

# SEN Information

Local  
Offer

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Web address of SEN Policy:	<a href="http://www.eppsa.org.uk">http://www.eppsa.org.uk</a>
Completed	16 <sup>th</sup> December 2021
To be reviewed	16 <sup>th</sup> December 2022

**Name of Education Provider:** Eden Park Primary School

## 1. What special education provision is available at our setting?



**What do we do here to meet your needs?**

At Eden Park, we have a philosophy of high quality teaching and learning for all pupils, this isn't just about the classroom but also the range of clubs and enrichments we offer children to further enhance their ability to confidently interact with the World.

We have a vision based around a set of values which underpin everything we do. Eden Park provide a high quality environment with shared values and a place for children to thrive. Our values are: Respect, Teamwork, Creativity, Independence and Wellbeing.

We have a team of staff who may be involved in supporting your child in addition to their class teacher and class/intervention based teaching assistants. When a child is identified as having a special need which requires a more bespoke provision, we can offer:

### **Communication and Interaction:**

Our designated speech and language therapist does school based intervention with identified children every fortnight and a team of speech and language TA's follow this up daily in between. Parents are invited to attend some of the appointments.

Expertise in strategic leadership of the management of autism as a

We have several staff with makaton training . Many of our adults use Makaton on a daily basis to meet our children's needs.

Use of visual prompts and resources tailored around each individual child's needs, including how to design and use Social Stories.

TA's able to deliver a wide range of speech and language interventions, some of whom have enhanced qualifications such as the Elkland training.

Expertise in the use of the speechlink programme of assessment.

Specialist training in the draw and talk programme.

Close working links with the Local authority commissioned speech and language service

Use of the proloquo2go app for children with complex communication difficulties.

### **Cognition and Learning:**

Children who process information more slowly have it broken down into much smaller chunks and have visual reminders to help them to remember.

A good understanding of the Tapestry SEN curriculum and how to track children's progress along the stages. This is done on an individual basis if the children are significantly behind in their learning and monitored half termly.

Well-rehearsed strategies which help children to organise their learning in a way which suits them.

Use of APPS to enable children to remember their learning and reuse it.

The use of interactive knowledge organisers designed especially for children who may process information more slowly than their peers which enables them to listen to video clips or short recordings to enable them to retrieve the information.

### **Social, Emotional and Mental Health:**

Fully trained Thrive practitioners, and also Willow Wellbeing sessions, provided by the pastoral team

The use of draw and talk

The dedicated sensory room

All staff are trained in basic attachment theory

Members of the pastoral staff who have more in depth training of CBT, attachment therapy and nurture programmes.

Some members of the pastoral team are also bereavement trained.

The think good, feel good programme

Checkpoint referrals for mental health.

### Physical and or Sensory:

Accessible well-lit classrooms and corridors.

Ramps, steps and lifts in certain areas, highlighted edges of steps in yellow, upright posts are wrapped in rope to create a different texture.

Excellent links to a wide range of external support services including: The hearing support teacher, the outreach teacher from WESC in Exeter, bowel and bladder service, diabetic nurse, community nurse team, school nurse team, disabilities support workers (accessed via the Early Help Referral process), occupational therapy team, physiotherapy team, community care workers.

## 2. What criteria must be satisfied before children and young people can access this provision/service?



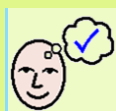
### What sort of needs would you have for us to be able to help you?

We aim to include every child in all that the school has to offer. Therefore, where ever possible we will assess and adapt activities to meet the specific needs of a child with SEND alongside their peers.

All teachers expect to see a broad range of ability within each class and recognise that slow progress is not always an indicator of SEND. Before identifying a specific SEND need we would consult with parents/carers and consider factors relating to gaps in education (perhaps due to changing schools, traveller lifestyles or refugee children seeking asylum). We will also explore difficulties that could be experienced by a child in care, a young carer, a child at risk of exclusion, a cross-gender transition, a child with English as an additional language (EAL), a child with a physical disability or medical need or even families seriously disadvantaged by poverty or social isolation.

