## **Eaves Primary School**

# 'Excellence in Everything'



# Special Educational Needs and Disability Information Report 2023-2024

Status	Statutory
Responsible Governors' Committee	Governing Body
Responsible Person	Mrs H Jennings
Review Date	September 2024
Last Amended Date	September 2023

SCHOOL NAME AND ADDRESS	EAVES PRIMARY SCHOOL	TELEPHONE NUMBER	01744 812700
	EAVES LANE		
	SUTTON		
	ST HELENS		
	MERSEYSIDE		
	WA9 3UB		
WHAT AGE RANGE	3-11 YEARS	NAME AND	MRS H JENNINGS
DOES THIS SCHOOL CATER FOR?		CONTACT DETAILS OF	DEPUTY HEADTEACHER
		SCHOOL SENCO	01744 812700
			eaves@sthelens.org.uk

#### The kinds of SEND we provide for

At our school we adhere to the Special Educational Needs Code of Practice which outlines that: 'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'

In line with the Code of Practice, at Eaves Primary School, the identification of SEN happens when:

 a child has a significantly greater difficulty in learning than the majority of children of the same age

and/ or

 when a child has a disability which prevents or hinders them from accessing the educational facilities within our school

Eaves Primary School is a one form entry mainstream primary school which caters for children aged between three and eleven years old. We are committed to ensuring all our children experience a fulfilling and inspiring curriculum to ensure 'excellence in everything' for everybody.

We acknowledge that all children learn in different ways and have varying learning styles, including those children with Special Educational Needs. At Eaves Primary School, our approach to provision for those children with Special Educational Needs and Disability is rigorous, flexible and personal. The educational provision for each child is carefully considered and well planned in order to ensure high quality outcomes.

Currently the school provides provision for a variety of special educational needs, as defined in the Code of Practice:

1. Medical/ Physical/Sensory Needs

- 2. Cognition and Learning Needs
- 3. Emotional. Social and Behavioural Needs
- 4. Communication and Interaction Needs

How will Eaves Primary School identify if my child has Special Educational Needs? Who is the best person to talk to about my concerns?

Our school has 1 designated Special Educational Needs Co-Ordinator Mrs Jennings (Deputy Headteacher). Mrs Jennings has completed the National Award for Special Educational Needs Co-Ordination with Edge Hill University in 2011.

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties.

Close liaison and communication exist between class teachers, support staff and the SENCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents so that children's needs are met.

#### This is what happens at our school...

- The teacher will discuss your child's progress with you at our termly parents' evenings. At these meetings, you will be informed of your child's progress and any additional support that is being given.
- When a teacher or yourselves (as parents/carers) raise concerns about your child's progress, you will discuss what targeted support your child has had. If this support has not yet met your child's needs then this will be discussed further with the SENCO.
- We also have meetings every term between each class teacher, the Headteacher and the SENCO to ensure that all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is identified as not making progress, we will make a decision about whether to
  monitor this or set individual targets. When individual targets are set, your child will have their
  own SEND Support Plan which outlines their immediate next steps to support them to make
  progress in their area of difficulty. These SEN Support Plans are reviewed at least three times
  per year.
- We may also set up an intervention group or provide target group support. These groups may take place for a short period or over a longer period of time.
- If your child is still not making expected progress, we will discuss with you our next steps.
   These could include the following:
  - Further in school interventions- on a small group or 1:1 basis.
  - Consultation and referrals to outside agencies.

What arrangements does the school make for consulting with the parents and carers of children/ young people with special educational needs and disabilities and involving them in their child's/ young people's education?

- We have an open door policy and welcome parents to discuss any concerns about their child/ren.
- In the first instance, contact your child's class teacher and arrange to make an appointment.
- These concerns will then be shared with the SENCO and another meeting arranged if necessary.
- We always strive to build positive relationships with parents and carers. We are open and honest with you and hope that you are able to do the same with us.

- For those children who receive SEN Support at our school, meetings are held at least x3
  per year to review your child's SEN Support Plan, to consider progress towards outcomes
  and set next steps and interventions.
- If your child is in receipt of 'top up' funding from the Local Authority or has an Education, Health and Care Plan, a multi-agency review meeting will be held as least annually in line with Local Authority timescales.

