

Eastover Primary School

SEND Information Report



**Approved by the Governing Body of
Eastover Primary School**

Signed by:

NameMrs B Cockerell.....

Signature:
B. Cockerell.

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Website: Yes

Eastover Primary School

SEND Information Report

How we support children with special educational needs or disabilities

A decorative graphic at the bottom of the page consisting of a solid red area with a white curved line separating it from the light grey background above. The red area has a subtle gradient and a white curved line that follows the top edge of the red section.

Introduction

At Eastover Primary School we welcome everybody into our school community. The Staff, Governors, pupils and parents work together to make Eastover a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children.

We are committed to making this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision is tailored to individual pupils, according to their differing needs. This bespoke approach allows pupils with additional needs the opportunity to develop life skills and confidence in themselves, enabling them to maximise their potential and work independently in the classroom.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils, through means such as short-term intervention programmes, tailored work packages, targeted support groups, therapeutic input and the advice of external professionals where appropriate.

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best
- become confident individuals
- make a successful transition into adulthood



Our Ofsted Rating is 'Good'.

Our most recent inspection was in May 2023.



“Leaders and staff strive to live out the school’s aim of pupils ‘discovering and growing together’. They work hard to ensure the school is inclusive and provides the pastoral support that pupils need. As a result, pupils feel safe and happy at this school. “

The full report can be downloaded from Ofsted’s website, please click the following link for further information.

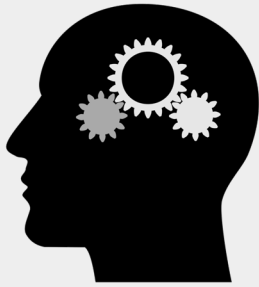
<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123679>

How will the school know if my child needs extra help?

Eastover Primary School is a mainstream school. Following the Somerset Graduated Response we aim to ensure that:

- Children with additional needs are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- Children with additional needs are educated, wherever possible in an inclusive environment alongside their peers to enable each child to reach his or her potential.
- We match levels of additional support for learning to the wide variety of individual additional needs we support at Eastover, while enhancing self-esteem.





- We identify and assess children with SEND as early and as thoroughly as possible using the revised SEN code of practice (2014).
- Parents/carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most effective use of all available resources.
- We maintain up to date knowledge of current SEND practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Need and Disabilities (SEND), as identified in the code of practice by the Department of Education:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and Physical conditions

If your child has a special educational need or disability, then their needs will fit into one or more of these categories. Special Educational Provision is that which is **additional to or different from** that which is made generally for most children in school.

At Eastover Primary School, we recognise that make children progress at different rates; therefore, we ensure that a rigorous assessment process is in place to establish whether a child is making expected progress against the national expectations in their year group.



Special Educational Needs
& Disabilities

If a child is not making the expected progress the class teacher will arrange additional support or provision in the first instance.

Your child may be added to the SEND register and identified as having a special educational need or disability following:

- Liaison with nursery/pre-school/previous school
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician.
- Parental concerns
- Teacher/school staff concerns
- A review of your child's progress
- A review of the support your child requires in school

If your child is identified as having additional needs then their name will be added to the Inclusion register, but we recognise your child's needs may change over time and their provision may evolve to reflect this. The aim of additional provision is for your child to fulfil their potential, so your child may be removed from the Inclusion register if they make sufficient and sustained progress.

How will school support my child?

Our SENDCo oversees all support and progress of children requiring additional help across the school. Support and intervention varies and will be based on your child's individual needs.

All children have targets that are set by the class teacher based on their Individual learning needs. Some children with additional needs may need additional and more specific targets to meet their needs and therefore a personal passport will be in place.



Support and intervention at our school includes:

Class teacher input, via excellent targeted classroom teaching (High Quality Teaching).

Class teachers are responsible for:

- planning appropriate work/activities for their pupils
- ensuring that support is available for all children (inclusive 'quality first' teaching)
- differentiating the curriculum to take account of different learning styles, interests, abilities
- ensuring that all children can be included in tasks/activities
- monitoring individual progress
- celebrating achievement
- identifying those children who require additional or different support in order to make progress
- setting targets and agreeing personal passports and discussing these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age

Support staff are responsible for:

- supporting the teachers to deliver high quality teaching which enables all children to achieve their full potential
- supporting the teachers in enabling children with SEND to have access to an appropriate curriculum
- encouraging and promoting independence in the children
- liaising with the Class Teacher
- helping to prepare resources and adapt materials
- leading interventions to close the gap for children experiencing difficulties
- Promoting the inclusion of all children in all aspects of life at school



Specific Group Work

Intervention which may be run in the classroom or a group room and run by a teacher, learning support assistant or volunteer.