Whatever difficulty a child is having, the school will endeavour to initiate a strategy, intervention, enrichment or appropriate form of support to meet that need. Where children are mainly functional within a class environment and making progress they would not be considered to have a SEND, but would continue to access the support they needed wherever possible. We would monitor this using our graduated response approach and track children's needs and progress using our assess, plan, do & review cycle. If individual needs are identified as having a significant impact on a child's ability to function or access learning then they could be recognised as having a SEND and further advice from external agencies would be sought in partnership with the parents.

## 3. How do we identify the particular special educational needs of a child or young person?



### How do we work out what your needs are and how can we help?

Eden Park adheres to a graduated response as identified in the SEND code of practice: assess, plan, do & review. It is our intention that each cycle or stage becomes more and more focussed on improving outcomes as we drill further down into the child's specific needs.

### **Stage One: Universal**

- Parent or school staff raise concern over progress or a specific difficulty.
- Child is discussed at team meetings and year groups share ideas about what could be done.
- Specific class based interventions are put in place. These could be English or maths based or Thrive based if it is an emotional need. It could also be use of a particular computer based programme for example Clicker 7, use of Ipads,
- Situation is monitored over time at the beginning and the end to see if there is a difference to the child's confidence and understanding.
- The child will not be on the SEND register at this point as this is all part of everyday practice.
- ***Staff will implement an assess, plan, do & review cycle to identify the children's initial needs and make a stage one plan of support, these will be reviewed every 6 weeks to see whether the class based interventions are successful and need to continue or whether after several cycles there is the need to move onto the next stage of a graduated response.***

### **Stage Two: SEND support**

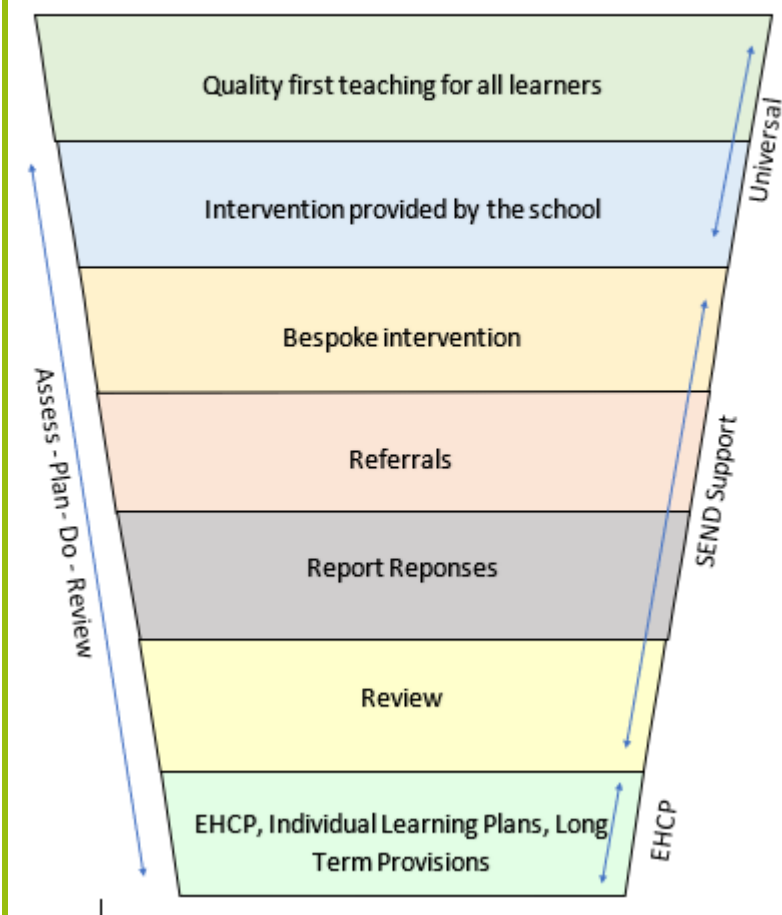
- If after a period of time, this is usually at least a term, the child is still making little or no progress, then we move to stage two.
- The child is now recognised as "SEND support" this means that their name will be held on the school SEND register. ***The child will continue to have an assess, plan, do & review cycle which will ensure the child's needs are being catered for and appropriate to their current needs. If further bespoke intervention is put into place, the child may require a personalised implementation plan which will be updated and monitored termly by class teachers, SENDCo and SEND support assistant.***
- This document is also a joint document between home and school. We want to have parent ***views and contributions*** on it as we are a team. We ask parents to sign these as we may need to share information with the hospital or external agencies.
- We may ask for specific external services such as outreach or the Speech and Language Service to come in and the reports they write will form part of the child's provision and be recorded on their implementation plan.
- These children are more closely monitored by the SEND Team and provision is checked in on for quality and kept under review.

