

# Eckington School

## SEND Information Report. 2023 - 2024

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Name and job title of author:	Amanda Gregory Assistant Headteacher - Inclusion.
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# Eckington School

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**Chorus** Education Trust



## Introduction

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

## Special Educational Needs or Disabilities (SEND) at Eckington School

### Mainstream Eckington School

Eckington School strives to meet the needs of students with a range of difficulties affecting their learning. The list below covers the four main areas of SEND but the examples are not exhaustive:

- Cognition and Learning needs such as dyslexia, dyspraxia, slow processing, working memory difficulties or ADHD.
- Communication and Interaction difficulties such as Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties and developmental communication disorder.
- Social, Emotional and Mental Health conditions such as anxiety, depression, and Pathological Demand Avoidance Disorder.
- Sensory and physical conditions such as mild hearing impairment, mild visual impairment, medical conditions, and physical disabilities.

At Eckington we support young people with a range of physical and medical needs. The school site has tactile paving on the main routes across the school to support students and staff with visual impairments. The building is wheelchair accessible in many areas on the first floor. The student entrance does not have any steps and other entrances to the building have ramps. The school comprises of several single storey buildings with access to disabled toilets at Main Reception, Student Reception and PE block changing rooms.

## What are the policies for identifying children and young people with SEND and assessing their needs?

Students are identified as having a special educational need or disability in one of three ways. The identifiers are:

- E – Education Health Care Plan. These students are most often the highest needs students and have a statutory plan for their provision. This plan is reviewed annually.
- K – SEN Support. These students' have access to a Learning Support Plan and have a Student Passport.
- M – Monitoring, dependant on need these students **may** have a Learning Support Plan and a Student Passport.



Pastoral Staff are able to refer students to the Learning Support Team through the school's Referral Panel. A record of referrals and actions is kept by the Year team. Staff refer safeguarding incidents via CPOMs, including for SEND students. Within school we have a Pastoral Referral Panel for each Year Team every half term for direct referrals from staff, all key staff are involved so students' needs can be identified or referred for further assessment. SEND students are discussed at these meetings as a matter of routine. All staff have received guidance and training on identifying SEND needs in the classroom and will know what the signs and indicators are and how to make a referral to the Learning Support Team. Parental requests are welcome throughout the year either directly to the Learning Support Team or via the Year Teams.

We work with external agencies to assess the needs of students: Chesterfield Hospital, the Speech and Language Therapy Service, Educational Psychologists & Autism Service and we support referrals to Family Intervention Service and CAMHS via the student's GP or through the school's Inclusion Team. During spring and autumn terms, assessments for exam access arrangements are carried out by our centre approved assessor.

## **Arrangements for consulting parents of children with SEND and involving them in their child's education.**

SEN Review meetings are held throughout the year for students on the SEND register. Appointments are available with the Learning Support Team upon request. Eckington School reports on student progress and effort 5 times per year across year groups. Parents and carers have access to the school website and other communication apps. This enables parents and carers to access up to date information regarding attendance, behaviour, and homework.

Some parents and carers use email communication directly with individual staff members. This includes subject teachers and pastoral staff. Eckington School holds Parents/Carers Consultation Evenings throughout the year. We provide additional information during the Y6 Open evening in October to discuss the SEND provision at Eckington.

## **Arrangements for consulting young people with SEND and involving them in their education.**

Student Voice is valued at Eckington School. Student Voice is promoted, and it is an important part of the pastoral system. The student committees meet to discuss students' views and regularly presents them to SLT. The Student Committee are representative of our student body, including SEND students.

As part of the review process for students on SEND support, students are often asked to share their views about their school experience. Students are encouraged to participate in their review meetings. Students are also welcomed to contribute to the writing of their Learning Support Plan (LSP) and Student Passport.

