



Eastrington Primary School's SEND information Report

2025-2026

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your school?
Name	Mrs Donna Goodwin	Mrs Catherine Craig	Mr James Phillips – Headteacher
Contact number	01430 410219		Mrs Donna Goodwin – SENCO
Contact email	eastrington.primary@eastriding.gov.uk		Mrs Catherine Craig -SEN Governor
Address	Eastrington Primary School Portington Road Eastrington Goole DN14 7QE		Mr Alvin Fernandes – Chair of Governors (contactable through school)

1. What is the ETHOS of Eastrington Primary School regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Eastrington Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us,

‘All teachers are teachers of children with special educational needs.’

It is important to note that all staff are responsible for meeting the needs of each individual in their class to the best of their ability, with or without a formal assessment.

We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, understand and communicate information at different rates;
- need a range of different teaching approaches and experiences.

- Our aim is:
- • To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- • To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- • To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- • To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- • To provide specific input, matched to individual needs, in addition to differentiated class room provision, if necessary for the child to make progress.
- • To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- • To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- • To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- • To involve parents/carers at every stage in plans to meet their child's additional needs.
- • To involve the children themselves in planning and in any decision making that affects them.

2. Policies

The following policies are available on our website:

https://www.eastringtonprimaryschool.co.uk/?page_id=43749

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Child Protection & Safeguarding Policy
- Safeguarding
- Accessibility and Disability Policy
- SEND Code of Practice 0-25 (2014)
- Behaviour Policy

3. What is the standard admissions number?

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| • What is the standard admissions number? | 15 |
| • How many Children and Young People do you have on roll? | 102 |
| • How many Children and Young People have SEND Support? | 17 |
| • How many Children and Young People have an EHCP? | 7 |

4. How does Eastrington Primary School:

Identify and assess the Children with SEND?

- Identification of pupils with SEND can be as a result of Parental or Class teacher concerns. Concerns could include:
- Evidence that despite differentiation and other arrangements such as specialist equipment the child makes little or no progress (including children with sensory, physical, speech, language and communication problems).
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas or working at a level substantially below that expected of children of a

similar age.

- Persistent emotional or behavioural difficulties despite the use of behaviour management techniques usually used within the school.
- Has emotional and / or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist advice and/ or equipment.
- Has ongoing communication or interaction difficulties that delay the development of social relationships and cause substantial barriers to learning.

The Class teacher, together with the SENCO will decide whether it is appropriate to place the child on the SEN register or look at different ways of providing support for staff, pupils and parents. Pupil voice is at the centre of this process will have opportunities to discuss their views. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will then take the lead in further assessments of the child's needs.

Evaluate the effectiveness of provision for Children with SEND?

The child's class teacher will manage interventions that are different from or additional to those provided as part of the school's usual working practices. The SENCO will keep records of the interventions and support provided for pupils and work with the Class teacher to evaluate effectiveness. This will be based on observations, pupil views as well as those of parents and carers and the SENCO and the evaluation of data.

Assess and review progress of Children SEND?

Each review of the SEN Pupil will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. This information is shared with the Headteacher, SENCO and discussed in detail at regular meetings throughout the year.

5. Who are the best people to talk to in Eastrington Primary School about a Child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Any initial concerns regarding pupils should be made to the class teacher, who is the best person to talk to initially as s/he will have the greatest knowledge of how a child in their care is developing.
- The class teacher will discuss the child's needs and provide differentiated teaching to support the child's needs.
- These concerns will then be raised with the SEND department using a Cause for Concern Form.
- The child will be closely monitored and further assessments will be carried out if necessary.
- Parents will be informed of progress and any evaluations.

