

Eastbrook Primary Academy

SEND Information Report 2025-2026



Special Educational Needs and Disability (SEND) Provision

Eastbrook Primary Academy is an inclusive mainstream school, providing for children aged between 4 and 11. Our aims are to recognise and develop the potential in all our pupils, provide them with a safe and stimulating environment in which to learn, and to build children's self-esteem and independence. This supports Eastbrook's core values, our 3Cs, which are: 'Curiosity, Character and Community'. Our SEND provision is designed and evolved in partnership with parents and carers to best meet their individual pupil's needs. Together with strong relationships in the classroom, and high-quality teaching, based on strong relationships and

School staff will work in partnership with parents/carers and children when identifying and planning provision for pupils with SEN/D.

Admission Arrangements

In line with the Equality Act 2010, no child will be refused admission on the grounds of disability providing we can make appropriate provision. The school will use its best endeavours to provide suitable provision for all children with a special educational need or disability to address their academic, communication, emotional or physical abilities through inclusive practice. The school makes a range of reasonable adjustments to ensure access to a full curriculum - and all learning spaces - for disabled pupils and to ensure that pupils with SEND are at the heart of our provision offer. Further details are available in our **accessibility policy** published on the school website.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** or **disability** that calls for **special educational provision**, namely provision **different from or additional to** that generally available to pupils of the same age.

Children have a learning difficulty if they:

- ◆ Have a significantly greater difficulty in learning than the majority of children of the same age; or
- ◆ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;
- ◆ Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Some children who have SEN may have a disability under the Equality Act 2010:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school will have regard to the *Special Educational Needs and Disability Code of Practice 0-25years (Revised version April 2020)* when carrying out its duties towards all pupils with special educational needs, as required by the Children and Families Act 2014 and associated regulations.

Categories of SEN

Special Educational Needs can be categorised into one of the following broad areas:

- ◆ Communication & Interaction (includes speech and language, autistic spectrum disorder)
- ◆ Cognition & Learning (includes moderate learning difficulties, dyslexia, dyspraxia, dyscalculia)
- ◆ Social, Emotional and Mental Health (includes anxiety and ADHD)
- ◆ Sensory and/or Physical need (includes hearing or visual impairment, physical disability)

Name and contact details of SEN co-ordinator

The school's Special Educational Needs Co-ordinator (SENCO) is Nick Owen, responsible for implementing the school's SEN policy and working with staff and parents to design and co-ordinate the best provision possible for children with special educational needs and disabilities.

The governor with responsibility for SEN is Mr Mike Walker.

Both can be contacted via the school office:

School Tel. No: 01273 874050

School e-mail: office@eastbrook-academy.org

At Eastbrook Primary Academy we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality First teaching is vital, informed by what is referred to as Ordinarily Available Inclusive Practice, set out by the local authority: [Quality first teaching - West Sussex County Council](#). However, for some children there are occasions when further additional support may be needed to help them achieve their targets. The following information sets out how the school will identify, and provide for, pupils with special educational needs:-

Identification and assessment of SEN

In line with the Special Educational Needs Code of Practice, Eastbrook follows an '**Assess, plan, do, review**' cycle. This is sometimes referred to as 'ADPR' or 'Graduated Approach': see [Graduated SEND Support \(local-offer.org\)](#) for schools in West Sussex.

But how do I, as a parent, or the school, know if my child should be added to the SEND register?

This is the 'assess' part of the ADPR cycle referred to above. Initial concerns about a child may be raised by a previous setting, by parents/carers, outside agencies, professionals, by staff or in some cases by pupils themselves.

As part of the school's curriculum planning, staff regularly observe, assess and monitor individual progress and development across a range of areas. The school systematically tracks the progress and attainment of all pupils and this is closely monitored by senior leaders. Parental observations and pupil views also contribute to this process. Pupils may be identified for extra help if this observation, assessment and monitoring indicates:

There is a lack of progress or a change in the rate of progress

A child has poor attainment in comparison to their peers, which is not improving

Staff or parents note a change in behaviour or attitude

A child raises a concern about their learning

Teachers with concerns about a pupil's academic, emotional or social development will speak to parents, make observations of the pupil over a period of weeks and consult with the SENCO. Alongside class-based assessments, the SENCO may undertake further screening or assessments that can help identify individual strengths and areas of need. These include cognitive assessments, screening for literacy difficulties, exploration of speech and language skills, and social and emotional development checklists. The SENCO may also carry out observations, look at work and speak with children to seek their views of their learning and behaviour. Where appropriate, and with the permission of parents, referrals can be made to external agencies for more specialist assessments and advice. There is also wider expertise from within our REAch2 Trust that can be drawn upon.