Interventions can take in the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom working with small groups
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and Timing of Support

This is arranged and timetabled by the class teacher and is based on your child's needs – it is different for every child.

Specialist Intervention overseen by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. Requesting involvement from an outside agency will be triggered when:

- a child continues not to make expected progress (highlighted within the assess, plan, do, review process)
- a child continues working at levels substantially below that of children of a similar age, despite receiving interventions arranged by the class teacher.
- A child receives extensive support but school feels their needs are not being met



- a child continues to have difficulty in acquiring or developing Literacy and Numeracy skills
- a child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- a child has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a speech and language therapist or an educational psychologist. This will help the school and you to have a greater understanding of your child's needs and how we can further support them in school.



Specific Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a statutory assessment in the form of an Education, Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific, complex barriers to learning that cannot be overcome through high quality teaching and intervention groups. A parental information leaflet on EHCP's is available from the Inclusion office.



How will the decision be made about what type and how much support my child will receive?



The class teacher is responsible for tracking the progress of your child and thinking carefully about interventions that are best tailored to your child's needs. If a concern remains following these interventions, the class teacher will alert the SENDCo of their concerns; this would then lead to a discussion of next steps for appropriate support.

How will the school judge what impact the support has had on my child?

By reviewing your child's progress against their baseline assessments and ensuring that their personalised targets are being met. As parents, you will be involved in the review cycle at every parents evening where you will have the opportunity to review your child's personal passport if they have one.

By looking at whether your child is making progress academically against national/age related expectations and discuss them at termly pupil progress meetings, attended by your child's class teacher, the SENDCo and other members of the Senior Leadership Team.

By reviewing progress made in a holistic manner, using assessments for wellbeing, as well as academic progress.

Seeking verbal or written feedback (formal and informal) from the teacher, you and your child.

Taking your child off the Special Educational Needs Register when they have made sufficient progress.

What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We endeavour to create a firm partnership and make positive links with our parents by operating an 'Open Door' policy. As stated in the Code of Practise and the Somerset Graduated Response Tool, teachers, pupils and parents are at the heart of decision- making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Your child's class teacher will aim to communicate with you on a termly basis (this could be as part of a parent's evening, information evening or through reports) to discuss your child's needs, support and progress.



If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP) and you will be invited to a formal meeting which will take place annually to review your child's progress.

You are also welcome to make an appointment with your child's class teacher or the SENDCo at any time to discuss concerns or how well your child is getting on.

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

The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.

The class teacher can provide a home/school communication book which your child will bring home daily so that comments between parents and teachers can be shared.

If your child is on the Inclusion register they will have a Personal Passport which will highlight your child's needs.

Recommendations from external agencies (e.g. speech and language therapist) will be shared with you so that strategies can be implemented at home and school.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

Eastover has a PFSA (Parent and Families Support Advisor) who is happy to offer advice and support. Contact details can be obtained from the school office.

If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting with the class teacher and SENDCO will take place annually to review your child's progress.

We also invite parents to workshops and events in school, which are dedicated to supporting your child both academically and emotionally.



What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

Staff deliver intervention on a small group or 1:1 basis to target emotional well-being and behavioural needs.

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.

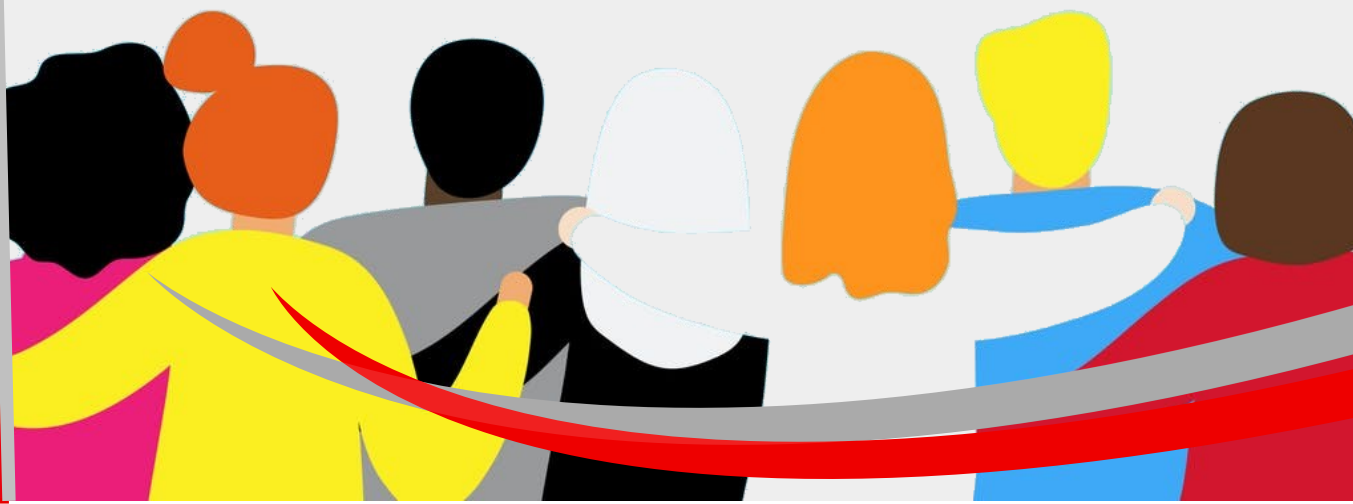


As a nurturing school, all our vulnerable pupils are known to all staff.