### **Stage Three:**

- The child may have been referred to the John Parkes unit, specialist medical services or specialist educational provision for further investigation.
- The child will have been seen or about to be seen by the Educational Psychologist.
- The child will have had some access to outreach provision depending on their needs.
- The family may have been referred to Early Help.
- There is a large and growing evidence bank of specific things being tried and monitored over a long period of time.
- A multi-agency meeting may have been called to look at the child in detail.
- An application for an EHCP plan will be considered for action.

Please see Eden Park SEN offer below.

## Eden Park SEN offer



### 4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

Our school is open and friendly. We recognise that parents have a crucial role to play in their child's education and are always willing to talk with you about the best ways we can help make your child's experiences at school happy and successful.

Staff welcome and will initiate dialogue about the children in their care and take pleasure in contacting parents to share examples of how a child has excelled during the day. If a child has been involved in an incident during the day, we may contact parents to share this information or invite them in for a meeting if their child is experiencing a persistent difficulty or if we have noticed an unusual change in their attitude or behaviour. Where a parent has raised a concern for their child, we will always endeavour to fully investigate or explore this in order to resolve the issue for their child.

For difficulties arising outside of the school day families could be directed to Torbay services that they can access for themselves such as:

<http://www.torbaydirectory.com/kb5/torbay/enterprise/family.page>

Sites dedicated to supporting families with online safety:

<http://parentinfo.org/> (CEOP)

<http://www.net-aware.org.uk/> (supported by NSPCC)

The children themselves are offered opportunities to share their views or worries with trusted members of staff either on a 1-1 basis or within their classes or small groups. Where children find communication difficult, we would try to find an appropriate means for them to share their ideas and support them in achieving their goals or resolving a difficulty.

## **5. What is our approach to teaching children and young people with special educational needs?**



**How will we teach you?**

Teachers plan for individual pupils and differentiate within their planning for the full range of abilities in their class. During School Development Meeting sessions children are discussed within each year group and SEND and potential SEND children are highlighted and discussed. They are then flagged up to the SENDCO through this process and suggestions made of interventions, resources or particular programmes to try. Constant feedback and dialogue is encouraged between the class teacher, SENDCO and the parents so a full understanding of the child's needs can be gathered. *Assess, Plan, Do & Review cycles will then be used to support and plan for children's needs when required. These cycles will list everything that has happened or is happening with the child is recorded. The teacher is responsible for updating the child's cycles which will be shared with parent's* If further professional advice **every time it is updated, at regular intervals in the academic year.** needs to be sought that is the role of the SENDCO.

Support Staff are expected to use the teachers *adapted* planning and *deliver this to the children with consideration of their specific needs.* This could mean the use of identified physical resources or breaking down the task into smaller chunks, providing brain breaks or using a visual prompt that promotes independence. Support staff are expected to annotate planning to reflect how much progress a child has made, suggest next steps through discussion with their class teacher and deliver interventions to support further progress.

Eden Park promote independence in children through our core values and would only provide a 1:1 support assistant in exceptional circumstances and this would be kept under constant review as our aim would be to build the child's independence and resilience so they do not become over-reliant on constant adult intervention.

## 6. How can we adapt our curriculum for children and young people with special educational needs?



### What sort of things will you learn here?

We try to make children's learning exciting, fun, meaningful and challenging. We insist on high standards which we are then proud to share.