The Learning Support Plans are written with a focus on outcomes. Each outcome is tied to the student's and family's aspirations which are the central focus of each plan. As part of the review process for students with an Education, Health and Care Plan, students are invited to give their views on their education and their current provision, as well as their aspirations for the future. TAs and Keyworkers ensure students are consulted regarding provision and support. It is a central part of their role to be an advocate for the student with SEND.



## **Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.**

Eckington School adheres to the guidance published in the SEND Code of Practice (2015) when gathering information for EHCP Annual Reviews.

Children on the SEN register with SEND support are entitled to a Learning Support Plan and Student Passport, a one-page profile detailing the student's strengths, needs, aspirations and agreed outcomes. Students with a higher level of need may have an EHCP. This is a document which details in much greater depth the history of the student's difficulties and sets out a series of outcomes and statutory provision for the student. Parents who have concerns can request a SEND meeting by contacting the Learning Support Team. This will be an appropriate step to supporting the student if the student has a complex and detailed history of needs, if the student requires additional support not generally offered at Eckington, or if the Learning Support Department or Parent/Carer wish to eventually apply for an EHCP.

All staff regularly provide feedback to students regarding their progress and achievement across all subjects. Staff regularly assess students' progress and provide feedback to parents through the assessment points five times per year. This data is monitored, and classroom teachers, subject leaders and senior teams review and identify where intervention is required.

Students with SEND are assessed against outcomes as set out in their EHCP or Support Plan. The SENCO, alongside Year Team Leaders will discuss the progress of students and via the referral panel make decision about the required support and interventions. Parents and students will be involved in this process either via a formal SEND review meeting or discussions over the telephone or via email. Information gathered in every meeting is recorded in the Assess, Plan, Do, Review format, with actions clearly listed and available upon request.

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

### Year 6 to Year 7

In addition to the annual Open Evening held for all potential Y6 students, Eckington School holds a series of open days in September and October which allow all Y6 students in the local area, regardless of their chosen school, to experience a day in the life of a secondary school.

Meetings with the Learning Support Team and visits to the school can be requested at any time during the school year. Starting in the autumn term the school provides a "HeadStart Programme" for any students who have been identified as requiring additional support for transition. The students will then attend throughout the year for a series of pre-arranged visits and activities.



A member of the Achievement Support team and a member of the Year Team visits the primary schools of identified students in the summer term and completes a transition programme with them which can include:

- A visit to the feeder school by one of the linked Teaching Assistants.
- Additional Eckington School visit
- “HeadStart” Programme.
- Additional meetings with the SENCo.

The Head of Transition collates the information supported by the SENCo and tutor groups are created. Student’s individual needs are considered.

In the summer term a series of Transition Days are also held for all students in Y6 and Y11 to help them integrate into the main school or sixth form and meet key support staff.

## **End of year transitions**

Pastoral Referral Panel meetings at the end of each academic year are given over to discussions about the transition between Year Groups. During these meetings, key information is shared, and pastoral staff are briefed about the high needs students whom they will be supporting during the following year.

## **Preparation for Adulthood**

Eckington School acknowledges the significant milestone that entering Key Stage 4 is for all students; it marks the beginning of their preparations for adulthood. This is reflected in the nature of the reviews which take place in Year 9.

The SENCo aims to meet all parents of children on the SEN register in Year 9 in the spring term before the options process has formally ended. The aim of this is to give students and parents the chance to ask any questions they may have about the process.

EHCP reviews now focus on the transition to adulthood and there is a focus on supporting the students to become independent members of society. Careers/future pathways are discussed in EHCP reviews from Y9 onwards to provide expert advice and guidance on careers, college courses and work experience. We encourage Independent Travel Training referrals at this point if they are yet to have been made. We may also call upon expert guidance from the Trust SENDCo if required.

## **Post 16 Transition**

Discussions regarding post-16 provision will start in the summer term of Y10 to ensure an effective transition plan is in place, including visiting other settings. Where appropriate a meeting with the post 16 settings should take place in Y11 to ensure needs will continue to be met by the post 16 provider.

