

# Eckington School

## Special Educational Needs and Disabilities (SEND) Information Report

**Important:** this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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<b>Related documents:</b>	SEND Policy, Accessibility Plan, Behaviour Policy, Attendance Policy, Safeguarding & Child Protection Policy & Complaints Policy



# Eckington School

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**Chorus** Education Trust



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## What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making.
- Focus on the early identification of children and young people's needs and early intervention to support them.
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils.
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need.
- Maintain a focus on inclusive practice and on removing barriers to learning.
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Children's and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for, SEND, read our SEND policy

<https://www.chorustrust.org/policies>

## Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Amanda Gregory

Amanda Gregory is contactable via: [SEND@Eckington.chorustrust.org](mailto:SEND@Eckington.chorustrust.org)

## What types of SEND does the school provide for?

Eckington School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age

- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

### **Communication and Interaction - Students with Communication and Interaction difficulties.**

Students in this category may experience difficulties in saying what they want to say, not fully understand what is being said to them or not understand the social rules of communication. Students with Autism (ASC) are likely to experience difficulties with social interaction.

### **Cognition and Learning - Students who learn at a slower pace.**

Despite classwork being appropriately differentiated some students may struggle to learn in line with their peers. These students would fall into the category of Cognition and Learning difficulties. These learning difficulties cover a wide range of need including moderate learning difficulties through to severe learning difficulties. This category also includes students with specific learning difficulties including dyslexia, dyscalculia, and dyspraxia.

### **Social, Emotional and Mental Health – Students experiencing social or emotional difficulties.**

Some students may experience a wide range of social and emotional difficulties that result in different behaviours. They may become withdrawn, isolated, or act out. These behaviours may reflect underlying mental health issues. Students with ADD, ADHD, and attachment disorder will also fall into this category.

### **Sensory and/or Physical – Students with identified impairments.**

Students who have Sensory, and/or Physical needs. This includes students with Visual Impairment, Hearing Impairment, and Physical Impairment. They may also have medical needs.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

## **How will the school know if my child needs SEND support?**

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

### **Transition:**

It is important to gather a full picture of a student's educational journey before they join us. We work extensively with our primary schools to identify students in need of additional support at transition/Year 7.

### **Early Identification through testing:**

Baseline testing for reading and spelling ages for every year group: this gives the school a picture of underlying ability and allows the school to see if there are any discrepancies with existing information and to help plan any intervention/further screening.

### **Teacher Concerns:**

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern through our Teacher Concerns Report. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem and unexplained deterioration in attendance.

### **Parental Concerns:**

The SEND Team attends every Parent Evening and can be available to discuss general concerns. Parents can also raise a concern through the SEND admin email at any time [SEND@Eckington.chorustrust.org](mailto:SEND@Eckington.chorustrust.org).

## **What should I do if I think my child has SEND?**

All students should find some aspects of their learning challenging: this helps to keep them engaged in their learning and results in them making progress. However, there are times when the challenge is too much, and the student is not making the progress expected. If your child appears to be experiencing difficulties it is important that we identify any barriers to learning and/or personal development as soon as possible. Sometimes these barriers are easily removed, and the student once again starts to make progress. When this is not the case, it may be decided that the student would benefit from extra support which is additional to and different from their peers. At this point both parents and the student involved will be invited into school to meet with a member of the Learning Support Team to plan how we can start to remove any identified barriers.

There are two ways you can raise any SEND concerns you may have.

- Contact the Head of Key Phase through our general email [enquiries@eckington.chorustrust.org](mailto:enquiries@eckington.chorustrust.org).

Lower Key Phase (Year 7) – Mrs Carla Gregory

Middle Key Phase (Years 8 and 9) – Mrs E Martin and Miss J Redford.

Upper Key Phase (Years 10 and 11) – Mr P Brennin.

- Contact the SEND department directly [SEND@Eckington.chorustrust.org](mailto:SEND@Eckington.chorustrust.org).

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND, the first person to tell the Head of Key Phase.</p> <p>They will pass the message on to our SENDCo - Amanda Gregory, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENDCo direct – <a href="mailto:agregory@chorustrust.org">agregory@chorustrust.org</a></p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.</p>	<p>If we decide your child needs SEND support, we will formally notify you in writing and your child will be added to the school’s SEND register</p>

## How will the school measure my child’s progress?

Progress is measured at three points throughout the school year. A graduated approach to SEN support is adopted for students identified as having SEN. Provision is identified and managed by the SENCo and SEND Manager but will be planned and delivered by teaching and support.

### Wave 1 - Quality First Responsive Teaching by all teaching staff.

High quality responsive teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

### Wave 2 – Targeted Interventions.

Provision from within the school’s Intervention Package is identified to help meet the students' needs.

