



**Being different.  
Belonging together.**

## **SEND Report 2024-25**

### **1. Admission of pupils with SEN or disabilities**

- The admissions policy states that: All children whose EHCP names the school will be admitted. Children with Education Health Care Plans follow the transfer arrangements set out in the SEN Code of Practice and associated regulations and are not subject to the general admission arrangements.
- The school's admission policy recognises that all children should have equality of opportunity and, therefore all children will automatically be considered for admission regardless of any disability.
- We can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

### **2. Identifying pupils with SEND**

- Children with SEND are identified through a range of processes which work together:
  - i. Children who are assessed as working at Earlier (therefore graded E) data gathering (three times per year) are discussed with the SENDCO if not already identified as having SEN.
  - ii. Children who are assessed working at Earlier are discussed in pupil progress meetings in which the SENDCO attends, where targets are set for the year.
  - iii. SEN review meetings are held with each teacher if needed in the Autumn term and assessments and provision for pupils working at Earlier are planned. This assures moderation across a year group.
- Once a pupil has been identified, assessments are carried out and provision is put in place. This is usually group provision in the first instance. Parents are informed of the provision that their child is accessing. Any referrals to outside agencies are made with parents' consent. If there is further cause for concern about lack of progress after the child has received appropriate support, then a request for EHCP assessment is made.
- Assessments used in addition to statutory assessments include NFER assessments, Sandwell maths test, reading benchmark, sounds write phonics diagnostic tool and assessment, Wechsler Individual Achievement test and Intelligent Scale, dyslexia screening.



**Being different.  
Belonging together.**

## **SEND Report 2024-25**

### **3. Inclusion of pupils with SEND**

- All pupils at Easton CE Academy have access to the National Curriculum or Early Years Foundation Stage Curriculum (for children in Nursery or Reception). We recognise that some children will need additional support to access the curriculum, and this may be provided in the form of differentiated activities, additional equipment or extra help from an adult, either in a group or 1:1.
- We have and so have a large amount of time with an enhanced support adult during the school day. For some this is a 1:1 adult. We are working to promote independence for these children as far as possible and regular reviews take place with parents, class teachers and any specialists who are involved.
- There are 12 children in our Resource Base with EHCPs
- In the mainstream school, 7 children have EHCPs and 6 children are awaiting their EHCP assessments.
- 2 TAs work closely with our Speech and language Therapist to provide speech and language groups for a large number of children in Reception who need help with early language and a smaller number of children from Y1 to Y6 who have been assessed as having language delays or disorders.
- Pupils with a wide range of special educational needs are included at school, and they play a full part in the life of their classes and the whole school. We are currently supporting pupils with ASC, speech and language needs, dyslexia, ADHD, SEMH and behavioural needs.
- Children with disabilities and medical conditions are welcome at school, and, with their parents, care plans are drawn up to make sure that everyone is aware of their needs. Great care is taken to ensure the safety and wellbeing of children with conditions such as asthma, epilepsy and diabetes. Care plans are renewed annually for all these children.
- The school has made changes to classrooms in order to include children with different needs. We also make sure that staff are trained in order to have the knowledge needed to support these children.
- Children with additional needs are discussed in detail and given additional support through the transition process.

### **4. Listening to pupils with SEND**

- Children's views are sought and recorded whenever there is an annual review meeting. Throughout the school year, teachers and teaching assistants make time to listen to children and seek their opinion on their learning and their experience of school.
- If appropriate, IEPs (Individual Education Plans) and Support Plans are written with and shared with the child.
- We are aware that children with SEND may be more vulnerable to bullying. We have a robust anti bullying policy which we use if a child with SEND becomes involved in a bullying episode. 1:1 TAs or other adults who know the child may advocate for them if they need help to communicate.

### **5. Progress made by pupils with SEND**

- Pupils with SEN are making good progress, but are still at a lower attainment level than their peers.



**Being different.  
Belonging together.**

## **SEND Report 2024-25**

- Most children on the SEN register have their needs met through group interventions and records are kept at a group level. A much smaller number of children need 1:1 intervention and they have Individual Education Plans (IEPs). Individual records are kept for these children and the children with EHCPs.
- Successful interventions this year include: Attention Autism, Talk Boost, Speech and Language, Nessy and Lego Therapy
- This academic year we are continuing to track the progress of these children using an online program called Connecting Steps, which supports teachers to plan next steps and to track progress. This also ensures discussions are ongoing between any 1:1s, TAs and the class teacher. This data is then entered three times a year at our whole school data points.
- In the Early Years they track progress and plan for their high needs children using Bristol Differentiated Early Years Outcomes.

### **6. SEND funding**

- Most children on the SEN register are funded through the school's core funding. In addition to this, children with an EHCP and some high needs children receive additional funding
- The Headteacher and Assistant Heads calculate provision and propose staffing.
- Throughout the school, pupil premium is spent on extra staffing, trips and visitors to enrich children's school experience.

### **7. Staff development**

- The SENDCo has received training in Team Teach and is a Deputy Safeguarding Lead, , The SENDCo attends local cluster groups.
- Staff who work closely with our children with SEN receive relevant training where possible.
- Speech and Language training is offered yearly to relevant staff.

### **8. Work with external agencies**

- This year, the school has continued their partnership with Childspeech, a speech and language therapy company. A speech and language therapist will now continue her work weekly for the rest of the academic year; assessing children from Reception to Year 6, writing Communication profiles and providing work and support for teaching assistants to carry out with language groups.
- The school has worked in partnership with Educational Psychologists. Reports have been written for EHCP and Top Up applications and advice for managing children's learning and behaviour has been given to the SENDCo, class teachers and the Inclusion Team. A surgery morning was also run where teachers could discuss individual children with the Education Psychologist.
- The Bristol Autism Team, has visited and given advice for a number of children who either have a diagnose or are on the pathway.
- Occupational therapists and physiotherapists have worked with some children and left programmes to be carried out by Teaching Assistants and 1:1s.
- The SENDCo has attended local cluster groups and Academy SEND meetings.



**Being different.  
Belonging together.**

## **SEND Report 2024-25**

### **9. Work with parents and carers.**

- Annual Reviews of EHCPs or children with a high level of SEN support are held each year. In every case parents give their views and participate in the meeting, sometimes with the help of interpreters. Children are also given the chance to give their views in these meetings.
- Informal meetings have been held to listen to the concerns of parents, explain the SEN process and offer advice.
- Parents are now much more likely to welcome referrals to other professionals and to seek help for their children, although many need information about the roles of these professionals and how they can help.
- A monthly tea and chat has been set up where parents of children with high needs in the early years were invited. A list of topics has been agreed for future sessions to offer practical advice and give parents a safe space to talk openly.

### **10. The Meadow Resource Base**

- We have a Resource Base attached to the main academy called The Meadow. This is a specialist base for students with communication and language needs. All children who attend here have an Education Health Care Plan and whilst there are students who may have an EHCP who attend the main school, these are for those with particularly complex needs.
- Parents cannot apply directly to the base, but children are placed here by the Local Authority after agreement by their specialist panel that this is the best option for them. There are 12 places and the range of Years is between Year One and Year Three.
- All viewings are strictly by appointment after a discussion with The Meadow. They have their own SENCO, Henrietta McDermott. More information can be found on The Meadow section on the Academy website.