Eastbrook School

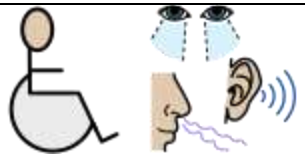
Secondary SEND Information Report

This Report was written in line with the SEND Code of Practice 2015; here you will find information on SEND within our school, the Local Offer, how we liaise with external expertise and how we manage complaints. This document is updated at least annually.

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Date of Issue: September 2026
Issued by: Lynsey Sturgeon (SENCO)
Review Date: September 2027

What types of SEND do we support at Eastbrook? 	Eastbrook is a mainstream all through comprehensive school. The school supports pupils with a variety of differing Special Educational Needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. The school has 2 Additional Resource Provisions (ARPs); one is an all through ARP which specialises in ASC (Autism Spectrum Condition) and the other is a secondary ARP which specialises in SLCN (Speech, Language and Communication). The SEN Code of Practice identifies 4 categories of SEND - C&L cognition and learning, C&I Communication and interaction including students diagnosed with Autism, SEMH and Sensory/Physical. The school currently meets the needs of students in all categories through supporting groups and individuals and making reasonable adjustments to meet their SEND.

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

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How do we identify and assess pupils with SEND? 	Prior to joining Eastbrook, staff may arrange visits to the pupil(s) in their previous setting or at their home to ensure effective information sharing; this assists with planning, ensuring pupil needs are met and enables the school to make the necessary arrangements for appropriate provision. Information can be shared at the earliest opportunity with staff at Eastbrook and is key to making a smooth transition to the new school. Pupils in year 6 are encouraged to attend our transition days in the summer term; this is an informal way of meeting new staff and make friends as well as identifying any concerns about transition. In school, we work closely as a team and if teaching staff have a concern about a pupil, they will firstly support the pupil with Quality First teaching strategies. If these strategies require wider support, staff will refer the pupil to the SEND Department where further intervention/advice may be gained and liaison with pupils and parents may be necessary to ensure a cohesive approach. We follow the Graduated Response approach of 'Assess, Plan, Do and Review.'

	Pupils may be monitored or may move onto the SEND register, the SEN register is a fluid document, and pupils may move on and off it, depending on the support they require. Some pupils may require more specialist support, which may include the involvement of outside agencies to support us in ensuring that we are offering the best support possible. With our SEND pupils, we celebrate “small steps” of progress. This is done through conversation with the pupil, comments in books, Golden books, praise and rewards for achievements, as part of the school’s monitoring & feedback policy and at SEND celebration events. Pupil Progress is discussed at parent’s evenings and in regular conversations between families and EHCP pupil’s Key Workers. Pupils are given regular verbal and written feedback as part of the school’s marking and assessment procedures, according to their stage of development.

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Who is our Special Educational Needs Coordinator and how can they be contacted? 	Our school SENCO for secondary is Lynsey Sturgeon, and she can be contacted on 020 3780 3609.
What is our approach to teaching pupils with SEN?	We are an inclusive school. Wherever possible pupils are taught alongside their peers in flexible teaching groups.

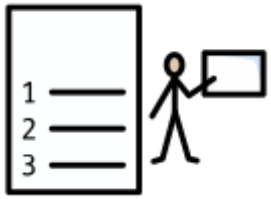
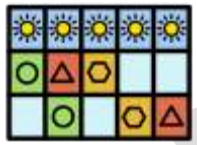
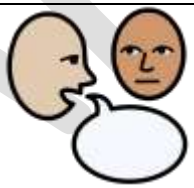
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Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, Therapies team staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and are working to embed the key principles into all our lessons.



	The staff at Eastbrook School encourage pupils to “voice” their opinions so that they feel part of the review process and pupil voice is collected termly for those with an EHCP Pupils can access IT equipment, laptops, writing slopes, pen grips, sensory equipment and specialist teaching.
How do we adapt the curriculum and learning environment?  	 Visual timetables  Task boards  Peer mentoring  Assistive technology  Talk partners  Peer marking  Self-assessment  Word banks  Positive behaviour

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	Ear defenders | Timers | Explicit instruction
	We use a range of strategies to ensure that we have an inclusive approach to learning.

How important are the views of pupils? 	Pupil's views are very important to us; pupils have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Pupils with an EHCP will work closely with their key worker and their views will be collected and discussed termly, as well as during their Annual Review process. Pupil's views feed directly into all policies, procedures and daily teaching of pupils with SEND. Some of our SEND pupils will also form part of our pupil panel for SEND staff interviews. Pupils are given regular opportunities to:

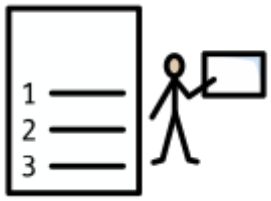
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<td>Self-assess how they are doing</td>
<td>Attend meetings and help decide the support needed.</td>
<td>Feedback and Review progress/interventions.</td>
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<td>How do we consult parents of pupils with SEND and how do we involve them in their child’s education?</td>
<td>Parents/carers are the people who know their child best and they are encouraged to engage with the school throughout their schooling. The school is constantly reviewing the process for working with parents/carers of pupils at ‘K’ on the SEN Code of Practice.