Eckington School works closely with local colleges and other post-16 providers to support young people with post-16 transition. Information from these establishments will be provided to parents in EHCP and SEN Support reviews during Year 11 and, where appropriate, staff from colleges are invited to review meetings. The Derbyshire County Council Careers Advisor meets with all Y11 SEND students to discuss their



aspirations, possible careers, and their options for post-16 education. The careers team then arrange bespoke careers pathways and support packages.



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

### **Eckington Vision**

The Eckington School vision is 'Outstanding Achievement for all.' This will be achieved principally through Quality First Teaching delivered by well-trained and motivated staff who have high expectations of all students.

Teachers teach responsively, checking, reflecting upon, and responding to students' progress.

### **All year groups.**

Students are assessed on their attitude to learning (ATL) and the results shared with parents 5 times a year, as well as at Parents' Evening. In class assessments beginning in Key Stage 3 use the format of the GCSE examinations to prepare students for the rigors of the reformed qualifications.

We seek to promote good relationships between pupils and staff.

We welcome contact from parents on any aspect of their child's education.

Staff have had access to a range of training on all aspects of special educational needs through the National College. Staff have received training regarding universal strategies to support SEND including appropriate seating plans, routines, and structure, checking for understanding, questioning, breakdown tasks and formatting.

### **Key Stage 3**

Initially when they first join us in Year 7, pupils are placed in mixed-ability groups for most subjects, which gives them an equal opportunity to take advantage of the facilities and subjects within school.

Students working significantly below expectations in core subjects are invited to take part in intervention run during our registration period for the autumn and spring terms of Year 7. This intervention aims to equip students and resilience needed to work well in a mainstream classroom and aims to allow Learning Support staff to assess and identify effective strategies for meeting these students' needs in mainstream classrooms.

### **Key Stage 4**

Option choices are well supported for vulnerable learners, with the SENCO often leading the options interviews for SEND students. Discussions are held in Year 9 regarding the appropriate curriculum at key stage 4. As a cohesive and inclusive learning community, we recognise that Eckington can make a wider contribution to society. Our "Drop Down Days" embrace all aspects of our pupils' personal development, develops valuable leadership skills, and helps to build positive relationships.

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



All students have an entitlement to a broad and balanced curriculum at KS3 and KS4. Most SEND learners access a full curriculum at KS3 and KS4. At the end of Y9 students make option choices for KS4. All students have an individual appointment to discuss course options at KS4.

The KS4 curriculum is tailored to meet the needs of individuals without reducing opportunities for post 16 pathways. Students can access vocational courses at Eckington School, for example Food Technology, Health and Social Care, Music, Travel and Tourism and iMedia/computing. Post-16 we offer BTEC Health and Social Care, BTEC Applied Science, and iMedia.

Eckington is an inclusive mainstream school, very few pupils will study a reduced curriculum and only students with long-term, complex, and severe SEN, or mental health needs will be allowed to study a reduced curriculum. It is not the duty of the school to provide supporting evidence from a medical professional to substantiate such a reduction. Such cases will be discussed by staff at the relevant referral panel and must be agreed with the relevant Deputy Headteacher. In most cases, a reduction of courses will be agreed prior to the commencement of Key Stage 4. It is expected that students who begin KS4 with a full GCSE load must undertake at least over 60% of the course before a reduction would be considered. Where applicable, appropriate support will be put in place when a reduction in curriculum is requested.

## **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.**

There has been a significant focus on the development of staff skills, knowledge and understanding since 2014. All staff have had access to training on meeting the needs of all learners in the classroom. Staff have access to a range of training workshops through the National College. Throughout the year the school provides access to ongoing special needs training via the CPD calendar. We work alongside specialist services to ensure our skills, knowledge and understanding are up to date.