Our Learning Experiences start with an exciting experience or challenge to capture the children's interest and generate enthusiasm. Learning skills, curriculum skills and knowledge are taught rigorously through a range of engaging and challenging activities which are adapted at the point of learning if a child's response to it is unexpected. A high-quality outcome brings together the children's learning, at their level of ability, in a meaningful way and is shared with parents and the community. Children with SEND are expected to work alongside their peers for as much of the learning experience as is applicable and activities will be differentiated to enable them to contribute and achieve.

By creating these opportunities, the areas of the curriculum are fully covered ensuring that the children's learning is always given a context and allows our children to become immensely proud of their own achievements.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



### How will we make sure that you get all of the help that you need from different people?

Under the Equalities Act (2010) a condition which is long term (defined as a year or more) is considered to be a disability. This would include children with a hearing or visual impairment or long term health conditions such as asthma, diabetes, epilepsy, cancer. Sometimes, in the instance of a child having a medical condition, the Health Service will create health care plans and we will coordinate recommended provision to best meet the needs of the child. These children may be held at SEND Support or have an EHCP depending on how significant the need is and how able the child is able to manage that need. This process will allow the school to plan ahead in order to prevent disadvantage or discrimination. We will always endeavour to make reasonable adjustments and provide resources which will allow the child to flourish and succeed.

At Eden Park the buildings can be accessed at different levels and are suitable for wheelchair access. Ramps and lifts have been provided to aid manoeuvrability. There are designated disabled toilets and a shower room on each site.

Our school take advice from specialist practitioners to ensure that children who are partially sighted can use either sites with a good degree of independence. For example, coloured markings on the steps and in the playgrounds ensure that everyone accessing the school grounds can see the edges of steps and posts and can anticipate shifting levels. Textured ropes have been secured around posts to ensure that they can be spotted more easily. We try hard to provide good acoustic conditions in all of our classrooms so that the effects for children with hearing difficulties are minimised for example, they have carpeted areas, curtains and quiet areas. We have also used the specialist hearing loop system when recommended for particular children

## 8. How is this provision funded?



### Who pays for this?

The school's budget includes designated money for supporting children with special educational needs. Children with an Education & Health Care plan are allocated an additional amount of funding to meet the provision needed that is over and above what is required by their peers. Some funding may come from the Pupil Premium – a set of funds allocated to schools to work with children registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. Schools are made accountable for how this money is spent and all resources and support are reviewed regularly and changes made as needed.



## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



### What else will we do to help you learn and how will this happen?

The amount of support your child receives will depend on their age, ability and barriers to learning.

All classes have general TA support which is used strategically for any child who needs help or intervention.

We allocate TA support on a needs led basis and each child is planned for to support these needs. We want all of our children to have a good degree of independence and to learn skills which will equip them for future life. However, there may be certain times or lessons where extra support will be necessary. We may also consider putting in more intense TA support if needs are significantly impacting upon a child's learning, but this would normally be for a short period of time and kept under review. We have access to a wide range of technology and resources to help our children to access their learning in a way which suits them. We make good use of iPad apps and writing programmes such as clicker 7.

We will also use the support of specialist external services if it is needed.

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



### How can we help you learn about your feelings and relationships?

Spiritual, moral, social and cultural (SMSC) development will take place across all curriculum areas. Teachers will inspire in pupils an enthusiasm for learning. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

This can be achieved through maximising both planned and spontaneous opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts, belongings, equipment and feelings with other people, listening to others.
- Explore relationships with friends/family/others.
- Show empathy.
- Develop self-esteem and a respect for others, accepting and embracing difference.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, creativity, sensitivity and critical awareness.
- Being able to agree and disagree.
- Providing opportunities to work together and alone.

Children with social and emotional needs will have access to a pastoral team who are able to offer support which is designed around the individual. Eden Park has very experienced Thrive practitioners who offer regular sessions and willow wellbeing sessions.

## **11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?**



**How can we help you to get ready to change to a different place or to leave here?**

We welcome and encourage families who would like to consider sending their child to our school to book a tour of the school. This will give parents an opportunity to ask questions about their child and find out how specific SEND can be supported.