What should I do if I think my child may have special educational needs?

If you are concerned about your child's progress or there are needs presenting at home, please arrange to speak with your child's teacher in the first instance. This could be arranged informally with the teacher directly or you can email the school office office@eastbrook-academy.org or your child's year group email address (in the format yearX@eastbrook-academy.org) The class teacher is best placed to discuss the pattern of learning and social behaviour that they observe for your child at school, and also to understand from you how things look at home. In this way, we seek to build the 'big picture' of a child's possible needs. This is a key part of the initial SEND identification process.

The identified issue should first try to be addressed by trying strategies and giving some extra support in the short term. At this stage, the teacher will let the SENCo know that the pupil is being monitored for possible SEN need and seek advice from the SENCo if necessary. If there is sustaining progress, there may be no need to add the child to the school SEND register.

However, if concerns persist, and strategies attempted have not seen an improvement for the child, the teacher along with the SENCo will consult with parents to consider adding the child to the SEND register. Subsequently, if there is agreement to do so, an Individual Education Plan (IEP) will be co-produced that outlines key targets together with the interventions, strategies or wider supportive measures to help the child achieve them.

Provision for SEN pupils

How will the school support my child in practice?

In the classroom, all pupils will have access to 'quality first teaching' (see p3 above). Here, teachers take an adaptive approach so that pupils across all abilities and with a range of learning styles can have the opportunity to meet shared learning objectives. Staff have high expectations and develop routines, targets and reward systems to support children's learning and development based on their needs and strengths.

At Eastbrook, we deliver a range of interventions to support all learners. These may be delivered either in or out of the classroom as appropriate and we have invested in small teaching sets with effective teaching assistant support to enhance the learning of all pupils. Interventions may be 1:1, paired or delivered in small groups, based on the needs of the child.

Pupils on the SEN register with defined learning needs *have support and interventions over and above those provided by quality first teaching.* (see below). Class teaching is adapted to meet their individual needs. This is outlined on their Individual Education Plan (IEP) which is shared with parents and reviewed for impact each term. For pupils with SEND, any intervention work will target their identified areas of need and aim to narrow the gap with peers and increase the rate of progress. Access arrangements are made where appropriate to enable pupils to achieve their potential in national tests. This may include extra time, readers or scribes etc.

Where appropriate, and with the agreement of parent/carers, additional advice will be sought from outside agencies, and their recommendations implemented to support an individual

pupil's learning. We work closely with the West Sussex Learning and Behaviour Team and Autism and Social Communication Team. In addition to this, other specialist practitioners, such as Speech and Language, Art or CBT (Cognitive Behavioural Therapy) Therapists, are also accessed by the school to support individual pupils and provide advice and guidance to staff.

A more comprehensive list of interventions is, by area of need, as follows:

Communication and Interaction (Speech, Language & Communication Needs)

Targeted Speech and Language Therapy intervention plans (referred through NHS):

- These either aim to develop a child's specific speech sound production **or** develop their application of vocabulary, grammar, oral or written language skills. Specific programmes include 'Active Listening for Active Learning' and 'Narrative Therapy'.
- Verbal reasoning programmes to develop comprehension skills – e.g. Language for Thinking
- This work is delivered by trained Teaching/Higher Level Teaching Assistants and overseen by a qualified NHS speech therapist.

Lego Therapy to enhance social and language skills.

Cognition & Learning

We run a range of programmes and groups to enhance learning, particularly of basic skills, such as:

Booster groups in reading (Little Wandle) and numeracy

Foundational Skills writing

Becoming 1st class@ number

See & Learn (a programme designed for children with Down Syndrome)

FFT Literacy intervention

Individual support planned with advice from Trust specialists (e.g. in English and maths)

Sensory/Physical/Medical

Support is tailored to individual needs based on the advice and expertise of outside agencies and may include:

'Jump Ahead' fine and gross motor skills groups

Individual OT/physiotherapy programmes

School Nurse Team

Use of specialist equipment – e.g. radio aids, magnifiers, wheelchairs, standing frames

Individual care plans

Assisted technology adaptations and touch-typing programmes

Regular monitoring visits from medical and/or sensory support specialists

Social, Emotional and Mental Health

Eastbrook offers a variety of programmes to support children, including social skills, resilience work, anger management, art/play therapy and self-esteem programmes. A nurture-based group is in place to support the transition of YR pupils into the school setting.