Members of the senior leadership team are on the gates in the mornings to greet and welcome children into school.

Staff in the school are trained in 'Emotion coaching;' a technique used to help children understand their feelings and provide ways to regulate them. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class therefore this should be your first point of contact. The class teachers will liaise with the SENDCo/ PFSA/Senior Leadership Team if more support is required.

Lunchtime clubs are run to offer additional pastoral support.



How does the school manage administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on school site.

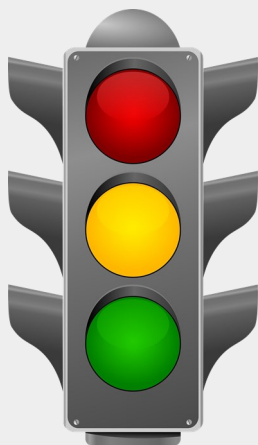
Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed. The school will only administer prescribed medications.

If a child's health care needs are longer term, a medical care plan will need to be put into place. This will be done by the SEND Administrator and the parents and your child's health care professional will need to sign the health care plan to ensure we are doing the best for your child.



What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.



The attendance of every child is continually monitored. Lateness and absence are recorded and reported to the Head Teacher and PFSA to ensure we are aware of families who may need additional support.

Good attendance is rewarded weekly to the class with the highest attendance. There is special recognition to those children who have 100% attendance at the end of each term and at the end of the academic year.

We work closely with local alternative provision settings for those pupils who are struggling in our mainstream setting or are at risk of suspension or permanent exclusion.

If a child is at risk of suspension, a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place. These are reviewed every 6 weeks.

After any serious behaviour incidents we will inform about what had happened and the consequences will be discussed. We would then expect the child to reflect on their behaviour with you; this helps to further identify why the incident happened and the child needs to do differently next time to change and improve their behaviour.

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



We work closely with external agencies that we feel are relevant to individual children's needs within our school. These include:

- Education Psychologist (EP)
- Family Intervention Service (FIS) or Children's Social Care (CSC)
- Child and Adolescent Mental Health Service (CAMHS)



- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Physiotherapy (PT)

- Hearing Support
- Vision Support
- Inclusion advice through the Virtual School
- Physical impairment medical service (PIMS)
- SENATAS
- GP or Paediatricians
- Neurodevelopmental Team professionals

We have good links with our local special school Polden Bower and Pupil Referral Unit (PRU) The Bridge School. We are able to access support from these settings for complex pupils through the local Sedgmoor Partnership Panel.

What training have the staff supporting children with special educational needs, had or are currently having?

We have many Learning Support Assistants (LSA's) in the school who are trained in an Individual Literacy Intervention (ILI) which is a 1:1 intense intervention that targets phonics, reading and spelling.

LSA's have been trained in Counting to Calculation, a maths intervention that targets number work for those who are evident 'gaps' missing in their learning.

LSA's are trained in reading interventions that target particular year groups, including project X and rapid readers. Furthermore, we use Unlocking Letters and Sounds for phonics and precision teaching to target key spellings. Spelling Detectives is another intervention that is used to help children to learn the spelling rules.



We have a member of staff who is ELKAN trained; this is a specific course targeted towards helping children with speech, language and communication difficulties. To further assist these children, we use Somerset Total Communication (STC) to provide another form of communication in school.



Learn to Move, Move to Learn

Learn to Move, Move to Learn is a motor coordination programme that is used to improve motor coordination. We have LSA's in the school trained to deliver this programme.

Teaching staff have recently received training on attachment and bereavement delivered by the Educational Psychology Service. Regular in house training for teachers has included topics such as EHCPs, Dyslexia and Working Memory.

We have four members of staff trained to deliver ELSA; an intervention that specifically targets emotional literacy and social skills.

We have a qualified Forest School Leader who can deliver forest school on site to small groups or on a 1:1 basis.

We have a qualified Indian Head Massage Practitioner who delivers Indian Head Massage to key children in school.

All staff in the school have been trained to use Emotion coaching; a technique used to help children identify and regulate their feelings. A number of our staff have received additional medical training relating to specific conditions such as epilepsy, diabetes and cerebral shunts.





