

# SEND Information Report



*Believe, Succeed, Together*

May 2022

## 1.0 Frequently Asked Questions (FAQ)

### Q1. Where can I get more information with regards to admissions?

Refer to the Academy's [Admissions Arrangements](#)

For further information, e-mail [admissions@eastwood.southend.sch.uk](mailto:admissions@eastwood.southend.sch.uk) or call Mrs. S. Lynn on 01702 524341

The Academy encourages all new prospective pupils (and parents) to visit the school site.

For pupils with SEND, the Academy will:

- Work closely with primary schools, so that pupils and parents can visit to observe a typical school day and to meet relevant staff.
- Hold meetings with the SENCO and other SEND and pastoral staff, allowing time for parents to reflect and talk through the specific needs of their child and to enable the creation of a 'Pupil Passport' to support the child on arrival at the Academy.
- Encourage parents to visit a variety of schools, to ensure a balanced perspective.

In terms of the arrangements for the admission of disabled pupils, refer to the Accessibility Plan and Equality Policy.

### Q2. Who is the named SENCO and how can they be contacted?

Mr. Y. Moyet is the Senior Leader responsible for SEND and the designated SENCO. The Deputy SENCO is Ms. H. Walden.

E-mail: [YMoyet@eastwood.southend.sch.uk](mailto:YMoyet@eastwood.southend.sch.uk) or Tel: 01702 524341

E-mail: [HWalden@eastwood.southend.sch.uk](mailto:HWalden@eastwood.southend.sch.uk) or Tel: 01702 524341

### Q3. What should I do if I think my child has special educational needs?

Your main point of contact at the Academy is your child's Pastoral Lead (Head of House) who will be able to discuss your initial concerns. An e-mail contact list is available on the Academy's website - [Contact List](#). Alternatively, you could e-mail Mr. Y. Moyet - [YMoyet@eastwood.southend.sch.uk](mailto:YMoyet@eastwood.southend.sch.uk)

#### **Q4. What is the 'Local Offer'?**

All schools must co-operate with the Local authority in the development and review of the Local Offer as set out in Chapter 4 of the [SEND Code of Practice](#) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). The Academy has contributed to the Local Offer through attendance at training workshops.

A 'Local Offer' gives children and young people with SEND (and their families) information about what support services the LA think will be available in their local area. The Local Offer is published as part of the SEND reforms under the Children and Families Act 2014 and will be developed and reviewed over time, with the involvement of children, parents and service providers.

Southend: <https://livewellsouthend.com/>

Essex: <http://www.essexlocaloffer.org.uk/>

#### **Q5. What additional information and support is available to me?**

- Independent Parental Special Education Advice (PSEA): [www.ipsea.org.uk](http://www.ipsea.org.uk)
- SHIP Advisory and Advocacy Service - <https://livewellsouthend.com/>
- The National Autistic Society.
- Southend Educational Psychology Service.
- School Nurse Team: <http://www.southendhospitals.nhs.uk/schoolnursing>
- Southend Young Carers.
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- Child and Adolescent Mental Health Service (CAMHS).
- Local Paediatricians.
- Local Occupational Therapists:
- Local Physiotherapists.

**Q6. What specialist support services are available to support pupils with SEND?**

- Educational Psychology.
- SENSS (Special Educational Needs Support Services), who support students with communication and language needs, sensory, and physical needs.
- Child and Adolescent Mental Health Services (CAMHS).
- Southend Inclusion Team.
- Various NHS therapy services.
- Children’s Social Care.
- NHS School Nurse.
- BACP School Counsellor.

**Q7. What expertise and training have staff received?**

The current SENCO is an experienced Assistant Principal and is supported by his predecessor who was the SENCO at the Academy for over 20 years.

All staff within the Learning Support Faculty have received training on a variety of topics that affect pupils with SEND, including conditions affecting current pupils attending the Academy.

All teaching and support staff have received training in Quality First Teaching to meet the needs of all pupils.

The Academy acknowledges that part of staff training will come from listening to and working closely with parents and listening to pupils and value their input to regular review meetings to keep our information up to date.

Where specialist expertise is needed, this is secured through appropriate providers and/or professionals.

## Q8. How does the Academy know if a pupil has SEND?

There are four types of SEND as outlined in the [SEND Code of Practice](#)

- Communication and interaction needs - this includes pupils who have speech, language and communication difficulties, slower processing difficulties and includes pupils with autism spectrum conditions.
- Cognition and learning needs - this includes pupils who have learning difficulties and specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs.
- Sensory and/or physical needs - this includes pupils who have visual or hearing needs, or a physical disability that affects their learning.

If a pupil has SEND, then their needs will fit into one or more of the above categories.

The Academy identifies and assess pupils with SEND as early and as thoroughly as possible using information and guidance in the [SEND Code of Practice](#) and [Southend SEND Shared Expectations](#)

Parents and pupils are fully involved in the identification and assessment of SEND and the Academy strives for close cooperation between all agencies concerned, using a multi-disciplinary approach.