ELSA (Emotional Literacy Support) and breaktime play clubs, delivered by a trained Higher Level Teaching Assistant

NHS Thought-Full workshops that equip parents to understand and support their child's mental health needs (e.g. anxiety)

NHS Thought-Full CBT sessions delivered by a visiting practitioner weekly

Further support is provided through structured play/lunch arrangements, 'Circle of Friends', and Peer Support.

Early Help / Child and Family Support is available to provide support and guidance for pupils and their families.

Classroom 'Visuals' for individuals such as Now and Next boards, targets and reward systems.

Zones of Regulation visuals (to develop emotional awareness and strategies), Movement Breaks (to reduce overwhelm) and Safe Spaces (to reduce anxiety)

Pastoral support programmes and multi-agency 'Team around the Child' approaches are also used to provide more intensive support if needed.

Evaluation of effectiveness of provision

How will you and I know how my child is doing?

There is close monitoring of the impact of intervention programmes by the class teacher in collaboration with other staff (such as a teaching assistant), parents and pupils. Pupils are assessed pre and post intervention, and this information is used together with relevant data, pupil observation, and discussion with staff and pupils to evaluate outcomes. These programmes and interventions will then be ceased or adapted as required to promote effectiveness for each individual. The frequency of review will be determined by the level of need of the child but, as a general guide, you should expect to be consulted at least termly about the targets and provision set out in your child's IEP. Moreover, there are many opportunities for parents to work in partnership with the school to review how their child is

doing. These include parent meetings and school reports as well as informal communications.

Class teachers, SENCO and senior leaders also meet regularly to review pupil progress and monitor the impact and effectiveness of teaching approaches and interventions for groups and individual pupils. The SENCO also meets regularly with the SEN Governor and, together with the Headteacher, provides termly feedback to the full governing body.

'Inclusion surgeries' are also held, enabling the SENCO and class teacher to discuss in more detail the learning and development of pupils with special educational or other needs, and to review actions and agree further steps to enable them to achieve.

If your child has Special Educational Needs, then provision maps and/or individual education plans (IEPs) will record the additional provision or support they are receiving. You will be able to discuss these and review progress with the teacher/SENCO at the parent meetings and both parent and pupil views are invited and will contribute to these plans. Annual review meetings will also be held if your child has an Education, Health and Care Plan (EHCP).

Helping parents to support children's learning

How will you help me to support my child's learning?

In addition to all the above, the school provides opportunities for parents to support their child's learning through curriculum meetings, including phonics, reading, spelling, maths and SATS preparation. Further opportunities for support are through parent consultations, 'reading diaries and by setting appropriate homework. The school has also invested in computer-based learning programmes, such as Times Tables Rockstars and Accelerated Reader, which are accessible out of school..

Support for children's well-being

What support will there be for my child's overall well-being?

Strong and trusting relationships between pupils and supporting adults are fundamental to supporting children's wellbeing at school. Our Behaviour Policy puts an emphasis on restorative, supportive conversations with pupils, giving them tools and opportunities to reflect upon their feelings and actions and to learn from their experiences. All children are given access to a curriculum which encourages and supports them to discuss issues related to well-being. This includes assemblies, circle time and school council. Eastbrook also has policies and procedures in place to ensure the safety of all pupils.

Additional support is offered through Breakfast Club, morning Settle Club, and indoor play club. This includes peer support, and interventions to support social and emotional health. After-school clubs provide further opportunities to develop social skills and self-esteem.

The school works closely with other outside agencies, including the School Nurse and Police Community Support Officer, to monitor the health, safety and well being of all pupils. Individual staff are trained to deliver first aid, administer medicine and meet any medical needs and also to provide personal care where needed.

Individual care plans, Pastoral Support Plans or 'Team Around the Child' support may be used where appropriate.

Specialist services and expertise available at or accessed by the school

What specialist support services and expertise are available at or accessed by the school?

