

What types of SEND do we provide for?

Eastbrook is a mainstream all through comprehensive school. The school works with students with a diverse range of Special Educational Needs and Disabilities (SEND). The school has two Additionally Resourced Provisions (ARP's) for secondary age pupils, specialising in SLCN (speech, language and communication) and SEMH and one Additionally Resourced Provision (ARP) for primary age pupils, specialising in ASC (Autistic Spectrum Condition).

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.

Please view the LA's Local Offer.

[Home - Barking and Dagenham SEND Local Offer \(lbbd.gov.uk\)](https://www.lb.gov.uk/education/special-needs-and-disabilities/SEND-local-offer)

<p>How do we identify and assess pupils with SEN?</p>	<p>Prior to joining Eastbrook, staff organise visits to the student(s) in their previous setting, if at all possible, so that there is a good handover of information. This assists with planning to meet the needs of student(s) and enables the school to make the necessary arrangements for appropriate provision. It helps inform the staff at Eastbrook and is key to making a smooth transition to the new school. Students in year 6 are encouraged to attend our transition days in the summer term; this is an informal way of meeting new staff and friends as well as identifying any concerns about transition.</p> <p>Once a student starts at Eastbrook Secondary School they are assessed using Literacy Assessment, and CATs assessments. In both Primary & Secondary we observe students and work closely with teachers to identify needs. This information is used to make sure the students are in the most appropriate teaching groups. It also informs SEND practice, as the results give baseline information and can indicate why students are experiencing difficulties with learning. This is used as a starting point to monitor and track progress for students with SEND.</p> <p>In Primary, information from previous settings is used alongside current assessment data to help create Individual Education Programme (IEP) targets for all children on the SEN register.</p> <p>In Secondary we create Learning Passports to ensure that students can access learning.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Primary school: Ms Izabela Akele – 020 3780 3609</p> <p>Secondary school: Ms L Sturgeon – 020 3780 3609</p>

What is our approach to teaching pupils with SEN?

Students who are identified with SEND are assessed and monitored from the start at Eastbrook school.

There is an emphasis on quality first teaching. Students who find learning challenging can receive support through access to Teaching Assistants in lessons and Intervention groups.

In Secondary we have a range of interventions available to support our pupils with SEND. Pupils can access, Wellbeing, Social Skills, Mentoring, counselling and intervention sessions to ensure they are fully supported to access the curriculum.

Primary students can receive Thrive sessions to support their emotional well-being as well as a range of curriculum-based interventions such as Toe By Toe, Read, Write Inc. Phonics, etc.

Data and information from year 6 informs the allocation of students to groups when students start in year 7. Students who require a very high level of support on transition are taught in a small class group in year 7. This provides opportunities for students to receive structured learning approaches and in class support. Students are encouraged to become independent and be responsible for their learning. They are expected to respect each other, staff and the school.

All students have access to the full curriculum.

The staff at Eastbrook School encourage students to “voice” their opinions so that they feel part of the review process.

Students can access IT equipment, laptops, writing slopes, pen grips, sensory equipment and specialist teaching.

How do we adapt the curriculum and learning environment?

Secondary students with a high level of need are allocated a key worker who monitors their progress. Profiles are written for these students and circulated to staff. Pupil voice is at the heart of the profile and parental input is respected and valued.

Primary students are allocated individual and/or group support as necessary and an IEP is drawn up by the class teacher in consultation with the SENCO. This is shared with students and parents.

The school monitors the progress of all students identified with SEND and reviews provision and progress each term. The school responds quickly to the concerns of parents/carers by phone, emails and in meetings. We believe that working together is key to providing good strategies and developing the most appropriate learning environment for students with a diverse range of SEND. The school implements advice from specialist professionals working with individual students. In the Primary school individual workstations are provided for children with specific needs such as ACS or social communication needs, to provide opportunities for independent and focused work with fewer distractions. Children with sensitivity to noise are provided with ear defenders. Children with specific physical needs are provided with specially adapted chairs. We have a Sensory room in the Primary school as well as a dedicated Thrive intervention room.

