



Eastlea
COMMUNITY SCHOOL

SEND Information Report

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| Leadership Team Responsibility: | Assistant Headteacher Designated Safeguarding Lead and Special Education Needs Coordinator |
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Section 1: How does the school identify and organise support for students with special educational needs and disabilities?

In Newham the majority of children with SEND are included in mainstream schools. As part of this strategy, Eastlea school supports a large number of children and young people with the whole range of special educational needs and disabilities, including 14 with profound and multiple learning disabilities.

Our school community includes students with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Hearing and Visual Impairment, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs. Some of our students with exceptional levels of needs hold an Educational Health Care Plan.

The school offers a bespoke curriculum which is specifically designed to support students with severe learning difficulties, profound and multiple learning difficulties and complex needs.

At Eastlea Community School, we aim for early identification of students through well-established systems. In the first instance we use Key Stage 2 data and teacher information from our feeder primary schools during the Year 6 into Year 7 transition process. In Year 7 most students undertake the Cognitive Ability Test (CATS), GLS progress tests and a reading age assessment.

Teachers can raise any SEND related concerns or worries about any of the students by completing the Student Referral form via the Staff Portal. SENCo observes students in structured and unstructured times. SENCo will develop a learning plan and suggested strategies are put in place by Subject Teachers and reviewed after the next assessment date.

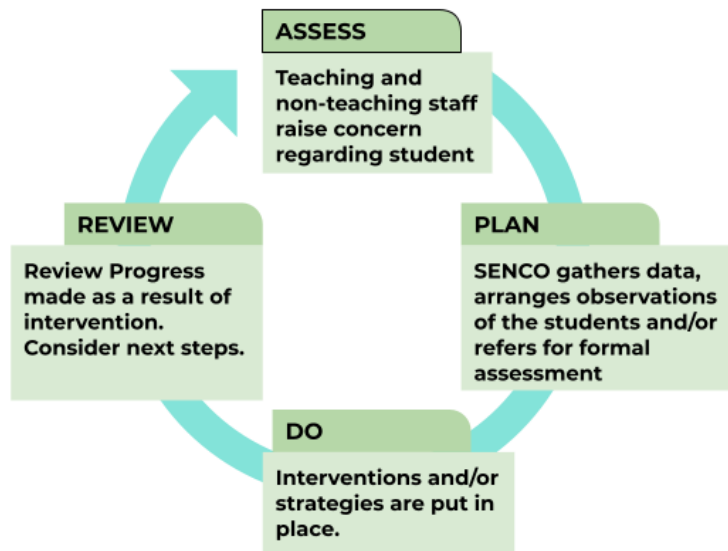
As part of the Mid-year admissions process we use information from the previous school if available and students are assessed on entry to the school; the results of these assessments are then shared with teaching staff and used to develop a learning plan and allocate support when required.

Subject teachers make regular assessments of the progress students are making. As part of the assessment process, subject teachers and curriculum team leaders supported by the senior leadership team, identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress

- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Students who are falling behind expected progress are identified and steps taken to secure improvements. In addition, all parents and teachers can log concerns about possible special educational needs with the SENDCO, at any time.



For children and young people who require support over and above that which is available to all students, the school has an inclusion curriculum support team consisting of teachers and support staff with particular expertise and experience of supporting students with a range of needs.

Students with profound and multiple learning disabilities and other complex needs receive their additional support from a complex needs teacher, a classroom practitioner and a team of teaching assistants. These students also make use of a sensory room, soft activity area, physiotherapy room and hygiene rooms located around the school site.

Every Resource Provision student is monitored through their termly review of their Personal Plan and through their Annual Review of Education and Health Care Plan.

The SENCo is responsible for the organisation of the Annual Review and Education, Health and Care Plan meetings. The meetings are led by the class teacher and chaired by the SENCo. Each student has a folder on the shared drive where all the documents associated with an Annual Review meeting and Education, Health and Care Plan are filed.

As well as providing in class support, the Inclusion area has classrooms as well as an open plan area for physiotherapy interventions. Students who have social, emotional and behavioural difficulties receive support from a team made up of a classroom practitioner and a team of teaching assistants. An area of the school “Newstart” is available for focused group and individual support sessions.

Section 2: Who are the key people in the school available to discuss parental /carers concerns about a young person’s difficulties?

As part of our tutoring system every student at Eastlea Community School belongs to a tutor group. The Tutor is the first point of contact for all parents. Parents first meet their child’s tutor at the Year 7 welcome evening.

Ana-Maria Grigore is the school’s Special Educational Needs and Disabilities Coordinator (SENDCo). She can be contacted on the school telephone number 02075400400. Alternatively she can be contacted by email on AnaMaria.GRIGORE@eastlea.newham.sch.uk

Section 3: How will parents/carers be informed about progress within school and how will progress be measured?

Throughout the year, the progress of all students is assessed in each subject area. A full analysis of this data informs the responses of subject teachers, curriculum team and senior leaders. All parents are invited once a year to parents evening to discuss their child’s progress with each of their subject teachers. All parents of the children who hold an Educational Health Care Plan are invited to a termly review to discuss the child’s Personal Plan.

Section 4: What support will parents/carers receive if a young person has been identified as having special educational needs?