How will my child be included in activities outside the classroom including day and residential trips?

We aim for all children to be included on school day trips and residential stays and we will consult with you and make the necessary adaptations to ensure that this successful

A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

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

We encourage all new children to visit the school prior to starting with us.

For children with special educational needs or a disability we may facilitate a phased transition to help your child to adapt to their new surroundings. We would also visit them in their current setting if appropriate.

If a child with additional needs is joining us from Nursery or pre-school, a school entry plan (SEP) meeting may be called to discuss your child's needs and necessary provision required to meet their needs.

We use transition books and social stories to help explain and prepare children for any major transition to Eastover to meet the children moving onto their school.

We liaise closely with staff when receiving and transferring children to different schools,

ensuring all relevant paperwork is passed on and all needs are discussed and understood.



We have excellent links with our feeder and transfer schools. Transition meetings may be held for those children with special educational needs or a disability during the summer term of Year 6 in preparation for them moving onto secondary school.



With both our secondary schools and nurseries, opportunities are provided for transition to the new school. For some children, they may receive extra transition, if we feel this is appropriate.



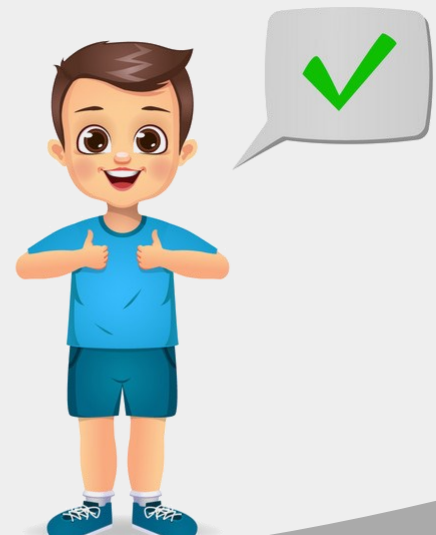
When children are joining us from nursery, the SENDCo and our reception staff will visit each nursery to meet all of the children in their familiar setting. Similarly, staff from secondary schools often come in to meet our Y6 leavers.

How will my child be able to contribute their views?

We value and celebrate each child's views on all aspects of school life. Children who have personal passports will discuss their targets with the class teacher, who will then share them with you.

If your child has or is in the process of application for an Education, Health care Plan, their views, along with yours, will be sought both at the application stage and the review stage.

Wherever possible and where appropriate, your child should be actively involved in any process that discusses and reviews their progress.



What should I do as a parent if I think my child may have special educational needs or a disability?

In the first instance contact your child's class teacher to discuss your concerns.

Following this meeting, if you still have concerns you can contact the school SENDCo (Special Educational Needs and Disability Co-ordinator) Emma Dutton

We pride ourselves on building positive relationship with parents. We are open and honest with parents and hope that they are able to do the same with us.



Who should I contact if I am considering whether my child should join the school, or I want my child to attend Eastover?

Contact the school office to arrange a meeting and tour of the school

If your child has a special educational need or a disability you could contact the SENDCo who will discuss how the school could meet your child's needs. Eastover School is fully inclusive and disabled pupils or those with additional needs will not be treated less favourably than other pupils.

The normal admissions criteria will apply to all pupils – more information on this can be found in our admissions policy on the school website. Children who require significant additional provisions to be made in order to attend school will have a School Entry Plan (SEP) meeting with the SENCDO and previous setting to ensure everything is in place for their arrival at Eastover Primary School.

Our school site is accessible to those with disabilities, with a number of ramps and power assisted doors in place – all areas accessed by students are on the ground floor. Further information can be found in our accessibility plan on our school website – this also contains information on how we are able to increase disabled students ability to access all aspect of school life.

If your child has an EHCP, you should contact Somerset County Council's SEN Casework team on 0300 123 2224 to discuss a change of placement



Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher who may discuss your concerns with the SENDCo or arrange further meetings

Further information can be found in our special educational Needs and Disability Policy; found on the schools website.

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 yrs) they already use or would like to use in the future.

Phone: 01458 259384

email: Help@SomersetParentCarerForum.org.uk

Website: <https://somersteparentcarerforum.org.uk/>

Somerset SENDIAS is an organisation that provides independent advice and support for families

Phone: 01823 355 578

email: info@somersetsend.org.uk

Website: <http://www.somersetsend.org.uk/welcome/>

Somerset's Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. The Local Offer includes information about the provision available in Somerset for children and young people with special educational needs, and those for whom the local authority is responsible, regardless of whether or not they have Education, Health and Care Plans. For more information please visit the website:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.

The Somerset Graduated Response Tool is designed to make it clear 'what to expect' in terms of SEND identification and provision for a range of individuals, including young people, parents and practitioners. For more information, please visit the website:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