On initial entry into school, we encourage parents to let us know if their child has any already identified particular needs so that we can begin to have conversations around how we can meet them.

When moving from class to class, all children are given an opportunity to meet their new peers and class teacher in July during a class swap day. This is when photo books and any specific resources and health and safety issues can be identified and planned for. For children who need an enhanced transition plan, this can be co-ordinated by a member of our pastoral team.

Children are prepared for the move into the next part of the school when moving between phases by having tours of the building, joining the next phase for playtimes and working in different parts of the building at different times of the day. This is done with the support of familiar adults so the child can discuss their concerns and ask questions as necessary.

At the end of KS2, arrangements are made for parents to meet the SEND Team from the local secondary schools at the beginning of the school year prior to transfer. In some cases the SEND/Pastoral Team will liaise with school and arrange additional transition sessions for children who will find the move stressful or difficult. All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if the child leaves before this.

## **12. What other support is available for children and young people with special educational needs and how can they access it?**



### **What other help can we give you or help you to get?**

Safeguarding children is taken very seriously at Eden Park. All new and existing members of staff at our school have a safeguarding overview of Trust procedures on or as close to day one as is possible. Across the year updates are provided to staff and the Safeguarding team update themselves regularly via a range of courses offered by the TCSB.

Safeguarding is always discussed as part of our termly health check, we also provide a yearly report on our children in care to both the board and the virtual school. We also have a proportion of our PEPS audited by the director responsible for Safeguarding and SEN.

Keeping children safe online is promoted in lessons as well as through specific age appropriate e-safety sessions which are delivered by specialist visitors to the schools and teachers.

### 13. What extra-curricular activities are available for children and young people with special educational needs?



#### What other activities can you do here?

Our school has the outreach team from Torquay Utd with Coach Mickey who visit every week and provide more specialist sessions for our children. Unfortunately clubs have had to curtailed due to the pandemic.

The school will endeavour to make all extra-curricular clubs accessible to any pupil who wishes to participate. Children with SEND will not be discriminated against and will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers

### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



#### How do we know that the help we are giving you is working?



#### How can you and your family tell us what you think?

The progress of all children is discussed and planned by teachers on a regular basis and monitored by designated members of the senior leadership team. SEND Support children are regularly discussed with the Educational Psychologists (with parental permission) employed by Torbay Council and this helps us to be clear about what the child's needs are and whether there is anything else we need to put in place.

Children who have a assess, plan, do, review cycle, an implementation plan, Thrive or SALT programme will have their progress reviewed regularly throughout the year in partnership with their parents. The child will be consulted as part of this process and where possible, their views will be considered in setting next step targets. The SENDCO and members of the pastoral team will co-ordinate and monitor the provision being made for pupils on the SEND support record.

For children who have an EHCP, all of our annual reviews are monitored, a report written and fed back to us by a designated member within the Torbay SEND Team.

### 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



#### How do we make sure that we are being the best that we can be?



#### How can you and your family tell us what you think?

The SENDCO feeds directly to the senior leadership team at Eden Park.

It is the role of the SENDCO to:

- Oversee the day-to-day provision for children with SEND, at Eden Park this is done through, observations of children, looking at provision, identifying specialist resources, involving and liaising with external agencies, checking and approving graduated response cycles and implementation plans.
- Advise on the deployment of the schools dedicated budget and other resources to meet pupils' needs effectively. At Eden Park, this is done through discussion of the child's needs with the entire team around the child, including teacher, TA, parent and child (if applicable)
- Be a key point of contact with external agencies. At Eden Park we have built positive relationships with a wide range of health and specialist SEND professionals and we make good use of their services and advice.
- Update and review the SEND policy.
- Report to the Directors
- Be part of the pastoral team

We will also monitor and review our SEND Policy and Provision by:

- Ensuring accountability by placing ultimate responsibility for SEND and the implementation of this policy with the CEO.
- Ensuring that the Directors are given an overview of SEN at least once a term. This will happen as required or in any case, as a minimum, once every term.
- Identifying and responding to new/revised guidance issued by government bodies and the Local SEND TEAM, leading to review of this policy on an annual basis.

