



Eastington Primary School Special Educational Needs & Disabilities Information Report September 2025

(To be reviewed September 2026)

School Vision

Eastington strives to provide an environment that educates and enriches the lives of pupils in preparation for the challenges of today and as citizens of tomorrow. It is a positive and caring community committed to achieving high standards through working together for the development of the whole child.

Our Values

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin behaviour. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

Aiming high together to be:

- Kind - show respect and care
- Cooperative - work well together
- Resilient - keep trying
- Responsible - reflect and learn
- Ambitious - challenge yourself

The great challenge for any school is to provide learning opportunities of the highest quality for its pupils. To do this the school has to be calm, purposeful and happy. It needs to show respect for everyone and work together as a community. Above all, if a school is to be successful it needs to be a place of hope, endeavour and optimism. Our core values aim to support learning and development inside and outside the classroom.

We consider the primary years the most significant in your child's development. We believe the strength of our school is the partnership with parents and the wider community. We feel that it is very important for home and school to work together closely and for trust and confidence to exist between parent and teacher.

Eastington Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase

physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school. As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Headteacher, SENDCo and all other members of staff have important responsibilities. By working in partnership through innovation, creativity and challenge, our children will become successful motivated citizens who are equipped to face the challenges of the future.

Eastington has 140 pupils from 4-11 years old. Our Ofsted rating is 'Good' and our most recent inspection was in December 2022. If you would like to read or download the Ofsted report in full: <https://reports.ofsted.gov.uk/provider/21/115523>

What kinds of special education needs are provided for at our school?

We support pupils with a wide range of needs and will make all reasonable adjustments to ensure they are included in all aspect of school life. The broad areas of need which we provide for are:

Communication and interaction

Children with speech, language and communication needs who may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example becoming withdrawn as well as displaying challenging behaviour. They may also have disorders such as attention deficit disorder, or attention deficit hyperactive disorder.

Sensory and/or physical needs

Some children need SEN provision because they have a disability which prevents or hinders them from making use of school facilities. These include hearing impairment, vision impairment or a physical disability.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting

What should a parent do if they think their child may have special educational needs?

Talk to us - in the first instance contact your child's class teacher; if you still have concerns you can contact the SENDCo, [Mrs R Carrick](#) or the Headteacher, [Ms Z Avastu](#). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The class teacher will meet parents twice a year for Parent's Evening to discuss your child's needs, support and progress. If your child is on the SEND register then the class teacher and/or the SENDCo will meet parents three times a year to discuss your child's provision and their targets.

How will school support my child?

- Our SENDCo oversees all support and progress of any child requiring additional help across the school. As a school, we follow Gloucestershire's Graduated Pathway of Early Help and Support for Children, Young people and Families in order to help us ensure that our pupils are having the best suited support, and making the best outcomes, that they can.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made. We are ambitious for all our pupils at Eastington including those with special educational needs. We plan lessons that are coherently sequenced to meet all pupils' needs, starting points and aspirations for the future.
- The class teacher, with the support of the SENDCo will write a My Plan to set out specific targets for your child and include the support your child is receiving and evaluate the success of any interventions.

- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

How do teachers match the curriculum to an individual child's needs?

Class work is adapted/pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be several different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Support may be in the form of adult assistance, providing tools for children to access work independently (such as word mats, task boards, workstations etc.), group or 1:1 work, for example.

How is the decision made about what type and how much support my child will receive?

Your child's class teacher in discussion with the SENDCo will decide how much and what type of support your child needs. We use the Gloucestershire's Levels of Need document along with Gloucestershire's Intervention Guidance for Special Educational Needs and Disability in Educational Settings to help support us in choosing the appropriate levels of support for your child.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council. Meetings are also held with curriculum leaders and senior management to ask the children's views on aspects of school life, as appropriate.

- Children who have My Plans discuss their targets with their class teacher and/or the SENDCo. Key Stage 1 children with plans and all Key stage 2 children also write a My Profile at the start of each year which help share personal information in order to help those working with them understand their motivation, preferences, goals and self-image.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

What additional support for learning is available for my child?

Your child's class teacher and the SENDCo will decide what additional support your child receives. Support may be in class during lessons or children may be withdrawn from class in small groups or 1:1. Withdrawal sessions may include interventions such as Reciprocal Reading, Read Between the Lines, Language for Thinking, Toe by Toe, Power of 2, Socially Speaking Games and bespoke interventions for individual children.

What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that are relevant to individual children's needs within our school - dependent on their referral criteria and timescales.