### What arrangements does the school make for consulting with children/ young people with special educational needs and disabilities about, and involving them in, their education?

- Children's needs are discussed informally with the child, led by staff who are familiar to them
  and in a nurturing environment where the child feels most comfortable. This could be in the
  classroom for some, in breakout spaces or even outside! Maintaining children's confidence
  and self-esteem is paramount to us.
- Children contribute their views at least three times a year as part of their SEN Support Plan review and future planning.
- Children are informed daily about their progress as part of our feedback systems. Staff decide on the most appropriate method of feedback that delivers the optimum amount of progress.
- For our younger children and those who cannot yet communicate verbally with us, a range of systems are used. The staff observe the child closely to ascertain their likes and dislikes and will use this information to inform us of their views.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes.

- Your child's progress is continually monitored by his/her class teacher and support staff.
- His/her progress is reviewed formally every term and progress toward the National Standard is given in Reading, Writing and Mathematics as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in the EYFS, they will be assessed against the Early Years Foundation Stage
  Development Matters but also a more sensitive assessment tool can be used which shows
  their level in more detail and will also show smaller but significant steps of progress.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool can be used which shows their level in more detail and will also show smaller but significant steps of progress.
- Children who have Special Educational Needs will have an SEN Support Plan which is written
  by the Class Teacher in conjunction with Parents, Support Staff and the SENCO. The SEN
  Support plan is reviewed every term with your involvement and then a subsequent plan is
  made for the next term.
- Reports from External Agencies are used on a half termly basis to update the SENCO and Class Team on progress towards specialist targets. These are reviewed and written into the SEN Support Plan.
- The progress of children with a Local Authority Provision Agreement or a Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education and development.
- The SENCO will also check that your child is making good progress periodically throughout the year, considering the impact of interventions and altering provision as appropriate.
- A range of ways will be used to keep you informed, which may include:
  - Home/school reading diary
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - o Interim and End of Year Reports

#### How will the teaching be adapted for my child with learning needs (SEN and/ or disability)?

- Our Class Teachers plan lessons according to the specific needs of all groups of children in their class. They ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff often implement the teachers modified/adapted planning to support the needs of your child where necessary. At our school, we have a number of support staff across school who deliver small group quality learning sessions for children with SEN and/or disability (SEND).
- We tailor the provision we provide in order to meet individual need. We implement specific resources and strategies which will be used to support your child individually and in groups.
   We include children with SEND into whole class learning as much as possible.
- Planning and teaching will be adapted on a daily basis to meet your child's learning needs and increase your child's access to what is on offer.

### Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

#### **Starting at School**

- If your child has been allocated a place in our Foundation Stage 1 (Nursery) or Foundation Stage 2 (Reception) class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit our school with your child to have a look around and speak to staff, including your child's class teacher and SENCO.
- If other professionals and agencies are involved, a meeting will be held in school to share
  information about your child, discuss any particular programmes/ strategies that are in place.
  This meeting happens to ensure that the correct provision is in place for your child before they
  start. It is our upmost priority that transition is as smooth as possible for your child.
- Your child's Teacher and SENCO may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in the school Foundation Stage 1 class (nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception).
- We may suggest adaptations to the induction period to help your child to settle more easily but these will be agreed with you.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with.
- The class teacher will be in constant communication with you, through informal dialogues at the beginning and end of each day. We will also arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.
- If your child has a Learning Support Assistant designated to work alongside them for a set number of hours, they will be involved in the review and feedback process with yourselves.

### How will we support your child when they are leaving this school? OR moving on to another class?

Transition to another school or another class can be difficult for any child.

At Eaves Primary School we recognise that 'moving on' can be particularly challenging for a child with SEN and/ or Disability and we take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will contact the SENCO at the new school and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All SEN Support Plans will be shared with the new teacher.
  - If your child would be helped by a 'social story' to support them understand moving on then it will be made for them or a recorded video that shows them their new learning environment.
  - At Eaves Primary School, children transfer to their new class approximately 2 weeks before the summer break. This aids a smooth transition and reduces the anxiety of starting in a new class following the long summer break.