The school makes use of specialist staff to support pupils with SEN:

An inclusion specialist HLTA has undertaken extensive speech and language training and screens YR and Y1 pupils and works alongside the SENCO and speech therapy service to oversee and deliver provision for pupils with SLCN throughout the school.

Counselling – the school employs a qualified Art Therapist and a CBT specialist practitioner to support identified children who have been referred with emotional needs.

Emotional Literacy Support (ELSA) – a trained staff member supports children to reach a wide range of well-being and personal development goals. This is arranged either on a 1:1 or small group basis and is well-established at our school.

In addition, the school has strong links and works closely with a variety of external services, including health and social services, local authority support services and voluntary organisations. The school can draw on their expertise and support to meet the needs of children with SEN and provide support to their families. These services include:

Educational Psychologist

Learning and Inclusion Team – learning, behaviour & social communication

Sensory Support Team – for children with visual or hearing impairments

NHS Thought-Full

Ethnic Minority Achievement Team

School Nurse

Child Development Centre

Physiotherapist

Occupational Therapist

Moving and Handling Advisor

CAMHS, including Mental Health Liaison Team

Educational Welfare Officer

Support for the family is also available through the following services:

West Sussex SEND Information, Advice and Support Service (SEND IAS)

Right to Choose pathway (through your family GP)

Early Help

Early Childhood Services

Enabling Families

Social Services

Virtual School for Looked After Children

Voluntary groups – e.g. Winston's Wish

Training for staff supporting children with SEND

What training have the staff supporting children with SEND had?

The school undertakes a regular audit of training needs, and there is an ongoing programme of INSET which takes account of school priorities and personal career development planning. Staff expertise and best practice are shared through staff meetings and school based training. Further training is also provided by specialists from outside agencies. Recent training has included:

The SEN '5 a day approach' to good practice in the classroom - [Five-a-day-poster 1.1.pdf](https://d2tic4wvo1iusb.cloudfront.net)
(d2tic4wvo1iusb.cloudfront.net)

Using Comic strip conversations and social stories to support children on the autistic Spectrum.

'Team Teach' positive physical handling training for key staff

Whole school training on behaviour management strategies and supporting children with social, emotional and mental health needs e.g. Understanding ADHD' approaches for teachers

Learning Support and Teaching Assistants (LSA/TAs) are trained to deliver a range of interventions including 'Jump Ahead', Becoming 1st class@number, FFT Literacy, Rapid Read, Speech and Language programmes and Lego Therapy.

Arrangements for pupils with SEN to be included in activities outside the classroom, including school trips

How will my child be included in activities outside the classroom, including school trips?

The school is committed to the inclusion of all pupils and reasonable adjustments are made based on pupil needs to enable all pupils to participate in all aspects of the curriculum, including after school clubs and off-site visits.

Individualised risk assessments are carried out. Where appropriate a parent/carer may be asked to accompany his/her child if risk assessment suggests intensive 1:1 support is needed to meet a health and safety need.

School accessibility

How accessible is the school environment?

The school has an accessibility plan, published separately on the school website, which will be reviewed regularly.

The school has level access from outside and lifts to allow wheelchair access to shared areas within the building. A disabled parking bay is available.

There is a disabled toilet. The school also has a sensory room.

The school receives guidance and advice from specialist agencies and participates in multi disciplinary team meetings to support children with physical or medical needs and works with these agencies to secure any special equipment required – e.g. standing frame, Manger Elk etc.

Children with visual or hearing impairments receive support under the guidance of specialist advisory teachers based on their individual needs. This may include specialist equipment such as radio aids and magnifiers.

Support and planning for Transition

How will the school prepare and support my child when joining Eastbrook Primary Academy or transferring to a new school?

We understand that moving school can be a very stressful time and aim to make this as smooth as possible.

Before a pupil starts at Eastbrook Academy, the Reception teacher, and where appropriate the SENCO, will meet with staff from pre-school settings. Any relevant information is shared prior to transition so that appropriate adjustments can be made. Outside agencies working with the child and their parents/carers may also be invited to attend.

Visits to the school are offered to all pupils during the summer term before children start in YR, so they can meet their teacher and become familiar with the school environment. Additional visits or support may be offered to some pupils, such as photos or a transition book or timetable adaptations (where appropriate).