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

The School Improvement Plan is evaluated and reviewed each year and there is always a focus on the outcomes for students with SEN. Closing the gap for students with SEN is a school priority each year with the Senior Leadership Team ensuring that the most vulnerable learners are making progress beyond expected levels. Staff at every level are held to account on the outcome of all learners and have a responsibility to make sure lessons are outstanding and meet the needs of every learner in the classroom.

Eckington School is constantly reviewing and monitoring the effectiveness of its provision, and this is determined by the outcomes of individual students. As part of the transition process, we also look to the Year 6 cohort of students and evaluate what provision those students will require at the point of transition.

Interventions and support are evaluated throughout the year using assessment point data or other metrics as appropriate.

We receive feedback every year from students and parents to ensure plans to meet the needs of students are effective and during SEN Review meetings we use person centred planning to ensure that all plans are effective in meeting the needs of learners.

We also monitor the data of attendance, behaviour, attitude to learning and exclusions and use this to inform our interventions.





## **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?**

Subject to appropriate risk assessments, all our students with SEN and or disability have access to all of the activities in school.

We work with all departments to include students with SEN in lunchtime and after school clubs, school trips and events.

We work with colleagues, specialist services and families to ensure thorough risk assessments are completed where necessary, putting safety first, to enable students to access activities, trips, and school events.

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

At Eckington School we have a pastoral system which promotes the emotional wellbeing of all students. Every student Y7-Y13 is placed in a tutor group and each day there is a 25-minute tutor period.

Each Year Group is supported by a Year Team Leader and Pastoral Support Assistant who are the first point of contact for parents/ carers and young people. We have an Inclusion Team which is comprised by the Safeguarding & Inclusion Manager and Student Engagement and Welfare Coordinator.

We hold 'Referral Panel' meetings every half term to discuss any student who is vulnerable, not making academic progress or who appears to be struggling emotionally and socially. From this referral meeting and action plan of support is put into place to support the young person in school.

Keyworkers have been allocated to our most vulnerable and complex learners.

Disability Awareness is delivered through our PSHE curriculum.

We have identified Y6 students who are likely to struggle with anxiety at the point of transition and we plan to run an anxiety-based transition programme that runs alongside the "HeadStart" Programme that runs every year.

We undertake a mental health audit called "My Life My View" within school on a yearly basis to help to identify cohorts of young people with mental health concerns or those at risk of developing mental health illnesses.

We have developed a range of interventions which support the emotional needs of students – including working with CAMHS and other specialist services i.e. Early Help Team, Gold-digger Trust, Educational Psychologist, Family Intervention Service, Speech and Language Therapy, personalised tutoring services, Autism Outreach, Eckington School Autism Advocate, Youth offending Team and many others.

We have developed an internal system of support for students – making sure that resources are well deployed and been effectively used to reach the greatest number of students with the highest level of need. We have also undertaken training regarding Restorative Practice. All staff accessed training the spring



term of 2023 to ensure we were using restorative language and approaches when responding to young people.

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

At Eckington School we welcome support from all other agencies – we encourage parents to use advocacy services such as SENDIAS. We make referrals and engage with all services as and when required. We regularly work with learning support, the educational psychologist, Autism Services, Speech and Language therapy, CAMHS, Family Intervention Service, Derbyshire SEN team and advocates.

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

The Trust’s complaints procedure is available on the Chorus Trust website at:  
<https://www.chorustrust.org/policies>

## **Other key contacts**

<b>Role</b>	<b>Name</b>	<b>Email Contact</b>
SENDSCO	Joe Marriott	<a href="mailto:jmarriott@chorustrust.org">jmarriott@chorustrust.org</a>
Safeguarding Lead	Laura Moor	<a href="mailto:lmoor@chorustrust.org">lmoor@chorustrust.org</a>
Assistant Headteacher - Inclusion	Amanda Gregory	<a href="mailto:agregory@chorustrust.org">agregory@chorustrust.org</a>

Appointments can be made via Zoe Walker – [zwalker@chorustrust.org](mailto:zwalker@chorustrust.org)