6. What are the different types of support available for Children with SEND in Eastrington Primary School?

We strive to meet the needs of all pupils and use a variety of strategies to support Children including:

- Differentiated work within the classroom
- Targeted support and differentiation in class from a Teacher and / or Teaching Assistant
- Small group or one to one support sessions where appropriate
- Interventions or learning programmes to develop skills in a particular area of learning
- Members of staff attend relevant training, to support the needs of the child.
- Support from our Emotional Literacy Support Assistant – Mrs Kirsty Holmes and Miss Emily Holmes, who deliver specific interventions to support the emotional well being of pupils, either on a 1:1 basis or in small groups

- The SENCO will request additional support from an Educational Psychologist or other agencies with consent from Parents / Carers where additional support or advice is required.
- Visual timetables
- Sensory toys are available to support sensory or emotional needs.
- All children will have access to interactive whiteboards with a coloured background to reduce visual stress.
- Children have access to coloured overlays, books with buff coloured paper and photocopies on coloured paper rather than white.
- Children may also use an iPad or laptop to record their work.
- Children have access to sloping boards, pencils and pencil grips to support handwriting.
- We have a small sensory room which provides children with texture and light stimuli and a dark soothing environment for calming activities to take place.
- Sensory circuits to support sensory needs

7. How will Eastrington Primary School ensure ALL staff are aware and understand a Child's SEND?

At Eastrington Primary School, we understand that provision for children with SEND is a matter for the whole school and that all teachers are teachers of pupils with SEND. Staff receive relevant training and work closely with the appropriate professionals and agencies to develop knowledge and understanding of specific learning or behaviour difficulties. Specific needs are shared with all relevant members of staff whilst respecting confidentiality.

Any child on the SEND register will have an individual Pupil Profile and Termly Support Plan. These detail the child's specific likes and dislikes, how they like to learn, their specific area/s of need. They set 3-4 outcomes which have been identified to work towards each term.

Teachers are highly skilled in adopting a variety of teaching styles and resources within the classroom to help support individual children with SEND. Class teachers are responsible for ensuring support is appropriately differentiated to meet the needs of each pupil. They are also responsible for ensuring that recommendations and strategies suggested by the SENDCO are implemented in the classroom or through other interventions. The learning and pastoral needs of all the pupils are met by a range of people within the school, including teachers and support staff.

At Eastrington Primary School, we adopt a graduated response to supporting children with SEND. Provision is allocated according to need and follows an 'Assess, Plan, Do and Review' process. Children identified with SEND will receive additional support in the form of personalised targets and interventions which are monitored and evaluated termly. All targets and strategies to support the pupil are recorded on a Termly Support Plan and a review of their progress is discussed with parents/carers termly. This information is used to inform reviews and plan the next steps. Parents/ Carers are also encouraged to reinforce the work being done in school at home.

8. How will Eastrington Primary School let a parent/ carer know if they have any concerns about their Child's learning?

- Class teachers will make initial contact regarding pupil's progress. This will be addressed at any point in the term and not left to Parental Consultation Evenings.
- Parents will be invited into a meeting to discuss concerns. If, after this meeting an agreed differentiated learning is still not supporting the child's progress, the class teacher will raise a 'Cause for Concern' with the SENCO
- The parent/ carer will be kept informed at all times of any actions then taken by the school and the strategies to support learning that may be identified by further testing.

9. How is support allocated to Children?

SEN support is primarily delivered by class teachers through differentiated teaching methods as part

of quality first teaching. Additional support is provided by trained teaching assistants (TAs) throughout the school with guidance from the teacher. This is funded from the school's annual SEND budget. The support timetable is reviewed half termly, by the SENCO, and SLT, in line with current pupil needs, educational initiatives, and the budget. Additional support is funded through devolved funding and individual allocations from the LA.

10. How does support move between the key stages?

Within school we have well planned and organised transition meetings where class teachers will pass on any information about pupils which may be helpful to their next teacher. We aim to provide pupils with the relevant support for their stage of development rather than their age. During the transition to Secondary Schools the class teacher and / or SENCO will work with the new setting to support pupils in their new environment.

During transition into each year, the teachers will meet and discuss all pupils including those with SEND. Profiles will begin in the summer term and continue into the new class to ensure continuity of provision. Where necessary pupils will also be given a social story to support their transition.

