

Eastwood Village Primary SEND Information Report

www.eastwoodvillageprimary.org enquiries@eastwoodvillageprimary.org Tel: 01709 374425

SEN Co-ordinator: Miss. H. Godfrey	Age group: 3-11 years
Lead governor for SEND: Mr Ray Griffiths	<u>Inclusion Register</u>
Headteacher: Mr. I Tankard	Wave 2: 21
Last updated: September 2026	Wave 3: 30
	Wave 4 (EHCP): 8

At Eastwood Village Primary School, we passionately believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, regardless of age, gender, ethnicity, impairment, attainment and background. We aim to provide a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We use the graduated response in order to remove barriers to learning. The approach is split up into four waves as described below;

Wave 1: Quality First Teaching (QFT) that is adapted and differentiated for individuals is the first step in responding to pupils who have, or may, have SEN. Teaching staff are expected to look carefully at how they organise their lessons, the classroom and the resources in order to meet the needs of all students. This wave of support is available to all pupils.

Wave 2: This will include monitored short term (half a term – term) small group interventions or 1 to 1 sessions built into the curriculum where they are of benefit to students. Interventions should be in place for all relevant areas of SEND.

Wave 3: This will be provided for students for whom QFT and Wave 2 interventions are not enough for them to make progress. Students at Wave 3 will usually be on the inclusion register at 'SEN Support'. Pupils at this wave require on-going support and intervention with one or more area of need. Students may be referred to external agencies for additional screening, support and provision. Students will have a Pupil Passport designed to help teachers best support them in class with individual targets set (by teachers/SENDCo/external agencies) and will be reviewed termly.

Wave 4: Students with an Education Health Care Plan (or needs assessment in process) will have specific outcomes and provisions. Termly reviews and annual reviews led by the SENDCo and other relevant professionals.

Support	Details
How will the school support my child?	Initially school will offer your child quality first teaching. Work will be appropriately differentiated and adapted for children to provide activities that are at an appropriate level. We recognise that all children have individual needs and therefore tailor the support appropriately to suit individuals. Within our setting we offer: • Class based interventions for Maths, Reading and Writing • Small group teaching • Guided talk to boost co-operation and speaking and listening skills. Offered to children who are new to English or those who need a boost with speaking and listening skills. • RWI 1:1 • Dough gym to improve fine motor control • Personalised learning – offered to all children for over learning or 1:1 support with specific learning gaps. • Nurture group provision to support and meet the children's social, emotional and well-being needs. • Teaching Assistants who are trained in a number of interventions. • Small groups supported by multilingual Teaching Assistants. • Specialist interventions – for children who have received input and recommendations from external specialist services

What specialist services or professionals do school access if appropriate?	• Early Years Inclusion Outreach Support (EYIOS) • Specialist Inclusion Team (SIT) • Educational Psychologist Service (EPS) • Hearing Impairment Service (HI)
	• Visual Impairment Service (VI) • Speech and Language Therapy (SALT) • Rotherham Aspire Primary Outreach • Children and Adolescent Mental Health Services (CAMHS) • Child Development Centre (CDC) • With Me in Mind (WMiM)
How can I get help for my child?	If either you or your child's teacher has a concern about your child, the SENDCo will go into the class to observe them and advise on what the next steps should be in terms of whether support is needed, and what that might involve. The SENDCo is there to work not just with pupils who have physical or learning difficulties, but also those with emotional or behavioural difficulties or pupils who need some short term support, for example in coping with a bereavement. If the SENDCo feels your child would benefit from external support, they can make a referral to specialist services for further information and support. If you continue to have worries then you should speak to the Head Teacher about your concerns. If you feel that you still have concerns then the school SEND Governor can be contacted for support by phoning school and they will make arrangements for you to meet with the governor.

