

# Eldon Grove ACADEMY

POTENTIAL IS OUR **PASSION**

## SEND Information Report 2026–2027

Information for parents, carers  
and families about Special  
Educational Needs and Disabilities  
at **Eldon Grove Academy**.



### **Inclusive**

We value every individual



### **Ambitious**

We set high expectations  
for all



### **Supportive**

We remove barriers  
to learning



### **Resilient**

We build confidence  
and independence

**Policy Date:** September 2026  
**Review Date:** September 2027  
**Lead:** SENDCO

# **1 Introduction and Legislative Framework**

**At Eldon Grove Academy,** Potential is our Passion. We are committed to providing an inclusive learning environment where every pupil is valued, respected and supported to achieve their full potential. We believe that all pupils, regardless of their individual needs or starting points, are entitled to a broad, balanced and ambitious curriculum that enables them to succeed academically, socially and emotionally.

This SEND Information Report explains how we identify, assess and support pupils with Special Educational Needs and Disabilities (SEND). It reflects our commitment to removing barriers to learning through high-quality adaptive teaching, evidence-informed practice and effective partnership working with pupils, parents/carers and external agencies.

## **This report has been produced in accordance with:**

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0–25 years (2024)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)

This report should be read alongside the academy's SEND Policy, Accessibility Plan, Equality Objectives and other related safeguarding, curriculum and inclusion policies.



### **About this Report**

This SEND Information Report is written for parents, carers and families. It explains what support is available at Eldon Grove Academy and how we work together to help every child achieve their very best.



## 2

## Contact Details

We are always happy to talk with parents and carers about your child's education and any additional support they may need. Please get in touch using the details below.



### Address

Eldon Grove Academy  
Eldon Grove  
Hartlepool  
Teesside  
TS26 9LY



### Telephone

01429 273895



### General Enquiries

[admin@eldongroveacademy.co.uk](mailto:admin@eldongroveacademy.co.uk)



### Website

[www.eldongroveacademy.co.uk](http://www.eldongroveacademy.co.uk)



### School Office Opening Times

Monday – Friday  
8:00am – 4:00pm



### Executive Headteacher

Mr Christian Park



### Head of School

Mr Liam Muir



### SENDCO

Mrs Rachael Francis



If you have any concerns about your child's progress or wellbeing, please contact your child's class teacher in the first instance. You may also contact Mrs Rachael Francis (SENDCO) who will be happy to help.

**We look forward to working in partnership with you  
to support your child to achieve their full potential.**

*Potential is our Passion.*



# 3

## Our Vision for Inclusion

At Eldon Grove Academy, inclusion is at the heart of everything we do.

We are committed to creating a welcoming, respectful and nurturing environment where every pupil, regardless of their individual needs or starting points, is supported to flourish academically, socially and emotionally.

We believe that all pupils should:



### Feel safe, valued and respected

We celebrate differences and foster a sense of belonging for all.



### Access a broad, balanced and ambitious curriculum

We ensure every pupil can learn, achieve and make progress.



### Receive high-quality teaching every day

We remove barriers to learning through expert teaching and adaptation.



### Participate fully in all aspects of academy life

We provide opportunities for every pupil to join in and thrive.



### Develop independence, resilience and confidence

We support pupils to become confident learners and positive contributors.



### Achieve the very best outcomes possible

We hold high aspirations for every child.



### Work in partnership with families

We value parents and carers as key partners in their child's education.



### Be listened to and have a voice

Pupils are involved in decisions that affect them and their learning.



### SEND is everyone's responsibility.

Every member of staff plays a part in creating an inclusive culture where barriers to learning are identified early and reduced so that every pupil can reach their full potential. This reflects the high expectations and inclusive practice set out in our SEND Policy.



# 4 What types of SEND do we support?

In accordance with the SEND Code of Practice, we support pupils whose needs fall within one or more of the following areas.

We recognise that every child is unique and many pupils may have needs in more than one area. Provision is always personalised to help them achieve their very best.