## **16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?**



**How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

We place high value on good quality training.

We have links with the AET and all our staff have had the basic Autism training, we also have a number of staff with the advanced training. We place high value on developing professional development around SEND by enabling SENDCO's and aspiring SENCO's to gain the national SEN award.

.Alongside this, we run more bespoke training for members of staff for certain children or groups of children e.g. Makaton, PIPS, Talk Boost, Read Write Inc, Counting for Calculating to name a few. Our staff have access to a number of assessment/diagnostic tools and a variety of high quality interventions. New Staff have a specific induction that involves Safeguarding and SEND information alongside opportunities to meet staff from other schools to share best practice.

## **17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?**



**How do we make sure that your parents know how we can help them?**

Once a child is identified as having SEND parents are included in the whole process so that they understand that their child will be added to the SEND register and they are happy for us to share information with other external agencies who we might call in to support the child. This is then reviewed termly and shared with parents at regular intervals in the academic year.

If a child demonstrates sustained progress over time, including during times of transition, within their identified areas of need and no longer need specialised individual support and planning, we would look to take them off the SEND register. This would be celebrated and shared with the child and their parents and may involve a light touch monitoring to ensure progress is maintained.

Where, despite the school taking relevant and purposeful action to identify, assess and meet the SEND of the child and they have not made expected progress, the school or/and parents may decide to initiate a request for an EHCP assessment.

Where children do have an EHCP (or statement) these are reviewed annually in addition to the termly update meetings.

### **18. How can parents, children and young people make a complaint about our provision?**



**What can you do if you are not happy about something that has happened here?**

Families need to contact the class teacher in the first instance to seek advice and support for their child. Where a need is identified, this will always be passed to the Pastoral Team who would then be able to offer in house services or signpost families to relevant external services. Where parents and carers feel that a situation has not been dealt with effectively, they will need to follow the MAT complaints policy which can be found on the schools websites. We are happy to listen to and reflect upon the suggestions and views of parents and would always encourage them to come and talk to us.

### **19. How can parents, children and young people get more information about the setting?**



**How can you find out more about us?**

A copy of the Eden Park individual school offers can be found in the SEND Policy appendix and SEND School offer documents which can be found on our website. If more information is required or parents have any specific enquiries, they should contact the Pastoral team on the direct pastoral line: 01803 855300 or you could email the team at: [pastoral@eppsas.org.uk](mailto:pastoral@eppsas.org.uk).

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



### How do we work with everyone else to help you?

At Eden Park, we work closely with all partner agencies to promote quality outcomes for children. Within Torbay we have excellent links with the Torbay SEND team and make very good use of their expertise. We also work with the hospital team and have made strong links with the various departments used by our children e.g. paediatrics, speech and language, occupational therapy, physiotherapy, CHAMS etc. Our children also benefit from various outreach services provided within the Bay for example, Chestnut Outreach for behaviour/emotional support and Mayfield Outreach for Learning Needs

The Eden Park SEND team have to work with several Local Authorities and has to tailor its approach to this dependent on the authority. We will always look to hold multi agency meetings wherever possible as this is the most efficient way of getting to the crux of the child's needs. However, if some external professionals are unable to attend, we will always ask for a report to be written so their views can be considered.

At Eden Park, we have a SEND team who work to support staff members to carry out their duties and it is this team's responsibility to liaise closely with other services and agencies such as Torbay SEND, School Nurse etc. Within the Pastoral Team there is expertise in various areas including autism, ADHD, Attachment disorders and learning difficulties and nurture.

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

CLA children are closely planned for and monitored using an E-PEP system if they are a Torbay child. Any out of county CLA children are monitored using the procedures provided by their home Local Authority. The CLA designated teacher and deputy attend all centralised training and report to the Academy Council Safeguarding Lead as part of the Safeguarding meeting. Other related Information: Anti-Bullying, SEND and Behaviour policies are available to view on the school website.