These may include:

- GP
- School Nurse
- Clinical Psychologist
- Paediatrician
- Speech & Language Therapist
- Occupational Therapist

- Physiotherapist
- Educational Psychologist
- Advisory Teaching Service
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services.

The 'Gloucestershire Local Offer' is available at

https://www.glosfamiliesdirectory.org.uk/kb5/glos/glosfamilies/family.page?familychannel=2_1#:~:text=The%20Local%20Offer%20is%20a,includes%20specialist%20activities%20and%20support.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly 'Narrow the Gap Meetings'. In this meeting a discussion takes place about the progress of all pupils and those pupils experiencing difficulties are identified and decisions are made regarding further support/adaptations that can be given to aid their progress.
- When a child's My Plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress with your child's class teacher at the meetings as outlined earlier in this document.
- You are also welcome to make an appointment to meet with either the class teacher, SENDCo or Headteacher and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared if appropriate.
- If your child is on the Special Needs register they will have a My Plan or My Plan + which will have individual / group targets which will be discussed with you at the meetings. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress, in addition to the meetings previously outlined.

- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How does the school judge whether the support has had an impact?

- By reviewing children's My Plan targets termly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary.
- The child is making progress academically against national/age related expectations.
- Verbal or written feedback from the teacher, teaching assistant, parent and pupil.
- The class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. Children may be taken off the Special Educational Needs register when they have made sufficient progress.

How accessible is the school environment?

- The majority of the school building is wheelchair accessible.
- There is one access toilet, which is large enough to accommodate changing and personal hygiene care.
- Please see the school's Equality Scheme for further information, this can be accessed via the school website
<http://www.eastingonprimary.co.uk>

What activities are available for my child in addition to those which are part of the curriculum?

We have a wide range of clubs run by internal and external staff which take place during lunch times and after school. We encourage our pupils to join these clubs and wherever possible - we adapt them as much as possible to ensure accessibility.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school entrance is staffed by a class teacher, who greets and welcomes pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact.

If further support is required the class teacher liaises with the SENDCo or the Headteacher for further advice and support. This may involve working alongside outside agencies such as Health, Advisory Teaching Services, Speech and Language Services and Educational Psychology Service.

- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining hall. Children are not rushed to eat their food.
- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with our clear Behaviour policy that is followed by all staff. We are an inclusive school and we make every effort to include all pupils. We also make every effort to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported to the Head Teacher and the Governing Body oversee school attendance.
- After any serious or repetitive behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.

What training have the staff supporting children with special educational needs, had or are currently having?

- The SENDCo has the National Award for SEN Co-ordination and has completed training to support many areas of need including Speech, Language and Communication Needs, Autism, ADHD, Dyslexia, Dyscalculia, Dyspraxia, emotional and mental health needs.
- All staff are encouraged to attend relevant CPD courses in order to be able to support all children and their needs.
- Teaching Assistants (TA) attend relevant Staff Meetings and meet termly with the SENDCo to access continued professional training. Some TAs have attended specific training run by the Stroud Association of Schools, Educational Psychology Team and Advisory Teaching Service as relevant to their role.

- **How are the school's resources allocated and matched to children's special educational needs?**
- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How are parents involved in school life?

- We have an open door policy, parents are encouraged make an appointment to come in and talk to us if they have any concerns.
- We have 'Curriculum Information Evenings' during which parents are invited to offer their comments and opinions.

- We have special events that parents are invited to eg Life Education Sessions, Music percussion Session and Reflection day workshop.
- Parents are also invited to performances.

How are the Governors involved, and what are their responsibilities?

- The SEN Governor is **Mrs Jones-Jonzon**.
- The SENDCo reports to the SEN Governor every term to inform about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEN Governor reports to the Governors to keep them informed.
- The Governors work with the headteacher to agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with SENDCo or Headteacher.
- Find further information in our Special Educational Needs policy on our website.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- The EYFS teachers arrange to visit all children joining the school in Reception.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When appropriate we write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them to the new school, this may involve additional visits with support staff and/or parents to ensure smooth transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting and tour of the school. If your child has a special educational need or a disability you could contact the SENCo or the Headteacher who will discuss how the school could meet your child's needs.

Further links and information - all available through the school website: <http://www.eastingtonprimary.co.uk/>
SEN Policy, SEN Local Offer, Complaints policy, Equality policy, Behaviour Policy

This report was written in September 2025 and will be reviewed in September 2026.