

Eaglewood School

SEND Information Policy

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This report sets out information about our provision for students with special educational needs and/or disabilities (SEND). This information is updated annually.

Local Offer

Local authorities and schools must publish and regularly update details about the services available for children and young people with Special Educational Needs (SEN) from age 0 to 25. This is referred to as the 'Local Offer.' The aim of the Local Offer is to enhance choice and transparency for families, serving as a valuable resource for parents to understand the variety of services and provisions in their area.

For information on Hampshire's Local Offer, please visit [Family Information and Services Hub](#)

The Eaglewood School

The 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 Hampshire, Bournemouth, Christchurch and Poole (BCP) and Dorset, 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. We believe in students aspiring, thriving and belonging and have staff trained in the Thrive Approach to support the mental health of our young people.

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for other of the same age in mainstream schools.

Special educational provision is an educational training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Needs and disabilities include the following four broad areas:

- Communication and Interaction needs - this includes students who face challenges with speech, language and communication (SLCN). These challenges can stem from difficulties in expressing themselves, comprehending others, or



understanding social communication norms. Each child's SLCN profile is unique and can evolve over time, potentially affecting various aspects of speech, language, and social interaction at different life stages.

- Cognition and Learning needs - this includes students who experience slower academic progress compared to their peers due to learning difficulties ranging from moderate to profound and including conditions such as dyslexia, dyspraxia or dyscalculia.
- Social, Emotional and Mental Health needs – this includes students with complex social and emotional difficulties, including withdrawal, isolation, or disruptive behavior. These can stem from mental health issues like anxiety, depression, or disorders such as ADHD and attachment disorder.
- Sensory and/or Physical needs - this includes students with vision, hearing, or multi-sensory impairments that impede their use of standard educational facilities.

The above definition and the four broad areas of SEND can be found in the [SEND Code of Practice January 2014.pdf](#)

Mrs MacLarty is our SENDCO and can be contacted by email on t.maclarty@eaglewoodschool.co.uk or contact the school on 01425 460994 to make an appointment.

She is supported by the Headteacher.

How does Eaglewood identify students with SEND?

The school uses Hampshire County Council's guidance contained in its [SEN support handbook](#).

This document provides guidance to help schools in Hampshire identify:

- A child or young person's special educational needs
- What level of support they are expected to offer
- How to arrange and monitor the support given

It also sets out expectations of what they must offer for the funding they receive. It is



intended to help all schools and settings have the same approach. It is also an assurance to parents that their child or young person will be given as much support as another child or young person with a similar need in a school or setting elsewhere.

Eaglewood uses a range of data to identify SEND needs which includes:

- KS2 results
- Information shared by primary schools
- Star Assessment Tests
- Cognitive ability testing (CAT4)
- Information from parents and carers
- Observations from teachers and TAs
- External observations and input
- Information from external professionals
- Termly progress, attainment and attitude to learning data
- Any other relevant information

What should I do if I think my child has special educational needs?

If parents/carers have concerns about the progress or attainment of their child, or are concerned that their child could have SEND, they should in the first instance make an appointment to speak to the subject teacher to discuss these concerns. Alternatively, they can speak to the SENDCO. We will listen to parents' views, and their perspectives and aspirations for their child are a valuable source of information. Similarly, we always contact parents/carers if we have a concern that their child may have a special educational need. We work closely with students with SEND and their parent/carers to agree outcomes, provision and to review progress.

How do we adapt the curriculum to match my child's needs?

We offer a broad and balanced curriculum for all students including those with SEND. Details are published on the school website. The way we adapt this for students with SEN and



disabled students is through high quality and adaptive teaching, with TA support where necessary. This may be within the mainstream lesson or via 1:1 or small group withdrawal. We create pupil passports for children with SEND, in consultation with parents/carers and their children so that all teaching staff have a clear overview of the child's needs, strengths and support strategies. These help teachers plan the learning to ensure that progress is facilitated for all pupils.

How else will you support my child?