#### In Year 6

- The SENCO, Safeguarding Manager and Class Teacher will meet with the Year 7
  Transition Co-Ordinator in order to discuss the specific needs of your child.
- If appropriate, individual transition meetings will be held with High School Transition Co-Ordinator, Primary SENCO, Safeguarding Manager, Class Teacher, External Agencies and Parents.
- Your child may participate in individual and/ or small group work in school to support their understanding of the changes ahead. This will include creating a 'Pen Portrait' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child at our school.

Throughout our school, when writing intended outcomes for your child into their SEN Support Plan, we always work with you, focusing on Preparation for Adulthood and how we can best equip your child with skills for life.

#### The approach to teaching children and young people with SEN

- Quality First Teaching is key for all children with or without special educational needs.
- All teachers at Eaves Primary School are teachers of SEN.
- All teachers and teaching assistants maintain high expectations of children with special educational needs.
- Children who are identified as having Special Educational Needs will have a SEN Support Plan and will be on the school's Special Educational Needs Register.
- Children with SEN will be supported by, their class teacher, SENCO, teaching assistants
  and other professionals depending on their child's needs. These could be a Health Visitor,
  School Nurse, Speech and Language Therapist, Occupational Therapist, Physiotherapist,
  TESSA- Triage for all Education Support and Specialist Advice for educational settings
  supporting children and young people to name but a few.
- Children with SEN may follow an intervention programme and/or a personalised timetable according to their needs as set out in their SEN Support Plan, Provision Agreement or Education, Health and Care Plan.
- All children with SEN are educated in the classroom with the rest of their peers. They may
  be withdrawn for small group activities or 1:1 support depending upon their needs. The
  school does not have any facility to permanently teach individual or small groups of

children external to the classroom.

### How adaptations are made to the curriculum and the learning environment of children and young people with SEN

- Class Teachers carefully plan lessons and activities to meet the varying needs of children in their class.
- The curriculum and learning is differentiated according to need so that children can access
  the learning in their own way. This could be done through the use of alternative resources,
  scaffolds, support or activities.
- The use of additional adults to support some children is planned and consistently monitored and reviewed by the Senior Leadership Team.
- Sometimes, it is appropriate for small groups or individual children to be withdrawn from the classroom to complete some learning activities and intervention programmes. This is always based on assessment of need and all children are still fully included in a wide range of class-based learning activities.
- School will always consider the advice from specialist external agencies when planning individualised provision.
- Additional resources may need to be put in place for certain children to help them to meet their own individual outcomes i.e. writing slopes, pencil grips, sensory kits, specialised motor equipment, talking tins and dictaphones.

### The expertise and training of staff to support children and young people with SEN, including how specialist expertise is secured

- All class teachers are qualified teachers.
- The SENCO's job is to support the class teachers in planning for children with SEN.
- We have a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This can include whole school training on SEND issues or to support identified groups of learners in school, such as Autism Spectrum Disorder and Dyslexia (examples).
- The SENCO leads whole staff training to disseminate knowledge, strategies and experience, to ensure the consistency of our schools approach for children with a SEND.
- Individual Teachers and Support Staff attend training courses run by external agencies that
  are relevant to the needs of specific children in their class e.g. specific ASD or ADHD training,
  Occupational Therapy support for motor planning training or medical /health training to
  Support Staff when implementing care plans.
- The SENCO attends regular Local Authority meetings to keep up to date to national and local information for SEND.
- Mrs Jennings also attends the school's local network SENCO group.

#### Evaluating the effectiveness of the provision made for children and young people with SEN

- The school follows a 'Plan, Do, Review' cycle to ensure the effectiveness of SEND provision.
- The effectiveness of SEN Support is monitored throughout each term.
- Progress towards expected attainment and outcomes is monitored at Pupil Progress Meetings.
- The SENCO also holds SEN Surgeries with Teaching Staff and Support Staff where appropriate throughout the year to evaluate the impact of provision and make amendments.
- Impact is measurable and where it is not effective adjustments are made to SEN Support Plans, Classroom plans and arrangements.
- The SENCO also complete session observations, book walks and intervention drop ins to evaluate impact and suggest any changes that could be necessary.

