

SEND Information Report 2023-2024

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<p>Click for link to:</p> <p>EAP SEND Policy: download.asp (ealingalternativeprovision.org.uk)</p> <p>Ealing Local Offer: Ealing Local Offer Ealing Directory (ealingfamiliesdirectory.org.uk)</p>	

Introduction

At Ealing Alternative Provision (EAP), we accept that every child matters and each has differing levels of need. Some pupils, however, have very specific needs that need to be addressed by all staff if they are to reach their full potential. These groups include those with emotional, physical and behavioural difficulties. The school aims to provide pupils with a safe and positive environment in which they can learn as effectively as possible. All pupils have the right to access all aspects of the National Curriculum.

The Special Educational Needs and Disabilities Department aims to provide formal and informal support for pupils who find learning more difficult than their peers. It aims to maximise their educational and personal success.

The SEND department fully supports the Children's and Families Act 2011.

Aims of Special Needs at Ealing Alternative Provision

The SEND Department aims to identify and make appropriate provision for SEND pupils in order that they have full access to the National Curriculum. It aims to support the principles of the revised SEND Code of Practice 2014, the SEN Code of Practice 2001 and the SEN and Disability Act (2001) and Disability Discrimination Act (2007) in ensuring that:

1. A child with special educational needs has his/her needs met in the school.
2. The views of the child are sought and taken into account.
3. Parents have a vital role in supporting their child's education.

Objectives of the SEND Department

1. That pupils with SEND are identified as early as possible and that their needs are met.
2. That procedures are in place whereby teachers are aware of such pupils.
3. That appropriate resources are available and used in the school.
4. That pupils with SEND are integrated as fully as possible into the life of the school.
5. That full use is made of supporting agencies outside school.

Provision for SEND Pupils

Pupils with SEND are recorded in the SEND register, which is revised at regular intervals (usually termly). The categories for SEN are SEND Support and those identified with an Educational Health and Care Plan (EHCP).

The SEND Coordinator is responsible for allocating support time to pupils, ensuring that the legal requirements of those pupils with an EHCP are met in the first instance and that any additional resources are fully utilised to meet the needs of as many pupils as possible, taking into account the stage they are at on the SEND Code of Practice 2014.

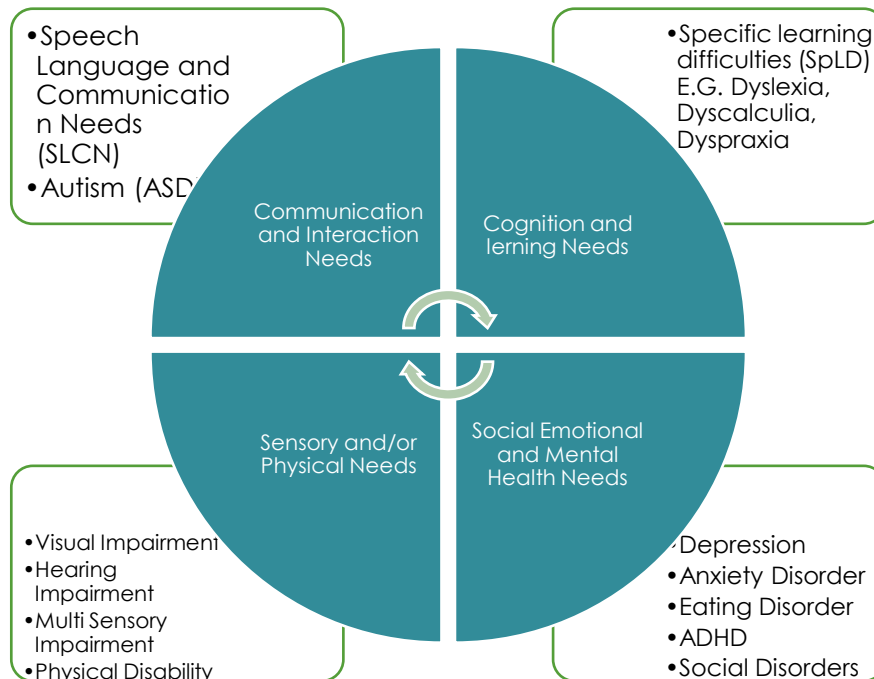
Support can take place within the classroom setting, within a small group setting, a one-to-one basis or targeted intervention. It is the aim of SEND department to ensure that the full curriculum is covered in collaboration with subject specialists.