How would school identify that my child might have additional needs?	Teachers may notice within class that a child within their care needs additional support. Once identified, the SENDCo, in consultation with the class teacher will put together an individual support plan called a 'pupil passport' which will then be shared with parents/carers. The passport sets out your child's learning targets, how they will be supported, what resources and methods will be used, how your child's progress and achievements will be monitored and how you can help as a parent. The pupil passport is reviewed termly and parents/carers informed of progress and next steps.
	Teachers have a pupil progress meeting each half term where class teachers discuss children who are and are not making expected progress. Teachers will then discuss the strategies or interventions that need to be put into place to best support your child. We are continuing to use the graduated response to support all SEN in school.
What training is offered to the staff?	We offer a range of in house and external training for both teachers and teaching assistants appropriate to the needs of the pupils staff are working with including; ACEs, De-escalation techniques, SMART targets, Bonding through Play, Zones of Regulation, Lego Therapy, Attention Autism, Sensory Circuits. We also have a number of staff who are Team Teach trained (positive handling).
How will my child be included in outside activities?	Wherever possible children will be supported to ensure that they can be included in outside activities and go on out of school visits. If a child has a specific physical or medical need we act upon the advice of specialists and individual risk assessments are carried out.

How accessible is the school?	The school is over three levels with 3 separate staircases. The playground is accessed on the ground floor. The Foundation Stage, Key Stage 1 classes and hall are on the first floor and the Key Stage 2 classes are on the second floor. There is a lift available for children who use a wheelchair or who have physical difficulties. A disabled toilet is available with an accessible shower on the ground floor.
What special resources do school have?	• Visual support e.g. sounds and spellings word mats, visual timetables and communicate in print • Every classroom has an interactive board and access to iPads • Multi-sensory approaches including sand, play dough, magnetic letters, water and paint

	• Specialist equipment for sensory regulation such as trampoline, yoga ball, balance board and scooter board • Aids to support learning such as pencil grips, writing slopes, sit and move cushions, Therabands and fidgets.
How do school support the social, emotional and mental health of pupils?	We have dedicated areas in school where pupils can access to support their social and emotional wellbeing. 'The Den' is used for learning and nurture-based interventions to support pupils with; • Building confidence and self-esteem • Making and maintaining friendships • Emotion coaching and self-regulation An additional wellbeing/sensory room offers a breakout space for pupils to access when needed with equipment to support sensory regulation and relaxation. Within each class there is an area/display pupils can access and interact with to support self-regulation.

What if my child has a medical need?	A member of staff will meet with you and discuss what your child's needs are. We will complete a Care Plan with you to ensure that all your child's needs are met. We will ensure that there are staff who have the appropriate training or arrange training if it is needed. We have specific staff who are trained first aiders. Our First Aid Coordinator is: Natalie Carter
What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	Children who are on the schools SEN register or who have an Education Health Care Plan or SEND support plan will be invited to meet with the SENDCo each term. Parent/carers and pupil voice will be captured during meetings to evaluate support and identify what is needed to move learning forward. Records are completed to evidence meetings and discussions taken place with parents/carers.
	The SENDCo is there to support you and your child, and to be an advocate for you both. Parents/carers are welcome to arrange a meeting if they feel that they need to, at any time to have further discussions about their child.
What are the arrangements for consulting young people with SEND and involving them in their education?	We know the importance of involving pupil's thoughts and decisions when it comes to their education. Here at Eastwood, it is important to give children the opportunity to express their thoughts and feelings, so we have strategies in place to ensure individual pupil voice is captured as accurately as possible for example: • Visual supports (pictorial/symbols) • Written; sentences, words, drawings • Dictated • Facilitated through play via observation and conversations • Photographs of pupils to demonstrate interests These approaches help individuals build their self-confidence and improve their skills to express their choices and make meaningful decisions for their future.

What do I do if I am concerned about the provision for my child?	If you have any concerns regarding your child, your first protocol would be the class teacher, who will inform the SENCo. However, you can directly contact the school SENDCo (Miss. H. Godfrey) on: 01709 374425 h.godfrey@eastwoodvillageprimary.org
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Useful links:

Rotherham SEND Local Offer: <https://www.rotherhamsendlocaloffer.org.uk/> (Language translation tab is located at the bottom left of the page)

Speech & Language Therapy - 01709 423230/423229

CAMHS 01709 304808

Rotherham Parent Carers Forum - <https://www.rpcf.co.uk/>

Rotherham SENDIASS: <https://www.rotherhamsendiass.org.uk> 01709 823627