We operate an open door policy where parents can contact Ana-Maria Grigore, SENDCo, about any concerns they may have about their child's special educational needs, at any point in the school year. The SENDCo is also available at all parents' evenings.

Parents can also contact SENDIASS formerly Newham Parent Partnerships.

Telephone: 0203 373 8385

Email: sendiass@newham.gov.uk

Section 5: What support is offered to ensure the wellbeing of a young person with special educational needs and disabilities?

Our vision is to provide a safe learning environment in which students feel secure and where self-esteem, confidence and respect, both for self and others, can be promoted. Students support each other well.

Our school's pastoral system offers excellent support for all students through a year team structure. The year teams are led by an Achievement Leader and Pastoral Manager.

In addition, for students who require more support, our behaviour support provision runs social skills, anger management, resilience and mentoring programmes.

Section 6: How will teaching be adapted to support the student with special educational needs?

Teachers have on-going whole school training on best practice for meeting the needs of all students, including SEND. The school provides bespoke training for specific staff who are teaching specific students or related to specific special educational needs. The SENDCo can also access the expertise of specialist teachers from the local authority when required.

Section 7: What different types of support can the students receive in school?

High quality whole class teaching is the first step to ensure that all students make the maximum progress, including those with SEND.

Students with an Educational Health Care Plan or High Needs Funding will receive some in class support from a teaching assistant, working under the direction of the subject teacher. This support will focus on specific educational outcomes.

Please refer to section 1

Section 8: How will the school support students at unstructured times such as lunch and break and enable access to after school clubs, school trips and journeys.

There are a number of provisions for students during unstructured times. For students

who need additional support at break and lunch times, there are Teaching Assistants on duty. At lunchtime, there is a Homework Club students can attend if they need any assistance completing their homework.

The school runs a wide range of after school clubs and all students are encouraged to attend. We also run an Inclusive sport club and members of this club have represented the School at various sporting events and have enjoyed a high level of success.

For school educational visits and journeys the school will ensure that students are fully included with support based on their level of need.

Section 9: How does the school involve young people in decisions that affect them?

Student Voice is valued highly at Eastlea Community School. Every member of new staff appointed to a position at Eastlea will be interviewed by a student panel. Eastlea has a Student Council which is appointed by whole school elections; any student is entitled to stand for election provided they are nominated by two students and a member of staff.

All SEND Interventions are reviewed and evaluated using student feedback as part of the process. All Annual Reviews are Person Centred Reviews where the student is involved in the decision making process about their education, care and support.

Section 10: How are the Schools' resources allocated to support students with special education needs and disabilities?

As with all schools Eastlea receives funding for every student. In addition to this the school receives funding to respond to the needs of students with SEND from a number of sources which include:

The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.

The pupil premium funding provides additional funding for students who are receiving free school meals or who are in the care of the local authority

For those students with the most complex needs the school may be allocated High Needs funding from the local authority. All students with High Needs Funding have an individual action plan which details how the funding and resources are being used to meet their needs.

Section 11: What services external to the can provide support to students with special educational needs and disabilities?

We are committed to working in partnership with other agencies to support the needs of our learners. We work in collaboration with NHS Physiotherapy, Occupational Therapy, Speech and Language Therapists, Hearing Impairment and Visual Impairment Services, Complex Needs and Dyslexia Service and follow strategies and support programmes as recommended.

We also work closely with the following:

Child and Family Consultation Service (CFCS)

Child and Adolescent Mental Health Service (CAMHS)

Disabled Children and Young People's Service

Educational Psychology Services

Families First Service

Language, Communication and interaction service (LCIS)

School Nurse

Sensory Service

Speech and Language Therapy

Newham schools/colleges

Sensory Service

Section 12: How are school staff supported to work with students with special educational needs and what training do they have?

The provision for students with special educational needs is coordinated by the SENDCO who holds a National Qualification for SEN coordination and the Level 7 Specialist Assessor qualification. The Assistant Headteacher with oversight of Inclusion holds the National Award for SEN coordination and the Level 7 Specialist Assessor qualification.

Subject teachers have access to a SEND register which indicates a student's area(s) of need and Learning Profiles are accessed via ClassCharts. Teaching staff are supported by the Inclusion department to ensure schemes of work and lessons are differentiated to enable students to access the curriculum.

The Inclusion Team is deployed by the SENDCO, where support is required, across the curriculum and offers support under the direction of the classroom teacher within the lesson framework. Progress is monitored rigorously enabling support to be adapted as required. The observation and monitoring of students is a continuous process undertaken by all staff.

Section 13: How will school support a student in moving on to another school, college or to the next stage in their education or life?

Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure the information provided is comprehensive but accessible.

Accompanied visits are arranged to other providers, and parents will be invited to attend with their child.

The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff October 2018.

Where a student has an EHC Plan or receives high needs funding, all reviews of that Plan from year 9 and onwards will include a focus on preparing for adulthood, including employment and independent living.

Section 14: How accessible is the school environment?

Eastlea is a fully accessible school. All areas can be accessed via ramps and lifts to all floors. In each building there are disabled toilet facilities.

Section 15: Who can parents/carers contact for further information at the school?

SENDCO: Ana-Maria Grigore
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