Students who require extra support can benefit from small group intervention sessions in literacy and numeracy. We support Secondary students emotional needs through a Wellbeing intervention and access to counselling and mentoring.

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Within the Secondary school students work in mixed ability groups, which provides a range of learning and social opportunities. Students with additional needs working at high academic levels are included in activities for students who are more able. SEND students in both schools are provided with support, where necessary, to take part in after school activities and school trips.</p> <p>Both Primary & Secondary Students with SEND regularly take part in Disability Sports events enjoying success in football, athletics and curling. Their successes are shared with peers and celebrated by the school in assembly and at awards evenings with mainstream peers and families. Some students with more complex needs attend alternative provision in years 10 & 11. In Primary children with SEND are included in the School Council.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child’s education?</p>	<p>Parents/carers are the people who know their child best and they are encouraged to engage with the school as their child starts and throughout their schooling. The school is constantly reviewing the process for working with parents/carers of students at ‘K’ on the SEN Code of Practice. Students EHC plans are reviewed annually as part of the statutory process. The Secondary SEND staff also value opportunities to report progress in learning, social development or developing independence and this occurs termly. Students often enjoy this contact as it indicates where they are doing well and what they need to work on.</p> <p>The Parent SENCO Surgery provides a dedicated time to review the progress of learners with SEND or discuss concerns, on a weekly basis. We welcome parent feedback through our parent feedback questionnaire.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Secondary students meet with SEND/ARP staff and inform planning and provision through informal and formal conversations. Students are encouraged to talk about their work and successes as well as any difficulties. The SEND team responds to the conversations by liaising with staff. Profiles have been a key development in this area. The student “voice” is identified and views are considered important in developing effective practice. Students change throughout their schooling and this interaction provides an opportunity to develop ways of working that are appropriate to their needs and age. Student review & voice activities inform planning & provision. Primary children are included in the planning & review of</p>

	<p>targets (including EHCP Annual review meetings).</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Students with SEND also need to recognise and celebrate “small steps” of progress. This is done through conversation with the student, comments in books, praise and rewards for achievements, as part of the school’s monitoring & feedback policy. The SEND department works closely with classroom teachers and the senior leadership team to review pupils’ progress.</p> <p>In the Primary school, children’s progress is discussed termly at Pupil Progress meetings with the class teacher, SENCO and a member of the Senior Leadership team. IEP targets are reviewed termly. Children are given regular verbal and written feedback as part of the school’s marking and assessment procedures, according to their stage of development.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Eastbrook School has developed a positive system for moving students between phases. The Primary school is working on building links with local Nurseries. The Secondary has good links with SENCOs in the main primary feeder schools and, through visits and information, aims to be ready to meet the needs of students with SEND. The SENCO and ARP managers will endeavor to collect information for students 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. Making good links and passing on information is a key to supporting the student as they move through the school. The SENCO and SEND/ARP teams meet regularly with staff and, where appropriate. 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.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Students with EHC Plans have a formal transition review in year 9. This is supported by an interview with the careers service and a transition plan is developed which forms part of subsequent review meetings. Staff work with all students on Careers Information Advice and Guidance (CEIAG), where students intend to go onto further education helping them in planning their transition pathway. Students at ‘K’ are supported through visits and information to review opportunities. Reviews are held with parents/carers to discuss future plans.</p>

	<p>Students are well supported in their preparation for adulthood.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The SEND/ARP departments work very closely with the Heads of Year at Eastbrook to ensure there are links between SEND/ARPs and the pastoral system. Students 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 students including those with SEND. We provide a range of bespoke support packages for students including the access to counselling, mentoring, wellbeing & TA support.</p> <p>In the Primary school children have access to the Blue Room, which is managed by the Pastoral Lead. This is a quiet, calm space away from the classroom where children can talk to staff, take part in Lego Therapy interventions, Mindfulness sessions or have lunch with a small group of peers. Pastoral Lead will arrange “Touch Points” with specific children at the beginning of each session if it is felt that they would benefit from chance to talk with an adult before their learning sessions begin. Behaviour Support plans are put into place for those who benefit from extra support; these are devised in collaboration with the children and parents/carers. These are reviewed regularly. Thrive sessions are available for individuals identified as having SEMH needs.</p>