• A termly update on progress, impact and outcomes in provided to the Governing Body.

### How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- Eaves Primary School is an inclusive school. Provision will be made if required so that all children can access learning experiences.
- We will work closely with you as parents and carers if your child needs any additional support in order to access an activity.
- Our school runs a variety of extra- curricular clubs and these are broad and balanced in nature. The clubs on offer change on a termly basis.
- If appropriate, you will be invited to contribute to an individual risk assessment for your child before going on a school trip.
- Support is offered to children at break and lunchtimes where appropriate.

#### Support for improving emotional and social development.

- We have a Safeguarding Manager and Counsellor/ Learning Mentor in place in school to support children with social, emotional and behavioural difficulties.
- Our Safeguarding Manager is Mrs Lloyd and our Counsellor/ Learning Mentor is Mrs Wrench. They have received specialist training and lead Bereavement Therapies, Relaxation, Drawing and Talking Therapies, Social Skills Groups, Counselling and Play Therapies as part of their programme of intervention.
- Mrs Lloyd works closely with families of vulnerable children in order to provide a continuous approach to children's emotional development.
- We describe our whole school team as 'Eaves Family' providing nurture and support for children throughout the day.
- The school is attachment aware and pride ourselves upon fostering nurturing relationships with the children.
- Mrs Kearney, our Headteacher, Mrs Robinson, our Office Manager and Mr Gibbon, our Caretaker carry out site risk assessments and checks regularly.
- Every child is considered a priority at our school and class teachers, pastoral staff, support staff and senior leaders will work closely together as we know that your child's needs are paramount.
- Class teachers and teaching assistants work collaboratively and senior leaders ensure that all adults working with your child knows their strengths as well as their areas of need.
- Our school will consider recommendations from specialist external agencies when planning and delivering activities for your child.
- There are a wide range of extra-curricular activities available to children who attend our school. Such activities greatly contribute to the development of a child's independence, self-confidence and social and emotional wellbeing.
- Our school has a Care Club which provides wrap around provision 7.45-8.45am and 3.15-5.15pm five days per week.
- Members of staff are always available on the playground in a morning to greet the children and enable any messages to be passed on.
- Parents can access the Anti-Bullying Policy on the school website.
- Our school holds medical information for every child. All medicine is recorded on a log along with details of dosage and frequency and parents sign to grant authorisation to the school to administer.
- When advised by parents and/ or other professionals that a Medical Care Plan is neededstaff from school will attend a meeting with the health professional so that this can be put into place. Meetings with the appropriate NHS professionals are arranged as appropriate to your child's needs.

All support staff and teaching staff are kept regularly up to date with first aid training.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- Eaves Primary School is in the Local Authority of St Helens. Every Local Authority has a local offer to their residents for SEND. You can view St Helens Local Offer at: SEND (sthelens.gov.uk)
- Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas of development.
- If it is considered appropriate, we may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so. This referral, if the service is based in the Local Authority, will be submitted via TESSA.

Please see our website for our school's Local Offer.

#### **Local Authority Educational Provision-**

Triage for all Education Support and Specialist Advice for educational settings supporting children and young people. (TESSA)

Some examples of what TESSA offers:

- Sensory support for children with visual or hearing needs
- Social communication support and language support for children
- Learning Support
- Behaviour Support
- Inclusion Officers
- · Education and Welfare
- St Helens Information Advice and Support Service (to support families through the SEN processes and procedures)

#### **Health Provision**

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Social Care

### What support do we have for you as a parent of a child with a SEN/and or disability? How will we help you to support your child's learning?