There may be occasions when a pupil may need to be withdrawn from class, for example, for Occupational Therapy, Speech and Language sessions, mentoring or counselling. When this is necessary, sessions are arranged to cause minimal disruption to their learning.

What kinds of SEND do pupils have in your school?

Children and young people, who require teaching or support that is additional, or different, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

Pupils at Ealing alternative Provision have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.



How do you know if a pupil needs extra help?

When your child joins Ealing Alternative Provision, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; school teachers and staff; end of KS2 levels; baseline testing; literacy and numeracy tests; subject teachers; specialist colleagues, and external agencies.

Our class teachers closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Ealing Alternative Provision will further identify pupils with a special educational need. This identification may come from form tutors, subject teachers, support colleagues, internal and external agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we will use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies, and a referral can be made to them.

How will the school's staff let me know if they have any concerns about my child's learning?

One of your child's teachers may initially speak to you and arrange a further time to discuss the concerns. The SENDCO may contact you and arrange a meeting to discuss your child's difficulties with learning and the support strategies the school might be considering. Any concerns that the school has will be communicated in a timely manner.

How will I know that my child is making progress?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, regular parents' meetings are held, when there is an opportunity to discuss progress attainment and next steps. All pupils with a statement or EHC plan have an annual review.

How does EAP ensure the teaching staff are appropriately trained to support my child's SEN and/or disability?

At Ealing Alternative Provision, we believe that your child's learning needs will be met primarily through the high-quality teaching delivered by her/his class teachers. We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with SEN. The school is able to access training programmes from different organisations. Individual training can also be arranged when necessary.

How will the curriculum and the school environment be matched to my child's needs?

At Ealing Alternative Provision, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her / his class teacher. We carefully plan our curriculum to match the age, ability and needs of all children. Subject teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs and a small number of pupils require a more personalised curriculum to meet their needs which the send Department carefully monitors.

Additional specialist advice is sought when appropriate, and, when necessary, accessibility aids and technology may be used to support your child's learning.

What types of support may be suitable and available for my child?

Our teachers have high expectations of all pupils, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and are trained in doing this. This may involve using different strategies and more practical/adaptation of resources and activities so your child can access the lessons fully.

Our education provision will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and / or physical needs

At Ealing Alternative Provision we have a three-tiered approach to supporting a pupils' learning.

Universal – this is the quality first teaching your child will receive from her / his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of:

- a) Assessing your child's needs,
- b) Planning the most effective and appropriate intervention,
- c) Providing this intervention and
- d) Reviewing the impact on your child's progress towards individual learning outcomes.

- Specific targeted one-to-one or small-group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, sensory advisory teachers and other support services service. The school may need to prioritise referrals to these services.

When your child is in Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

The current interventions provided at Ealing Alternative Provision.

- Literacy Support
- Numeracy Support
- Speech and Language Therapy
- Occupational Therapy
- Alternative curriculum
- Work and College Placements
- Social Skills Workshops
- School Counsellor
- Youth Justice Team Family Support Workers
- Mentoring and Key working
- CAMHS Support/Referral
- Behaviour Support
- Letting Grow



- Outdoor Learning

- Art Therapy
- Movement Therapy
- Revision and Study Interventions
- Exam Access Arrangements

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

As a school, we can access a range of services, including Child and Adolescent Mental Health Services (CAMHS); Social Care; Educational Psychology Services; Speech and Language Services; Occupational Therapy Services and Sensory Language Impairment Team (SLIT). The school works closely with professionals from Ealing Borough to ensure that the pupils' needs are met through school provision.

