



# The Eaglewood School

## SEND Information Report Eaglewood School 2020/21

### Introduction- Key Questions

1. What is Special Educational Needs Provision at Eaglewood School?
2. How do we know if students need extra help and what should I do if I think my child / young person has educational needs?
3. How will I and the school know how my child / young person is doing and how will the school help me to support my child's learning?
4. How will school staff support my child / young person and how will the curriculum be matched to my child's / young person's needs?
5. How is the decision made about the type of support and how much support my child / young person will receive?
6. How will my child / young person be included in activities in and out of the school classroom including school trips?
7. What specialist services and expertise are available or accessed by the school?
8. What training have staff supporting SEND had, or what training are they having?
9. How accessible is the school both indoors and outdoors?
10. How are parents and carers involved in the school? How can I get involved?
11. Who can I contact for further information?
12. How will school prepare and support my child to join the school, transfer to a new setting or to the next stage of their life?
13. Where can I get further information about services for my child / young person?

### 1.SEN Provision at Eaglewood School

Eaglewood School is an Alternative Provision School providing a different education to a wide range of students who are not able to access the curriculum in a mainstream school. We work in close partnership with primary and secondary schools in Bournemouth, Christchurch and Poole (BCP), Virtual Schools and Hampshire County Council Education Inclusion Service. At Eaglewood our mission statement of 'Raising Aspirations and Changing Lives' captures the belief that every student needs to find the balance between being academically ready and emotionally prepared for their next steps. Only then will they build the self-esteem needed to be independent and successful.

Students can only be referred to Eaglewood School by their mainstream setting or by the Local Authority if a student has an Education and Health Care Plan (EHCP). Students can be referred because they are at risk of permanent exclusion or unable to access learning at their

mainstream school despite reasonable adjustment. Our core purpose is to address Social, Emotional and Mental Health (SEMH) needs, often with the additional support of external agencies, but primarily through careful embedding within the academic curriculum. Alongside the development of positive SEMH, we develop academic learning to enable students to take their next steps after year 11.

Our main aim is to either re-integrate students successfully back into their commissioning school after an agreed period, support transition to a specialist setting if an Education Health and Care Plan names another placement, or support students longer term through to the end of year 11.

We are guided by the key principle from the Equality Act 2010 that all students, potential students, their parents and carers, and staff are of equal value:

- Whether or not they are disabled. Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious and non-religious affiliation or faith background.
- Whatever their sexual orientation.
- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age

## **2. How do we know if students need extra help and what should I do if I think my child has special educational needs?**

Eaglewood is a resource accessed by students when additional needs mean that they are not able to manage a mainstream curriculum either short term or long term. Many of our students have an EHCP which means that there is a clear profile of needs with objectives and outcomes.

Staff meet often to discuss each student and analyse the patterns of behaviour and progress. Following these meetings, phone calls are made to parents/carers of students who are causing concern and/or students who have had a particularly positive day / experience. All information is recorded using an online monitoring and tracking tool so an accurate record is maintained. Staff monitor the needs of students and liaise with the SENDCo team who can access any external agencies that may be needed.

## **3. How will I and the school know how my child is doing and how will you help me to support my child's learning?**

Eaglewood School completes progress reports three times a year and at the start of each term is a pastoral/academic review in school with families and students. These reports are

shared with the student, parents/carers and the referring school. Staff are in regular contact with parents / carers and any professionals involved with individual students. Staff regularly celebrate student's achievements with parents / carers through the ASPIRE reward programme.

Students at Eaglewood School earn ASPIRE recognition slips and these are recorded in tutor groups. These awards are used to track and evaluate the students' (Self) Awareness, Self-regulation, Positivity, Inspiration, Relationships and Empathy. ASPIRE recognition slips are sent home so that parent and carers can celebrate these successes.

#### **4.How will school staff support my child and how will the curriculum be matched to my child's needs?**

Students are taught in small classes, normally with the additional support of a TA. All lessons are differentiated appropriately to the needs of the students. The school promotes high quality inclusive teaching with lessons being taught using a variety of multi-sensory approaches to suit learning and SEMH needs within the class. Lessons build in many opportunities to build self-esteem and confidence and link with the ASPIRE curriculum.

In addition, some pupils are provided with one-to-one interventions to ensure they make expected progress in terms of their attainment in literacy and numeracy. Students can also receive on- to-one sessions for social and emotional reasons where considered appropriate.

Intervention programmes are linked to the four categories of need, as described in the SEND Code of Practice 2014 and could address the following areas:

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Physical and / or Sensory Needs.

If a student has a medical need they will be fully supported as outlined in our Medical Needs Policy. If a student requires medication whilst at school our Administering Medicines Policy will be followed.

There are two SENDCos at Eaglewood with responsibilities for wellbeing and the curriculum.