We would like you to talk to your child's Class Teacher regularly so we know what they are
doing at home. This also provides us with the opportunity to tell you about what we are doing
in school. This is to ensure that we are doing similar things to support your child both at home
and school and we can share what is working in both places either in a letter or in their reading

- diaries so that we maintain contact about your child's progress.
- You can always arrange a meeting with the SENCO or Headteacher to discuss your child's
  progress or any concerns/worries you may have. We encourage you to meet with your child's
  Class Teacher in the first instance in order to ascertain an update on progress and current
  achievements.
- All information from outside professionals will be discussed with you. We endeavour to make
  this a face to face meeting but where this is not possible, information will be transferred in a
  written report or over the telephone. You can always contact the SENCO to talk through
  reports-particularly to make sense of the educational/medical jargon! The SENCO will also
  arrange to meet with you to discuss any new assessments and ideas suggested by outside
  agencies for your child.
- SEN Support Plans will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs- learning will be accessible for all.
- A home/school contact book may be used to support communication with you. This will be agreed between staff and yourselves when it is felt to be useful both for you and your child.
- We will keep you informed about any family workshops that are available both in school and within the local authority. These often focus on curriculum areas, healthy living, and positive behaviour techniques to name but a few!

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

- If external professionals are involved with your child, you can request a meeting with them to discuss progress and next steps. Mrs Jennings can co-ordinate this meeting for you.
- If you child is undergoing Statutory Assessment you will be supported by the Local Authority, our SENCO and St Helens Information Advice and Support Service so that you fully understand the process.
- We actively encourage you to attend all Parents Evenings and Individual Review Meetings so that you have your input into the review and planning of your child's education.

#### What happens if my child has a high level of need?

- Children at Eaves Primary School with medical/ complex needs are individually supported.
   School staff liaise closely with external agencies; including medical professionals so that needs are fully understood and therefore met.
- For children with specific medical needs, the SENCO co-ordinates the implementation of a Care Plan which usually involves input from Paediatrics, Specialist Nurses, Health Visitors and School Nurses.
- The Support Staff working alongside your child will receive the necessary specialist training and this is co-ordinated in school.
- We maintain positive working links with our Local Special School Provision and draw on their expertise when it is necessary.

#### How have we made our school physically accessible to children with SEND?

- All of our school is accessible to children with a physical disability and we have wheelchair access both within the main building and in the nursery.
- We have a designated disabled toilet with changing facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.

#### What if my child needs transport?

• If your child needs transport, we will arrange a meeting with the Local Authority to discuss the

possibility for this provision.

#### How is extra support allocated to children in our school?

- Our school budget includes money for supporting children with SEN.
- The Headteacher decides on how the budget for Special Educational Needs is used in consultation with the School Governors. These decisions are made on the basis of the needs of the children currently in our school and a 'Team Around the Child' model is used, involving a range of key Practitioners.
- The Headteacher and the SENCO discuss all the information they have about SEND in our school, including:
  - the children already receiving additional support
  - the children needing additional support
  - the children who have been identified as not making as much progress as would be expected
  - the need for particular adaptive resources for specific children
  - the need for CPD and training opportunities for staff

### How is the decision made about if my child will need additional support and how much support my child will receive?

- Decisions are made by the Headteacher in consultation with the SENCO and Class Teachers.
  The progress your child makes within their learning will be considered through analysis of
  termly tracking data. The staff also take into account your child's developmental needs and the
  progress being made. Decisions are made in consultation with external agencies so that a
  holistic view is gained.
- The support that children with Special Educational Needs and/or Disability receive looks very different dependent upon the needs of the child.
- At our school, support is provided in a variety of ways and is designed to encourage the child to develop the skills of independent learning, build confidence as well as supporting their maximum progress.
- If your child receives specific adult support this will be discussed with you regularly.

### Arrangements for handling complaints from parents of children with SEN about the provision made at the school

- If you as parents/ carers wish to discuss something about your child, you should first contact your child's class teacher through the school office.
- If required you can then contact Mrs Jennings, the SENCO.
- If required Parents/Carers can then contact the Headteacher.
- Meetings held are recorded on CPOMS and any agreed actions will be added to the initial concern. An agreed method of communication will be made between school and yourselves as parents/ carers regarding a follow up of the issue.
- Should all other methods be exhausted, the formal complaints policy can be found on the school website.

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

If you require any further information with regards to Special Educational Needs Provision at Eaves Primary School then please do not hesitate to telephone us.

Please speak to our Office Staff and ask for Mrs Jennings. (Deputy Headteacher/ SENCO) She will be more than happy to speak to you to answer your questions and solve your queries. We are here to provide excellent educational provision for your child and strive to maintain high quality provision for all children and their families.

'Excellence in everything'
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