The Academy will have an early discussion with the pupil and their parents when identifying whether they need SEND provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- The Academy takes into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps.

Notes of these early discussions will be added to the pupil's record and given to their parents. The Academy will formally notify parents when it is decided that a pupil will receive SEN support.

The Academy recognises that pupils make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school.
- The pupil performing significantly below expected levels.
- Concerns raised by a parent.
- Concerns raised by a teacher.
- Liaison with external agencies.

If a pupil is identified as having SEND then their name will be added to the SEND Register, but the Academy recognises that pupils' needs may change over time and provision will reflect this. The aim of any additional provision is for the pupil to achieve age expectations and/or their Forecast Grade, so once they reach this threshold, they may be removed from the SEND Register. If they fall behind again at any point, then they may be added to the register again.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **Q9. How will the Academy support my child?**

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

High quality teaching is the Academy's first step in supporting pupils with SEND. This will be differentiated for individual pupils.

The SENCO is responsible for ensuring that:

- Teachers understand pupils' needs.
- Teachers are trained in meeting those needs.
- Teachers have support in planning to meet pupils' needs.
- The quality of teaching for pupils with SEND and provision across the Academy is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum because they are significantly below the expectations for their age and/or Forecast Grade. The SENCO is then responsible for organising intervention for an individual, or small group of pupils, which might include one of the following provisions:

- Additional support in the classroom – departments have LSAs who support the teacher in the classroom. The SENCO is also able to direct a limited amount of ‘hours’ of additional support in the classroom, in cases where there is evidence that pupils are significantly below the expectations for their age and/or Forecast Grade.
- Withdrawal – when pupils come out of some lessons for pre-arranged sessions with LSAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, mentoring, counselling etc.
- Disapplication – if long-term intervention is needed, a pupil can sometimes be disappplied from a subject on the National Curriculum in order to allow time for intensive support with learning.
- Education recovery programme as part of the Government’s [White Paper](#) ‘Parent Pledge’.

The Academy meets the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.

The Academy maintains up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

**Q10. Who will explain provision to me?**

- Information about the provision in individual subjects can be discussed with subject teachers during annual parents’ consultation evenings but teachers can meet with parents at any point in the school year to discuss pupils’ progress.
- In the case of individual or small group interventions, the SENCO will write to parents explaining the aims of the intervention. Letters, phone calls, Parentmail texts or emails will be used to keep parents updated on their child’s progress and discuss support in more detail, if required.

**Q11. How will the curriculum be adapted to my child’s needs?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In the majority of curriculum areas, pupils are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities.
- Small group or 1:1 learning with an LSA.
- Pre-teaching content or vocabulary.
- Over-learning topics.
- To set alternative activities for home learning.
- To provide specially targeted texts and resources appropriate for pupils' reading ages.
- To provide additional apparatus or materials.
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties.
- To use recommended aids e.g. laptops, coloured overlays, visual timetables, larger font, etc.

The Academy has a designated area – Learning Enhancement Suite – where pupils can work with LSAs on a 1:1 and/or small group basis.

The Academy provides a 'Home Learning Club' (Homework Club) which runs from 3.15 -4.15 p.m. (Monday-Friday) and is operated by the Academy's SEND Department.

At Key Stage 4, pupils choose from a range of GCSE courses which help to prepare them for the next stages in their education, training, employment or self-employment. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

#### **Q12. How does the Academy know how my child is progressing?**

In broad terms, the Academy follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.



Teachers, as part of Teachers' Standards, monitor and review all pupils' progress throughout the year. The whole school system used at the Academy is the Pupil Achievement Tracker (PAT). This involves:

- Data collection each half term, from all teachers, showing the current level of attainment of all the pupils that they teach. This means that teachers and middle and senior leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCO and senior leaders, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed weekly by the SENCO.
- LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed termly during formal (PM) lesson observation cycles.
- The Vice Principal responsible PAT provides guidance curriculum leaders regarding planning the curriculum delivery and additional support.
- The Academy takes every opportunity to 'celebrate success' and informs parents accordingly.

**Q13. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

The Academy offers an 'open door policy' where parents are welcome to make an appointment to meet with either a Head of Department and/or teacher to discuss how their child is progressing. An e-mail contact list is available on the Academy's website - [Contact List](#)

Planned arrangements for communicating between school and home include:

- Every pupil has a planner which travels between home and school every day so that so that comments from parents and teachers can be shared and responded to as needed.
- Each year group has at least one parents' consultation evening each year, when all subject teachers are available to meet with parents and discuss attainment and progress.
- Each year group receives an annual report which is dispatched proximate to the parents' consultation evening.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents, teachers and outside agencies involved in the pupil's education.

**Q14. How does the Academy support the emotional and social development of pupils with SEND?**

The Academy operates a zero tolerance approach to behaviour management – refer to Behaviour and Discipline Policy

The Academy also recognises that SEND pupils are a vulnerable group and takes appropriate preventative and progressive measures in regards to bullying – refer to the Anti-bullying Policy in the Behaviour and Discipline Policy. The Academy has a zero-tolerance approach to bullying and listens to the views of pupils with SEND to proactively prevent acts of bullying.