Home-school visits take place prior to starting school.

When children join Eastbrook Academy from another school, the SENCO will gather relevant details about SEN from the parents, the previous school and any outside agencies that may

be involved. Where appropriate the SENCO will arrange meetings with the parents, class teachers and other key staff to ensure a smooth transition.

Children transferring to a new school will have their SEN records sent on. The SENCO will also discuss these children with other schools on request.

Transition programmes are in place in Y5/6 with local secondary schools, and additional support is offered for vulnerable pupils e.g. Circle time, individual transition plans.

Transition meetings are held with Shoreham Academy and PACA Inclusion staff and other secondary schools where information is shared regarding vulnerable pupils. SEN records are sent on to the new school.

Staff from transfer secondary schools will be invited to annual review meetings for Children with EHCPs in Y6.

Allocation of resources and how these are matched to pupil needs

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year to provide additional support, training or resources, depending on pupil needs.

Some children with an Education, Health and Care plan receive an additional top up to provide for their higher level of need.

Enhanced resources and services are also sourced by Pupil Premium funding. Current details are available on the school website.

Support and resources are reviewed regularly, including through consultation with our school's Governing Body, and changes made as needed.

Decisions about Support

How is the decision made about how much support my child will receive?

The class teacher and SENCO will consider any information available to the school on entry, together with the results of observations, monitoring and assessment. These will be discussed with parents, and with pupils where appropriate, and used to plan a programme of targeted support that minimises barriers to learning and extends and challenges according to each child's ability. Any interventions will be reviewed and evaluated, and the findings used to plan next steps as required. Parents and pupils will be involved in this process, together with other professionals where appropriate.

Parental involvement in discussions and planning for their child's education

How will I be involved in discussions about and planning for my child's education?

Parent/carer consultations and review meetings provide opportunities for discussion with the class teacher and/or SENCO and the co-production of future learning plans. Staff can also be contacted via the school office.

The school has a website, produces regular newsletters and has a text messaging service which will inform parents about their children's education.

The school also run curriculum events such as Helping your Child with Reading or Phonics.

Where external agencies are involved in supporting a child, they will consult with parents in order to review progress and plan outcomes.

Consulting with children about their education.

Children are encouraged to participate in assessing and evaluating their learning and progress in lessons and intervention programmes. 'Assessment for Learning' is used throughout the school and the child's ongoing dialogue with the class teacher and school staff will be taken into account when appropriate. This supports the child's needs and ensures they are met within the school's daily life. Pupils also contribute their views as part of the process for setting and evaluating their Individual Education Plans.

A range of resources, questionnaires and/or ratings scales are used to help children to share their thoughts and ideas, and for those with an EHCP or receiving support from Early Help or Safeguarding services, they are encouraged to attend part of review meetings.

Children with SEN are part of the School Council.

Complaints about SEN provision

The school will encourage early dialogue with the parents, their views will be sought and valued, in this way there is a greater chance of resolving potential problems. As soon as a difficulty becomes apparent the school will follow the procedures set out within the stages of the **Complaints Policy and Procedures** (available on the school website or from the office)

The LEA SEND IAS service will also provide advice to parents about complaints procedures (see below).

Who can I contact for further information?

Depending on the nature of the information, you may wish to contact the class teacher, Child and Family Support Worker, SENCO or Headteacher. All are available through the school office, via telephone or e-mail.

School Tel. No: 01273 874050

School e-mail: office@eastbrook-academy.org

Information on the West Sussex local offer and other useful links

<https://westsussex.local-offer.org>

This website brings together information about the help and support available for children with special educational needs and/or disabilities (SEND) and their families

<https://westsussex.local-offer.org/services/7>

SEND Information Advice and Support (SEND IAS) (previously Parent Partnership)

www.wspcf.co.uk

West Sussex parent carer forum aims to provide support to parents and carers from those who have had similar experiences.

www.sendgateway.org.uk

A national portal run by NASEN to signpost resources and services

Links to legislation

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/publications/keeping-children-safe-in-education>

Equality Act 2010

Related school policies

Special Educational Needs and Disability Policy

Safeguarding policy

Medical Policy

Accessibility Plan

These can be provided upon request. Please also check the school website

[:https://www.eastbrook.w-sussex.sch.uk/](https://www.eastbrook.w-sussex.sch.uk/)