11. Which other people and organisations provide services to Children with SEND in Eastrington Primary School?

We are very keen to work with any external organisations to support our pupils including:

Educational Psychology (EP)
Education Welfare Service (EWO)
Early Help Service and Safeguarding Hub
Children's Social Care
Educational Inclusion Service (IP)
East Riding SEND Team
Humber Sensory Processing Hub
Sensory and Physical Teaching Service (SAPTs)
Speech and Language Therapy (SALT)
Behaviour Support Team
Outreach support teacher
Health visitor
Occupational Therapy Service

12. What training have staff received to support Children with SEND?

Staff training needs are regularly evaluated based on the needs of pupils and staff development. The SENCO is able to request any identified training needs from the Educational Psychologist or other agencies where appropriate.

- All support staff are TA Level Two / Three trained
- We have 2 trained HILTA support staff
- Training has been provided for first aid and paediatric first aid training, Trauma and Aces, EpiPen training, asthma training, positive behaviour handling, speech and language, phonics, support for pupils with SLD (Areas of training are focused on and developed throughout the year.)
- Currently we have 2 trained ELSAs (Emotional Literacy Support Assistant)
- Training is consistently reviewed and adapted for the specific needs of the children in our school.
- Training on individual programmes are delivered in house

13. How will teaching be adapted for a Child with SEND?

Our Teachers are highly skilled in differentiation for all pupils in their class and understand that children learn in different ways and at different stages.

Using continuous assessment to provide differentiated planning particular to the specific needs of each individual child.

- Kinaesthetic, visual or auditory approach
- Use of additional support resources e.g. sloping boards, overlays, ICT equipment
- Additional adult support is used to promote independence
- Additional time may be given.
- Scribes will be used when and where appropriate

14. What support is available for parents/ carers of a Child with SEND?

Staff are always willing to meet with parents to support them in the best ways they can and offer regular meetings throughout the year to discuss and evaluate Termly Support Plans.

The class teacher is the first point of contact and we consider an open communication between the class teacher, child and parents vital for successful support.

- Parents will receive the SEND policy detailing all the information about how we support SEND.
- The school's website details the school's local offer and the East Riding Local Offer.
- The SENCO has a non-contact day every Monday afternoon and is available to detail specific support for parents.
- The SEND Policy is accessed on the school's website.

15. How is Eastrington Primary School's physical environment accessible to Children and Young People with SEND?

The school is fully accessible for pupils with SEND. We occupy a single-story build. There are 2 two accessible toilets and the car park has an allocated disabled bay.

Please see our Accessibility Plan, available on the school website.

16. What facilities are available for Children with SEND on the school site e.g. special quiet room, lunchtime club?

Although we are a small school, we aim to be flexible with the space we have and create areas for individual needs. We have variety of adaptable spaces for interventions, meetings and small group work to take place and the playground has been adapted to provide a quiet area which children are able access during playtimes. We have a Sensory room with suitable equipment. The small wildlife area has a variety of sensory features. We have a Nurture room, which is available for pupils to access when necessary. All pupils, including SEND pupils are encouraged to participate in a wide range of extra-curricular clubs after school.

17. How will Children be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

- Every year, all children spend a number of days in their new class, getting to know their teacher and support staff.
- Transition books are given when and where appropriate.
- Transition to KS3 is carefully managed. Pupils will attend induction visits and the school provides additional visits for particularly vulnerable children.
- KS3 SENCOs are invited to transition meetings and Annual Reviews prior to them starting.
- Discussions with previous settings to discuss support programmes and possibly agencies involved

Staff will use their knowledge and understanding of individual pupils and work with the SENCO to choose the most appropriate way to support children through transition periods. We will seek opinions from pupils (where appropriate) and in some circumstances we will contact parents to hold transition meetings. We understand that children learn most effectively when they are secure, confident and happy; a smooth transition ensures this.