Pupils with an EHC plan has it reviewed annually as part of the statutory process and parents/ carers are a crucial part of this. Parents will also receive regular updates from their child’s key worker.</td>
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	We welcome parent feedback through our parent feedback questionnaire.
 **How do we support pupils moving between different phases of education?**	At Secondary, we have good links with SENCOs in the main primary feeder schools as well as B&D College. Information is shared and visits made so that we are fully prepared for transition. Vulnerable pupils in year 6 are offered an enhanced transition consisting of a parent coffee morning, a parent and child coffee morning, transition mornings and transition days. We also hold coffee mornings for parents with B&D College. The SENCO and ARP managers will endeavour to collect information for pupils entering Eastbrook School during the school year. This will be from previous settings, through parents/carers or EHC Plans and health and other professional services.

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	Making good links and passing on information is key to supporting the pupil as they move through the school. Pupils with an EHCP have access to a Careers Advisor from the Local Authority who supports and tracks the progress of their applications to college.
How do we support pupils preparing for adulthood?  	Pupils with an EHCP will have a formal transition review in year 9. Staff work with all pupils on Careers Information Advice and Guidance, where pupils intend to go post 16 and helping them in planning their transition pathway. Pupils at 'K' are supported through visits and advice. Reviews are held with parents/carers to discuss future plans.

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How do we support pupils with SEND to improve their emotional and social development? 	The SEND/ARP departments work very closely with the Pastoral and Safeguarding Teams. Pupils are encouraged to raise issues with the SEND/ARP teams who can then liaise with relevant staff. Everyone at Eastbrook School works quickly to deal with issues, as this impacts on the well-being and learning of all pupils, including those with SEND. We provide a range of bespoke support packages for pupils including access to mentoring, wellbeing & Therapies Team support.

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	Within ‘the DEN’ (Develop, Educate and Nurture) we have a ‘Burrow’ which is used for Nurture provision. We have a dedicated Thrive/ ELSA ‘Nest’, a ‘Learning Lab’ and we are developing a sensory space– ‘the Lagoon’. At breakfast, break and lunch times our pupils have access to the Oasis club (a place to Connect) and at break and lunch time they have access to the Retreat (a space to Regulate and Recharge). Behaviour Support plans may be put into place for those who benefit from extra support; these are devised in collaboration with the pupils and parents/carers. These are reviewed regularly. Thrive, Zones of Regulation and ELSA sessions are available for pupils identified as having SEMH needs. We also provide mentoring, anger management and social skills interventions.

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	Regular wellbeing feedback is gained termly via pupil voice for our pupils who have an EHCP.
	At Eastbrook we believe in professional development and aim to ensure that all of our staff have the understanding they need to enable them to best support our pupils. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. Our SEND Department provide support via our Therapies Team; all members of staff in our Therapies team will have an area of expertise and will be trained, confident and competent in that area.

In the past year, our Therapies Team have completed training in some of the following areas.

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Lego Therapy	Bucket time	Phonics (catch-up)	Team Teach
thrive	ELSA support		
Thrive	ELSA	Nurture support	Speech and Language
			
De-escalation	Attachment	Reading for pleasure	Zones of Regulation

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How will we secure specialist expertise?	The school draws on experience from its own staff and outside specialists to provide CPD. The SENCO/ARP managers and HLTAs/LSAs attend courses run by the Local Authority.
	In addition, the school calls on outside professionals when advice is required about a pupil's need. This includes the Educational Psychology Service, SaLT, CAMHS, health professionals and advisory teachers. The school also works with organisations that support parents/carers.

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How do we evaluate the effectiveness of our SEN provision? 	The school frequently reviews its SEND provision; there is a thorough monitoring schedule in place. Weekly Inclusion meetings are in place to discuss the needs of Vulnerable children, including those with EHC Plans & SEMH needs.
How do we handle complaints from parents of children with SEN about provision made at the school? 	The first point of contact will be the Head of Year or a member of the SEND/ ARP team. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to a member of the Senior Leadership Team. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office.

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What support services are available to parents? 	Parents/carers of pupils with Autism or social communication difficulties are encouraged to make contact with the Sycamore Trust. Parenting courses can be made available via local Children's Centres. Families of children with ASC can benefit from SENARP Home Support. The aims of the project are to improve health and educational outcomes for children with Autism and their families by: -Extending pre- and post-diagnostic support for parents and carers of children with Autism at an early stage, to help develop their independence, personal growth, confidence, and life skills, and to integrate into their communities. -Empowering families in understanding the teaching of early intervention strategies, which they are later able to implement in their home setting to successfully support their child/children. -Ensuring successful strategies (TEACCH, SCERTS and Engagement Model) are shared with families to provide consistency at school and home. -Boosting the resilience and coping skills of children with Autism and their families, enabling them to face life's challenges with high quality, effective tools and increased confidence at school and at home.

Where can LBBD's Local offer be found?	Barking and Dagenham's Local Offer can be found at https://www.lbbd.gov.uk/local-offer

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