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

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered. You can help by:

- Helping them to be organised for their day.
- Schemes of work, lesson resources and revision material are available on request.
- Teachers are available to discuss progress or any concerns you may have about specific subjects.
- Deputy and Assistant Headteachers are also available to discuss concerns regarding a student's emotional wellbeing.
- Full attendance and good punctuality
- Attending parents' meetings
- Attending any meetings specifically arranged for your child.
- The SENCO and SEND team may also support you with strategies, resources and ideas for supporting your child's learning at home.

- All information from external professionals will be discussed with parents as appropriate, either in person or in a written report, according to the nature of the feedback.

What is an Educational Health Care Plan (EHC Plan), and who can request one for my child?

The purpose of an Educational Health Care Plan (EHC Plan) EHC Plan is to make special education provision to meet the SEND of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

- The views and aspirations of you and your child, -
- A full description of his/her SEN and any health and social care needs,
- - Established outcomes for your child's progress.
- Specification about the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 or over) and/or the school, usually the SENDCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan. If you feel that there may be a need for your child to have an EHC Plan it is advised that you contact the SENDCO who will be able to advise on the process.

How is support allocated to children and how do they move between the different levels of support in the school?

Resources are allocated based on evidence of need and effectiveness. Pupils with an EHCP have resources allocated as outlined in their plan. Learning Support Assistants are allocated, where resources allow, to support pupils in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting pupils directly and indirectly,

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regards to specific intervention programmes. The impact of the support is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support. There will also be regular communication with parents of SEND pupils to ensure that you are confident in supporting your child with homework and other activities.

What support will there be for my child's happiness and wellbeing at the EAP?

At the Ealing Alternative Provision, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. There are additional members of staff who are able to provide pastoral support, these include: Deputy Headteachers; Pastoral Leaders; School Counsellors and Youth Justice Family Support Workers. We also have excellent relationships with a number of external agencies, such as Early Help and CAMHS.

How is my child included in all the same activities as his/her peers at school?

Westside in an inclusive school and committed to providing equal opportunities for all children. Pupils with SEND are encouraged to take part in,

educational visits and trips. When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. You should also feel free to contact the SENDCo if you have any concerns.

How will the school prepare and support my child when transferring to a new school or post-16 provision?

We liaise closely with schools and local authorities to provide additional transition support before both your child starts a new school.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him / her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

If a SEND child is moving to another school or college, his/her SEND records are passed on to the new school and the child's school report.

Who can I contact for further information?

Our SENDCO: Sallianne Doyle

Tel: 020 8991 8570

Email: admin@eap.ealing.sch.uk

Who can I contact if I have a complaint?

In the first instance contact your child's form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please



contact our Headteacher Ms Roddy Gilbert. The school's complaints procedure is available on the school's website.

Who should I contact to find out about support for parents and families of children with SEND?

In the first instance, you should check Ealing Borough's 'local offer' as this will often have links to various forms of support and advice. Details of each borough's offer are below:

Ealing Local Offer:

[Ealing Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](#)

Ealing Families Directory:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>

Ealing Grid for Learning:

[Special educational needs and disabilities \(SEND\) and inclusion | Ealing Grid for Learning \(egfl.org.uk\)](#)

Transition to Key Stage 4

- All students will be invited to a one-to-one meeting with a Deputy Headteacher or the SENDCO to provide advice and guidance on Key Stage 4 options.
- From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

Post-16 transition

- An Independent Careers Advisor will provide a programme of one-to-one meetings with students with SEND through Key Stage 4 to support them in their post-16 decision making.
- Students will be given a list of appropriate sixth-form schools and colleges, showing when open evenings are. Where appropriate, students will be accompanied to these open days.
- Taster days will be organised where appropriate, giving students an experience of study on post-16 courses.
- The SENDCO will liaise with the relevant staff at any new school or college to ensure the student has a smooth transition.