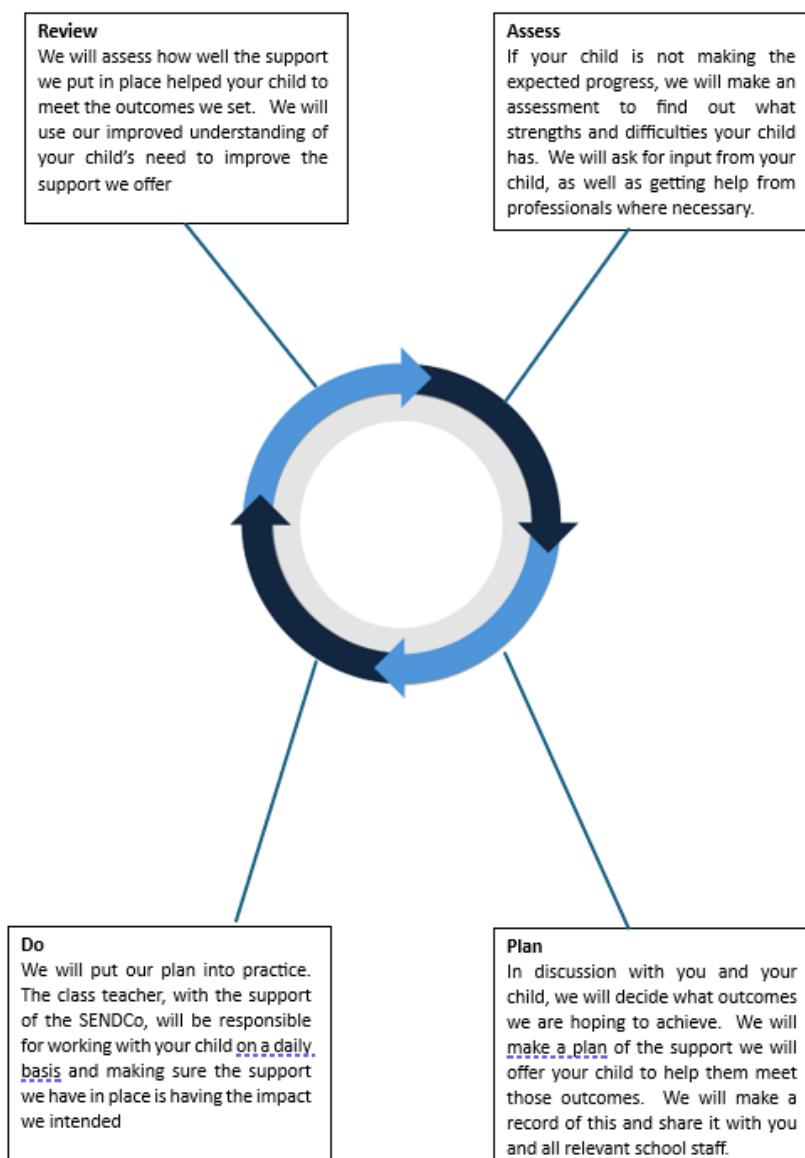
### Wave 3 – Specialist Interventions and Provision.

Other agencies will be asked to work alongside the school to assess a child and plan for their needs.

At all stages parents/carers will be involved in the process.

We will then follow the ‘graduated approach’ to meeting your child’s SEND needs

The graduated approach is a 4-part cycle of **assess, plan, do, review**



As part of this process every child with SEND will have a Student Passport that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

## How will I be involved in decisions made about my 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 3 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.

The SENDCo or the SEND Manager will meet you 2 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations and we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact [SEND@Eckington.chorustrust.org](mailto:SEND@Eckington.chorustrust.org).

How will my child be involved in decisions made about their education?

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term through their academic report and at their termly review meeting.
- Reviewing the impact of interventions after 6 weeks – this allows staff to judge the impact of the intervention and review next steps.
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **How does the school adapt the curriculum and learning environment for children and young people with SEND?**

Most children at our school will have their special educational needs met through excellent classroom practice. This is called Quality First Teaching (Wave 1 provision). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given Additional School Intervention Support (Wave 2 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a Support Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Examples of additional school interventions at Eckington School include:

- Thinking Reading
- Lexia
- Sparx maths
- Touch Typing
- Sensory Circuits
- Sensory Breaks
- Talkabout

- Zone of Regulation/Restorative Practice Skills
- Lego Therapy
- Social Stories
- Life Skills

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (Wave 3 Provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND Support Plan for them.

## **How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

**All** extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Many of our clubs have been chosen to appeal to SEN students and support them making friends and socialising.

**All** pupils are encouraged to go on our school trips, including our residential trip(s)

**All** pupils are encouraged to take part in sporting activities, performing arts activities, specialist workshops etc. The school actively seeks opportunities for SEN students to participate in events – especially those taking place outside school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and wherever possible we will make whatever reasonable adjustments are needed to make sure they can be included.

## **How does the school support pupils with disabilities?**

Active participation is encouraged for all students including those with disabilities the following are examples of some of the adjustments which have been made:

- Tactile Paving to support students with visual impairments.
- Timetabling students with mobility issues in ground floor classrooms.
- Support from Teaching Assistants to move between lessons.
- Disability Awareness is delivered through our PSHE curriculum and through assemblies.