The SENDCo role covers:

- The day-to-day operation of the school's SEN policy.
- Liaising with and advising class teachers. Overseeing the interventions of the ELSA.
- Communicating with Senior Leadership Team regarding the provision of students with SEN.

- Updating and overseeing the records of all students with SEN.
- Working with parents of children with SEN.
- Liaising with external agencies including the Educational Psychology Service and CAMHS.
- Working with other support agencies, medical and voluntary bodies.
- Attending review meetings of SEN students and students with EHC Plans where appropriate.
- Liaising with mainstream schools, SEN and other agencies regarding Educational Health and Care Plans.
- Supporting students and their parents / carers with transitions to new placements when EHCP is finalised or student returns to the commissioning school.

## **5.How is the decision made about the type of support and how much support my child / young person will receive?**

On entry to Eaglewood, information from families and any commissioning school will be used to make an appropriate timetabling and classing decision.

Eaglewood school recognises that students develop at different rates and we class students according to the stage that they are at rather than the age. This means that in lower school, some classes may have students from year 6 to year 9 for example.

If a young person has an EHCP then this will specify the type and frequency of support appropriate for the young person. This can be reviewed at the Annual Review.

## **6.How will my child / young person be included in activities in and out of the school classroom including school trips?**

During the school day, students are supervised at all times by teaching staff at Eaglewood School.

On arrival at school all students are offered toast. At lunch, all students are offered a free midday meal, including a vegetarian option and options to accommodate allergies.

Students are included in outdoor education throughout the year as part of the curriculum. All students are invited to engage in activities offered at Eaglewood School and are provided with support necessary to enable them to fully participate, subject to a satisfactory assessment of risk. The school is always open to discussion with parents and carers as to how we can include all students in all activities available.

## **7.What specialist services and expertise are available or accessed by the school?**

We work closely with external agencies to provide additional, specific support to our students and their parents/carers. These include:

- EPS (Educational Psychology Service).
- Children's Services.
- YOT (Youth Offending Team) and YCP (Youth Crime Prevention).

- School Nurse.
- It's Your Choice.
- CAMHS (Child, Adolescent, Mental Health Service).
- Specialist Teacher Advisors.
- Communication and Language Team.
- Support will always be sought for students where English is an Additional Language.

## **8.What training have staff supporting had, or what training are they having?**

Eaglewood School's Special Educational Needs Co-ordinators (SENDCos), can be contacted via the main school office 01425 460994

Lara Young is an experienced teacher has a background in psychology and counselling. She is experienced with supporting Looked after Children and has completed her SENDCo qualification through Winchester University.

Mel Strachan has been SENDCo in both primary and secondary settings for over a decade and has a postgraduate qualification in dyslexia. She is a qualified and registered dyslexia assessor.

Professional development needs of staff are identified through the school's performance management system and the school improvement plan. The Senior Leadership Team oversees the professional development of all teaching staff and support assistants. Members of staff attending any courses are expected to maintain a record of their training and share their knowledge with other colleagues. Teaching assistants take part in all staff training days and all staff meetings.

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## **9. How accessible is the school both indoors and outdoors?**

Eaglewood School is a new building and fully accessible to students in wheelchairs or with restricted mobility. There are designated disabled toilets and a shower. Teaching rooms are located on two levels and there is a lift between the two floors. The school has two designated disabled parking bays located close to reception.

Additional services, such as the provision of specialist equipment and further adaptation of the school site are sought through local authority Advisory Services. Parents / Carers and other outside agencies are welcomed as part of the planning process to ensure that adequate provision is in place for students.

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## **10. How are parents and carers involved in the school? How can I get involved?**

Parents / Carers are crucial to improving the chances of achievement of their children in school. Ensuring regular attendance is one of the most important ways a parent can be involved. Regular calls are made to discuss successes and difficulties with families.

### **11. Who can I contact for further information?**

For further general information please contact:

Headteacher – Nigel Himmel

Telephone: 01425 460994

For enquiries about CLA please contact

Designated Teacher for Looked After Children- Taryn McClarty

Telephone: 01425 460994

For enquiries about SEND provision, please contact:

SENDCo – Lara Young or Mel Strachan

01425 460994

### **12. How will school prepare and support my child to join the school, transfer to a new setting or to the next stage of their life?**

Eaglewood School carefully supports students into Eaglewood School, with liaison between the referring school, parents / carers, outside agencies and Eaglewood.

Students in year 11 receive career's advice from our fully trained Career's Advisor as well as to support them in making choices regarding transition from Year 11 to further education, training or employment. We liaise closely with local colleges and employers.

### **13. Where can I get further information about services for my child / young person?**

The school's Special Educational Needs Policy can be obtained from the school website. It is reviewed regularly.

Additional information can be found from the following local authorities

[www.hantslocaloffer.info](http://www.hantslocaloffer.info)

[www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page](http://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page)

