borough and wider.</p>
<ul style="list-style-type: none"> • All provisions are benchmarked both at the beginning and at the end of an intervention to ensure progress can be demonstrated. • The Local Authority carry out systematic visits for SEND and our Additional Resourced Provision with link advisors closely monitoring our progress

Partnerships with External Agencies	
<p>What support from outside does the school use to support my child?</p> <p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p>	
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Use of individualised Care Plans • Use of Common Assessment Framework • Referral to CAMHS 	
<p>Access to whole staff training if required via the Senior Leadership Team</p>	
<p>Liaison/Communication with Professionals/Parents/carers, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Regular meetings as required • SENco available at all parents/carers evenings • Referrals to outside agencies via the Common Assessment Framework • Speech and language Therapist for specific individual students • Educational Psychologist and School Nurse meet parent/carers and prepare reports as required • 	
Agency	Description of Support
<ul style="list-style-type: none"> • Educational Psychology Service Our attached EP is Ali Taylor • Social Communication Team • Our SEN Local Authority Advisor is Marie McGee • Sensory Support Service – The Local Authority use Joseph Clarke Visually Impaired Family Service. 	<p>Planning Meeting, Assessment, Parent Liaison, Observations and Advice</p>
<p>Speech and Language Therapy –</p>	

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	As indicated in Care Plans/School may refer as required and implement recommendations following specialist assessment
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	Parents/carers can request support from this service for help and advice for SEND pupils
Parent Partnership Service: Tel:	
Educational Professional responsible for children who are looked after. Margery Brooke-Williams Advisory Teacher Ian Starling Virtual Head London Borough of Barking and Dagenham	

Transition

How will the school help my child move to a new group/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible

When moving groups/forms in school: Information shared with new teacher

In year 6 - 7 transition: The SENCO will attend the primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. Our Learning Mentor works during the Summer Term in our main feeder schools to enable us to get to know your child and to make the transition process more manageable for them.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Our recent training as provided strategies for dealing with some of the following common areas of SEND:-

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Dyslexia, Dyspraxia, Speech and Language, ADHD, Safeguarding, Depression in Adolescents, Asperger Syndrome

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from the local authority to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- **Accredited SENCO (National Award)**
- **Accredited Teacher for Specific Learning Difficulties (Dyslexia)**
- **Accredited Teaching Assistants**
- **Specialist Speech and Language Teaching Assistants**
- **Accredited SENCO Assistant**
- **First Aid Trained Teaching Assistants**
- **Restorative Approaches**

FURTHER INFORMATION about support and services for students and their families can be found in:

Web link to:

The Local Authority Local Offer

Eastbury Community School

The DfE Code of Practice

Should parents wish to raise any complaints please follow the schools Complaints Procedures.