



## Special Educational Needs & Disability (SEND) Information Report

February 2022

The SEND Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school's prospectus and additional information available on the school's website (such as the SEND Policy, the Equality Policy and Accessibility Plan). If you have any further questions or would like to seek clarification with regard to the content of this document, please do not hesitate to contact the school.

This report sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) are met in a way that works for the pupil without too many meetings or paperwork.

We accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the individual needs of each and every one of our pupils. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents want to be fully informed and involved and need to trust the school to respond as quickly as possible.

The Local Authority has published arrangements for SEND and further details are available on the Local Authority website – Local Offer.

We are a local authority special school, with a focus on providing a service for learners with moderate learning difficulties (MLD), Severe learning difficulties (SLD), Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), speech and language difficulties and specific learning difficulties. All pupils are working **at levels significantly below their peers** of a similar chronological age. Many children have pervasive difficulties culminating in severe and complex needs. Each identified barrier to learning diagnosed as part of the Education Health Care Plan (EHCP) process impacts on another area for development.

Key Stage 4 pupils access a range of external qualifications in order to ensure they achieve to the best of their ability. We are rated Outstanding in all areas by Ofsted.

We have our own community café where pupils can access NVQ training.

We have an off-site 16 – 19 study programme for KS5 students which offers outstanding academic and vocational opportunities.

### **We offer an education to**

All students are in receipt of an Education Health Care Plan.

### **How and when we do it**

The school day runs from 8.50 am – 3.00 pm Monday to Thursday and 8.50 am – 2.10pm on a Friday. We also offer after school clubs two nights a week and a two week summer school during the summer break. Additional opportunities are also available throughout the year for residential trips.



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### Identifying additional support

As a special school all pupils who attend Epina y have special educational needs and therefore have significant additional adult support. The support is matched to each individual's needs. If a pupil is deemed to require additional support on a temporary basis, this will be provided. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.

### How is the curriculum matched to individual needs?

#### Our school vision:

*To create a safe and inclusive centre of excellence by providing a stimulating environment where learners achieve challenging and inspirational targets, in order to develop as happy, confident and independent learners who are prepared for adulthood*

#### Our school motto is:

*'Ready to listen, Ready to learn together'.*

#### Our school mission is to:

- *To equip each learner with necessary concepts, attitudes, skills and knowledge to create confident, independent and happy learners.*
- *To have high expectations of ourselves and each other.*
- *To provide high quality teaching to stimulate learning.*
- *To enhance learning by i enrichment and real life experiences*

#### Our ethos & values:

We provide equality of opportunity across the school.

- We deliver a broad, needs driven creative curriculum
  - We pursue opportunities for enrichment and links in the wider community.
- #teamepinay

### How will both parents and school know how well each pupil is doing?

We are continually gathering information on the achievements of our pupils. We share information with parents about their child's achievements through informal telephone calls made by the teacher, the home-school diary, formal meetings and reviews. The school believes that parents have a right to be viewed as partners in the education of their child by being given access to all of those involved in their child's learning environment.

Accurate assessment is essential to securing and measuring pupil progress. We set ambitious yet realistic individual targets tailored to pupils' learning need, style and baseline assessments. We use our analysis of pupil achievement to identify areas of difficulty within the school, in cohorts of pupils and individual pupils, to indicate interventions required. Robust monitoring of teaching ensures that we are providing challenge for all pupils.

We welcome the advice and guidance given to us by other professionals.



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### Education Health Care Plan (EHCP) Reviews

Reviews take place once a year. Families are encouraged to attend the review to discuss what they like and admire about their child, what's working, what's not going so well and formulate an action plan.

All relevant professionals are invited to submit reports and attend each child's Educational Health Care Plan meeting.

### Specialist services

At Epina y we have access many services including Speech and Language Therapy services, Occupational Therapy services and Physiotherapists.

We also have visiting specialists, such as the Hearing Impaired Service and Visually Impaired Service. We also work closely with other professionals such as School Nursing, Paediatricians, Dentists, the Immunisation Team and any agencies involved with our pupils so that a multi-agency approach can further our work.

### Training

All staff at the school have a continual programme of training, which is focussed on supporting the pupils. All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally.

### Trips

Trips and activities are planned to be accessible for all. We differentiate the activities and trips pupils attend according to their individual needs.

### Accessibility

We look to enable the environment to be supportive of all pupils' needs.

### Transitions

A transition is seen as any change from one situation to the next for a young person and our aim is for each transition to be well prepared for and to ensure that the student and their voice is central to every transitional decision made. Transitions are very important and are carefully managed to support children and young people and their families. Each pupil has a transition plan individualised to meet their needs.

There are three key transition points at Epina y:

- Entry to school;
- Transfer from KS4 to Sixth Form; and
- Moving to college and leaving school.

At all times the approach taken is matched to individual need. Transitions commonly involve visits, multi-agency meetings (involving parents) and social stories.

### Resources

As a special school the resources we have available to us are all focussed on pupils with special educational needs.



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### Who to contact

If you require general information about the school, then most things can be found on our website ([www.epinay.org](http://www.epinay.org)) . If you require further information please contact the school directly on 0191 4898949.

If your concern is about the safety of a child, you should contact the school's Lead Designated Person (Lynne Murphy, Assistant Head Teacher) or in her absence, the school's Deputy Lead Designated Person (Chris Rue, Head Teacher).

If you would like to book a visit to see the school, please contact the school to arrange a mutually convenient time.

For all other information relating to SEND please see South Tyneside Council's local offer.

<https://www.southtyneside.gov.uk/article/37973/Local-Offer>

Policy approved by Governors:	Feb 2022
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Date of next review by Governors:	Feb 2023
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