<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Both SENCOs at Eastbrook are experienced teachers. Ms Akele has the NASENCO Award and Ms Sturgeon has also completed the NASENCO qualification.</p> <p>Both primary and secondary school have a team of teaching assistants, higher level teaching assistants (HLTAs) who are trained to deliver SEN provision withing mainstream provisions and in ARPs. Some classes at Eastbrook have Teaching Assistants in their year groups. In some cases, additional support is provided for those children with more complex needs. All Teaching Assistants receive regular training, in order to develop their knowledge and practice, specific to meeting the needs of children with SEND. Individual staff members are trained in using and delivering social skills, Thrive nurture groups, phonics and reading interventions, Colourful Semantics, Maths interventions and developing pupil's independency using TEACCH approach for some specific pupils, etc.</p> <p>All our TAs gain great experience in working with students of varying levels of need over time. TAs are deployed in their area(s) of expertise. There is a programme of CPD for the SEND/ARP teams, supervision and team meetings, as well as regular whole school training sessions.</p>
<p>How will we secure specialist expertise?</p>	<p>The school draws on experience from its own staff and outside specialists to provide CPD. The SENCO/ARP managers and TAs attend courses run by the Local Authority.</p> <p>In addition, the school calls on outside professionals when advice is required about a student's need. This includes the Educational Psychology Service, SALT, CAMHS, health professionals and advisory teachers. The school works with organisations that support parents/carers.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The school takes advice from outside professionals about equipment and facilities for students with specific needs. The school also draws on the expertise of its staff in developing new initiatives and implementing new ways of working.</p>

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How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>The school has strong links with the Local Authority and outside professionals and organisations. For example, specialist advisory teachers visit students with hearing and visual impairments. Furthermore, there are regular visits from the LBBB Educational Psychology service and mentoring/counselling services. The school actively seeks specialist advice to meet the needs of student(s) effectively. Eastbrook School has good links with Social Care and encourages parents to make contact with parent support groups where appropriate. The school will support students and families in external meetings with professionals to develop good practice.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>The school frequently reviews its SEND provision; there is a thorough monitoring schedule in place. Weekly Inclusion Leadership Team meetings are in place to discuss the needs of Vulnerable children, including those with EHC Plans & SEMH needs, both in Primary & Secondary.</p> <p>The school works with the Local Authority Advisory Team who visit each term.</p>
How do we handle complaints from parents of children with SEN about provision made at the school?	<p>In the first instance, Eastbrook School encourages parents/carers to make contact with the school if they have any queries or concerns. Issues dealt with at an early stage can often be resolved before a formal complaint is considered. Eastbrook School has a formal complaints procedure available on request.</p>
Who can young people and parents contact if they have concerns?	<p>Students are encouraged to speak to staff in the school if they have any comments or worries. This may be with a member of the SEND/ARP teams, pastoral team or even to express their concerns through a peer. Parents/carers should make contact through the school office. Specific SEND enquiries should be directed to the SENCO in the relevant phase.</p>

<p>What support services are available to parents?</p>	<p>Parents/carers of students with Autism or social communication disability are encouraged to make contact with the Sycamore Trust. Parenting courses can be made available via local Children’s Centres.</p> <p>The School Nurse runs a regular drop-in session for parents at the Primary school. Information about local Children’s Centres & parenting courses can be made available.</p> <p>The Educational Psychology Service can provide support & advice for parents of children with SEND.</p> <p>The Parent SENCO Surgery is available every week to provide a setting in which to review progress & discuss any concerns.</p> <p>Primary ARP families benefit from Phoenix Home Support. The aims of the project are to improve health and educational outcomes for children with Autism and their families by:</p> <ul style="list-style-type: none">-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.
<p>Where can the LA’s local offer be found? How have we contribute to fit?</p>	<p>Barking and Dagenham’s Local Offer can be found on the Local Authorities website https://www.lbbd.gov.uk/local-offer</p>