



The Eliot Bank and Gordonbrock Schools Federation



SEND Information Report

To be read in conjunction with SEN Policy; Local Offer; Behaviour Policy and Teaching and Learning Policy

Author:	Executive Head	Date:	March 2017
Approved by:	Governing Body	Date:	March 2017
Issue Date:	January 2020	Next Review Date:	January 2021



Eliot Bank and Gordonbrock Schools Federation are committed to meeting the needs of every pupil. We teach a broad, deep and enriched curriculum that helps every child reach their own potential in a safe, healthy and happy environment.

Our primary strategy is the provision of quality first teaching. We use rigorous assessment systems to monitor pupil progress and to identify any barriers to learning. If additional support is needed for those with special educational needs, all interventions and provisions provided will be tailored to meet the needs of the child.

Children are supported by a strong team of experienced staff who include: The Inclusion Manager; SENDCo; Class teachers, Teaching Assistants and Learning Support Assistants.

Name and contact details of the SENDCo	Eliot Bank SENDCo: H Emirali info@eliotbank.lewisham.sch.uk Tel: 020 8699 0586 Gordonbrock SENDCo: Sophie Long admin@gordonbrock.lewisham.sch.uk Tel: 020 8690 0704
What kinds of special educational needs are provided for at this school?	We are a multi-cultural, inner city federation serving a diverse community. Within this community we have a wide range of needs including: <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs • Emotional and behavioural
What are the admission arrangements children and young people with SEND	The Eliot Bank and Gordonbrock Schools Federation adopts the Local Authority's admissions arrangements. More information can be found here: www.lewisham.gov.uk/primaryadmissions or www.lewisham.gov.uk/SENadmissions .
What school policies are in place for identifying children and young people with SEND and assessing their needs?	Eliot Bank and Gordonbrock have a comprehensive Teaching and Learning Policy which includes a robust Assessment Policy. This outlines a range of assessments used throughout the schools based on formative (day to day) and summative (end of term) assessments. Termly data tracking and pupil progress meetings are held with members of the Senior Leadership Team to review the assessment outcomes. In addition to this: <ul style="list-style-type: none"> • Termly SENDCo Surgeries and screening meetings are held with class teachers to identify and review children with SEND. • Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENDCo directly. • Where a child is identified a Record of Concern Sheet is completed. The SENDCo will then carry out an observation. Any concerns will then be raised with parents.



<p>How are parents involved in the SEND consultation process?</p>	<p>We endeavour to involve parents at every stage of the SEND consultation process in in the following ways:</p> <ul style="list-style-type: none">• Learning ladders are sent to parents termly. These specify the child’s attainment based on the latest assessments, together with individual learning targets. These are also shared with children.• Termly Parents’ Evenings.• Records of Concerns are shared with parents either at Parents’ Evening or other agreed meetings.• Meetings between SENDCo and parents as appropriate.• Regular meetings are held between parents with a SEND child and external agents, to review progress.• Annual reviews are held for pupils with EHCPs.• Parent questionnaires are given out at parents’ evenings; in this way parents can provide feedback on any aspects of school life.
<p>What arrangements are there for assessing and reviewing children and young people’s progress towards these outcomes? How are parents and young people involved as part of this assessment and review process?</p>	<ul style="list-style-type: none">• Class teachers regularly review children’s progress through on-going assessments such as questioning, observing and feedback and marking (formative assessment).• Learning support assistants and Teaching Assistants working with specific children contribute to this process.• Termly summative assessments are undertaken.• SENDCo surgeries and/or screening meetings with class teachers are held termly to discuss the children’s progress and evaluate the impact of support.• Where applicable specialist professionals contribute to the assessment process.• Assessments are made against the child’s individual targets alongside National Curriculum or EYFS expectations. Where this is not appropriate P levels are used.• Targets are set for each child who is on an intervention programme and reviewed regularly. If the intervention is not having the required impact, it will be adapted to insure that progress is made (using the graduated response).• Access arrangements will be made for children with SEN where appropriate, for example additional time, scribe, transcription enlarged print and using different forms of assistive technology.• Depending on the child’s individual needs, interventions will be agreed and put into place. Initially this is likely to be additional in class support or targeted support from a member of school staff.• If this has no impact, referrals to outside agencies may be made. These services will give advice and recommend interventions and strategies that school based staff can implement. In some circumstances they will provide support direct to the child. This process is part of the graduated response cycle. Allocation of specialist services and intervention will be dependent on need of the child, funding and specialist teachers or service availability.• If after intensive support, the child is still not making progress then the school and outside agencies may feel that an Education Health and Care Plan is necessary. The school will then submit an application. Parents are also entitled to apply for an Educational Health Care Plan directly.• A provision map is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENDCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child’s learning and progress



<p>What arrangements for supporting children and young people in moving between phases of education do we have?</p>	<p>We support transition from Early Years settings to Reception, KS1 into KS2 and Year 6 to Year 7 through:</p> <ul style="list-style-type: none">• Planning our provision so that it builds on and from the previous year. There are no sudden changes.• Handover meetings between current and future class teachers.• Transition programmes are thorough particularly for ASD children. They may include 1:1 meetings between children and teaching staff to facilitate a seamless transition, pre visits, leaning mentor support.• For children with specific needs, Social stories and transition books are used.• Secondary transition support is put in place to aid the smooth transition from Year 6 into Year 7. These often include learning mentor support, SALT and New Woodlands Outreach Service, Primary and Secondary SENDCos meeting to handover information and extra visits to secondary schools are arranged.
<p>What is Eliot Bank and Gordonbrock's approach to teaching children and young people with SEND?</p>	<ul style="list-style-type: none">• The SENDCos in both schools work very closely together to review and evaluate the impact of our practice, in the individual schools and across the federation. One of the ways in which they do this, is to carry out an annual SEND Audit, where they look closely at the SEND practice in each other's schools and present their findings – strengths, and areas for further action – to senior leaders and governors.• Every teacher at our schools is committed to ensuring the highest possible achievement for every child. We do this through the provision of outstanding quality first teaching in the context of a creative and differentiated curriculum. We adapt our teaching to meet the needs of children with SEND to support them to reach their full potential. Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.• Small groups and interventions take place in every class. Every class at Eliot Bank and Gordonbrock has a class teaching assistant, who supports the teacher and who works with small groups within the classroom.• In addition to this, SEND teaching assistants work with small intervention groups as well as providing 1:1 support for those pupils who need intensive support.• Intervention may include Speech and Language groups, 1:1 reading, social stories, booster phonics, precision teaching, ICT programs, fine motor skills, gross motor skills, Circle of Friends, Lego Therapy, Lexia, Social Skills groups and lunch clubs.• Children with Education Health and Care Plans may have 1:1 support to aid them in meeting the objectives of the Plan.• Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).• The curriculum is scaffolded and differentiated to meet the needs of the children.• Strong encouragement of parental involvement is developed through a partnership between school and home so that strategies are cohesive and therefore effective. This may include further support from learning mentors and family support workers.• At Eliot Bank and Gordonbrock we have highly skilled Learning Mentors/ Family Support Workers who support children emotionally and socially.• We will also seek external professional support when needed.• Recommendations that are given by outside agencies are implemented, monitored and reviewed regularly. This includes the provision of any resources and interventions.