We use a range of interventions and programs to support our students' attainment, progress and wellbeing. This includes:

- Key Stage 3 Literacy Intervention
- Emotional Literacy Support
- Homework Club
- Zones of Regulation
- East2West counselling
- Specialist courses for young people from Year 10 onwards in association with organisations such as Men in Sheds, Project Iris and local colleges
- Handwriting intervention
- General Wellbeing support through our Family Engagement Team
- Break and lunch time club in the Link for children with SEND

What specialist services and expertise are available or accessed by Everest?

The SENDCO holds the National Award for SEN co-ordination.

The SENDCO is supported by a Deputy SENDCO, a SEN administrator and a team of Teaching Assistants.

The Teaching Assistants have a wide range of skills to support the students in various capacities and as a school we strive to ensure that the support is allocated fairly relating to



individual need. We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the children's key difficulties to help them in supporting access to the curriculum.

We have a commitment to continuous professional development and regularly have training on a variety of topics that affect children with special educational needs, including conditions affecting current students in school.

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.

We have access to a range of specialist support services including:

- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Hampshire Schools Inclusion Team
- SALT (Speech and Language Therapy services)
- Occupational Therapy
- (STAS) Specialist Teacher Advisory Service
- Children's Social Care
- Hampshire SEN services
- Outreach Support from other schools, including specialist provision

With the family's permission, we work with other services and organisations that are already involved with a family and we will always discuss the involvement of specialist SEN services with parents/carers first.

How do we know if SEN provision is effective?

The progress of all students is tracked throughout the school through teachers' progress reports, three times each year. Student progress is also monitored by the SEND team. In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.



When we run special intervention programs for students, we assess how successful they have been in collaboration with parents and use that information to decide on how best to continue with this support in the future; this is analysed by the SENDCo.

How are students with SEND helped to access activities outside of the classroom?

All students are included in activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support when needed.

There is information about activities and events for disabled children and those with SEN in Hampshire which can be viewed by clicking [here](#).

What do we do to support the well-being of students with SEND?

At The Eaglewood School the students will be supported to develop their self-esteem, a range of personal values and beliefs based on a sense of curiosity and mutual respect, understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others. All students' wellbeing will be supported through:

- Interaction with teachers and Teaching Assistants in a non-judgmental, safe manner
- SEND reviews, where the 'voice' of the student and parent/carer is expressly sought and noted
- A Personal, Social, Health Education curriculum which aims to provide pupils with the knowledge and skills to enhance their emotional and social knowledge and wellbeing
- Access to CAMHS and MHST
- Access to ELSA
- Social Skills interventions

We take bullying very seriously and monitor any bullying related incidents according to

protected characteristics, including disability related discrimination.

How accessible is the school environment?

We value and respect diversity in our setting and do the very best to meet the needs of all our children and their families when on the school site.

The school has:

- Disabled parking bays in the car park
- Accessible entrance
- Accessible toilets on each floor
- A lift to assist students with a disability, the school building is fully wheelchair accessible and there is at least one disabled toilet.

In addition, we aim to share any information with parents/carers in person rather than just by correspondence whenever possible.

Where families speak a language other than English, and an interpreter is needed, this can be arranged to support communication.

How do we support transitions to and from school?

We encourage all new prospective students and parents/carers to visit the school before starting. For students with SEND we:

- Work closely with primary and commissioning schools, so that students and parents/carers can visit the school to observe a usual school day and to meet relevant staff on a number of occasions
- Arrange a tour of the school for prospective parents/carers and students
- Hold meetings with the SENDCo and other SEND and pastoral staff, including, allowing time for parents/carers to reflect and talk through the specific needs of their child
- Create a 'pupil passport' to ensure information is shared with all staff

- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective

We help prepare students for transition into the next stage of their education or training in a number of ways:

- With their choices for GCSE and vocational courses - for example, in conversation with students and parents/carers; an individual meeting with the SENDCO when Year 9 students with SEND consider their options choices
- Through consistent communication with the SENDCO, teachers, teaching assistants and parents/carers when students are in Year 10 and Year 11
- With adviser support to ensure all students with SEND have guidance and support in appropriate provision post 16