Pupils are assigned a Tutor, Head of House and SLT Link who are responsible for their pastoral support.

The Academy commissions the LA Attendance Support Service to assist with maintaining high levels of attendance.

The Academy seeks to engage parents early and regularly to support them in the management of their child.

The Academy has an extensive First Aid qualified group of staff that, together with the Head of House, make judgements with regards to a pupil's health and wellbeing.

The Academy has a well-established Student Leadership Team and Student Council which support pupils. Pupils with SEND are encouraged to be part of the Student Council and to take on positions of responsibility e.g. Form Captain, Subject Ambassador, Prefect etc.

Pupils with SEND are encouraged to attend Homework Club and become involved in extra-curricular activities which promote teamwork/building friendships etc.

The Academy employs a BCAP qualified counsellor who operates an internal counselling service.

The Academy also works with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting SEND pupils' need and supporting their families e.g. EHFSA referrals - [http://www.southend.gov.uk/southendchildren/info/1/early\\_help](http://www.southend.gov.uk/southendchildren/info/1/early_help)

The Academy has arrangements in place for supporting LAC SEND pupils – refer to Looked-after Children Policy.

Pupils with medical conditions are supported through Supporting Pupils with Medical Conditions Policy.

**Q15. How will my child be able to contribute their views?**

Pupils' views are highly valued at the Academy and their opinions are sought on many areas of school life, as well as their own learning. The Academy uses a variety of methods for seeking pupils' views:

- Arrangements are in place for consulting pupils with SEND about their education. Views of EHCP pupils will be sought, listened to and recorded, prior to review meetings. Further, in respect to pupils receiving SEND Support, the Academy commits to talking to pupils and parents regularly to set clear outcomes and review progress towards them, which will involve meeting with parents at least 3 times a year.
- The Student Leadership Team (StLT) and School Council.
- Annual pupil questionnaire.
- Pupils leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at the Academy and their suggestions for changes to improve or develop pupils' experiences.

**Q16. How will my child be included in activities outside the classroom including school trips?**

All pupils are entitled to be included in all parts of the school curriculum and the Academy aims for all pupils to be included on school trips; the Academy will endeavour to provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety is not be compromised. This may include specialist advice, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**Q17. How accessible is the Academy environment?**

Refer to the Accessibility Plan. The site has recently been adapted so that the vast majority of areas can be reached via permanent ramps, meaning that the ground floors of the majority of the buildings are accessible for wheelchair users or those with impaired mobility.

The site has three disabled toilets – front, middle and back of the Academy.

There are two car parks on site – front and back. Both have parking bays for disabled badge holders, marked clearly in yellow paint.

**Q18. How will the Academy prepare and support my child when joining the school and transferring to college or a training provider?**

**Key Stage 2 –Key Stage 3**

All pupils who have accepted a place at the Academy are invited to two induction events in June and July.

The SENCO visits feeder primary schools to meet pupils, gather information from Year 6 teachers and support staff, and to offer informal ‘question and answer’ sessions for parents.

Teachers are provided with information about all new pupils’ needs, strengths and background before the end of Year 6.

For those pupils who did not meet the Expected Standard at Key Stage 2, they are directed into a education recovery programme as part of the Government’s [White Paper](#) ‘Parent Pledge’.

Every pupils’ school file is passed on to the Head of House, (or, in the case of pupils with SEND, the SENCO) at the start of Year 7.

**Key Stage 3 - Key Stage 4**

At KS4 pupils choose from a range of GCSE courses which help to prepare them for the next stages in their education, training, employment or self-employment. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

**Key Stage 4 - Key Stage 5**

All pupils in Year 11 are provided with independent careers advice to help them plan routes for education, training, employment or self-employment – refer to [Careers \(eastwoodacademy.co.uk\)](http://careers.eastwoodacademy.co.uk)

The Academy holds an annual Careers Fair and there are also opportunities for pupils to attend local colleges and education fairs, during Years 9, 10 and 11.

Pupils are encouraged to consider attending university and the Academy works with HE establishments to provide experiences for pupils with aspirations to pursue this route.

**Q19. How is the effectiveness of SEND provision evaluated?**

The Academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets on a half-termly basis.
- Reviewing the impact of interventions on a half-termly basis.
- Using pupil questionnaires and/or interviews/meetings.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with an EHCP.
- Termly reports to the Local Governing Body and Board of Trustees.

**Q20. What do I do if I want to complain and/or obtain independent advice and support?**

Complaints about SEND provision should be made through the Academy's Complaints Policy.

If you need confidential advice and support, you should speak to your local parent partnership service - [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

Southend SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to SEND - <http://www.sendiasssouthend.co.uk/>

Legal advice on matters relating to education and SEND is available from Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Independent Parental Special Educational Advice: [www.ipsea.org.uk](http://www.ipsea.org.uk)