The school's accessibility plan is available to download from <https://www.eckington.chorustrust.org/policies> and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

## **How will the school support my child's mental health, and emotional and social development?**

It is important that all our students are happy and engaged in their learning, as we recognise a disengaged child will struggle to fulfil their potential. At times their disengagement may be school-related, they find work difficult or are having problems within their peer group. At other times their wellbeing will be dependent upon things outside school such as bereavement or changes in family situations.

We pride ourselves on the excellent standard of pastoral care and support available to all our students. Each young person is a member of a tutor group and has a form tutor who is responsible for their happiness and wellbeing as well as their learning. If they have concerns regarding a student in their care, having shared these concerns with the parents, they will refer them to their Year Team who will decide on the appropriate response and level of support needed to meet the students Social Emotional and Mental Health (SEMH) needs. At this point they the student may receive some extra support from one of our Pastoral Managers or the Year Team may decide to refer the student to our internal SEMH team or Safeguarding Team. This support may take the form of intervention, emotional support in lessons or a referral to an outside agency. Parents will be kept informed of any such support.

We provide support for pupils to progress in their emotional and social development in the following ways:

- SEMH Team.
- Safeguarding Team.
- Early Help Worker.
- Pastoral Support Team.
- 1:1 Mentoring.
- Keyworkers.

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 specialist 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.

## **What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Primary Transition:**

It is important to gather a full picture of a student's educational journey before they join us. We work extensively with feeder primary schools to identify students in need of additional support at transition. Our Transition Programme includes the following to help support students with their transition:

- Attendance by the SENDCo or SEND Manager at the final Annual Review for students already identified as SEND.
- Regular visits to all primary schools by the Head of Key Phase.
- The SENDCo or SEND Manager will visit all primary schools to ensure the information transferred regarding the student is up to date and correct.
- HeadStart Programme for SEND students.
- Transition visit for anxious students.
- Transition Days.
- Early publication of the timetables.
- Y7 only day in September – with a full range of activities to support transition.

### **KS3/KS4 Transition.**

During Year 9 all students decide which option subjects they would like to study at Key Stage 4. All students, along with their parents, receive help and guidance through this procedure. Transition between KS3 and KS4 can be a worrying time for students with SEND and as such we try to ensure they have a full awareness of the choices they are making and support them with the decision-making process.

The options process includes the following:

- All Y9 SEND students are provided with the Options Booklet in advance.
- The SENDCo and the SEND Manager attend the Options Information Evening to help support SEND students with their understanding of the process.
- All students have an options interview with a senior member of staff to ensure they have a full understanding of the options process and the choices available to them.
- Every effort is made to ensure SEND students receive their chosen options.

We also include discussions around Preparation for Adulthood in every SEND review for Y9 onwards. This allows us to prepare students in advance for POST-16 education and to ensure they have the necessary Life Skills moving forwards.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

### **KS4/KS5 Transition.**

At the end of KS4 we work with the students to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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. An Independent 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. We provide all our students with appropriate advice on paths into work or further education.

SEND students receive the following support:

- Independent careers advice.
- POST-16 providers visit the SEN students at school to discuss the more specialist options available to them.
- Assessment for independence and intervention with appropriate Life Skills courses.
- Head of Sixth Form invited to all Annual Review Meetings.
- A “Day in the Life of a Sixth Former”.
- College transition visits.
- Interview with the SEND students and parents who wish to attend Sixth Form.
- Settling in Evening for Sixth Form.
- Meeting with the SENDCo/ SEND Manager to write Student Passports for Sixth Form.
- Head of Sixth Form attends a Referral Panel where any SEND concerns can be raised for students entering KS5.

## **What support is in place for looked after and previously looked after children with SEND?**

Laura Moor our designated Safeguarding Lead will work with Amanda Gregory our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

## How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Every endeavour is made to ensure admissions for prospective pupils with SEN or a disability are fair and equitable.

- All prospective pupils with a disability and prospective pupils with SEN are offered a place unless they present with complex needs which the school cannot provide for.
- All prospective pupils whose EHC plan names the school are to be admitted unless they require more specialist provision which cannot be provided for.

## What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from [www.chorustrust.org/policies](http://www.chorustrust.org/policies)

## What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer:

Derbyshire Local Offer - <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Sheffield Local Offer – <http://www.sheffield.gov.uk/schools-childcare/local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sheffieldsendias.org.uk/>

<https://derbyshireiass.co.uk/home.aspx>

Local charities that offer information and support to families of children with SEN are:

<https://sheffieldautisticsociety.org.uk/>

<https://www.autism.org.uk/autism-services-directory/a/autism-east-midlands>

<https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/adult-care-and-wellbeing/getting-out-and-about/community-connectors-service-information.pdf>

<https://www.youngminds.org.uk/>

<https://www.kooth.com/>

<https://www.england.nhs.uk/personalisedcare/social-prescribing/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)



- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)