## Communication and Interaction

Including pupils with:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication differences



## Cognition and Learning

Including:

- Moderate Learning Difficulties
- Specific Learning Difficulties such as Dyslexia
- Dyscalculia
- Dyspraxia



## Social, Emotional and Mental Health

Including pupils experiencing:

- Anxiety
- Emotional regulation difficulties
- Attachment needs
- ADHD
- Behaviour arising from underlying SEND



## Sensory and Physical Needs

Including pupils with:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions impacting learning
- Sensory processing differences

We take a holistic approach to understanding each child's strengths and needs. Support is planned carefully to remove barriers to learning and to promote independence, resilience and confidence.



## Our commitment

We are committed to creating an inclusive environment where every pupil feels valued, supported and able to achieve their full potential.



# 5

## How do we identify pupils with SEND?

Early identification enables us to provide the right support as soon as possible. We monitor the progress and development of all pupils carefully so that we can quickly identify any barriers to learning.

Concerns may be raised by parents, carers, teachers, the pupil themselves or external professionals. We take a collaborative approach to understanding each child's needs.

### We gather information from a range of sources, including:

- |                                                                                                                                    |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|  Teacher observations and ongoing assessment     |  Pupil voice                             |
|  Pupil progress meetings and data               |  Medical information                    |
|  Screening and diagnostic assessments           |  Attendance and behaviour information   |
|  Information from previous schools and settings |  Advice from external professionals     |
|  Discussions with parents and carers            |  Assessment by specialists where needed |



### We look at the whole child

We consider a range of information to build a clear picture of need and the impact this has on learning and daily life.



### Listening to pupils and families

Your knowledge of your child is vital. We listen carefully and value your views and experiences.



### Early support makes a difference

Where needs are identified, early and effective support helps pupils to build confidence, make progress and achieve their potential.

Where a concern is raised, teachers will make adjustments to classroom teaching as a first step. If progress continues to be a concern, the SENDCO will work with staff and parents to decide whether additional or different support is required.



### We follow the graduated approach

Assess – Plan – Do – Review



#### Assess

We identify the needs and gather information.



#### Plan

We decide on the support and expected outcomes.



#### Do

We put the support in place and monitor its impact.



#### Review

We review progress and adapt support as needed.



Not all pupils who experience difficulties in their learning have SEND. High-quality teaching that is adapted to meet individual needs benefits every child.



6

## How do we involve parents and carers?

Parents and carers know their child best. We value your knowledge, insights and experience and recognise you as key partners in your child's education.

We are committed to working together openly, honestly and collaboratively to ensure the best possible outcomes for your child.

We will always involve you in discussions and decisions about your child's support.



### We work in partnership with you

Your involvement helps us understand your child better and plan support that is right for them.

### We will:



#### Communicate openly and honestly

We will listen to your views and keep you informed.



#### Involve you in decision-making

Your views help shape the support we provide.



#### Share information and assessment

We will explain information clearly and answer your questions.



#### Review progress regularly

We will celebrate successes and discuss next steps together.



#### Provide opportunities to discuss any concerns

We encourage early conversations so we can act quickly.



Parents of pupils receiving SEND Support will normally be invited to meet with school at least **three times each academic year**.

Parents of pupils with an Education, Health and Care Plan (EHCP) will be invited to an **Annual Review** each year, or more frequently if required.

### How we stay in touch

We use a range of ways to keep you informed, including:



Termly review meetings



Phone calls and emails



Home-school communication book or app



Workshops and information sessions



Newsletters and updates



### We value your feedback

Your feedback helps us to continually improve the support we provide.

*Together, we can help every child achieve their full potential.*



# 7

## How do we involve pupils?

We believe that children and young people have the right to be listened to and involved in decisions that affect them.

At Eldon Grove Academy, we encourage pupils to take an active role in their education and in the support they receive. We value their views, ideas and experiences.

### Pupils are encouraged to contribute to:



#### Identifying strengths

We help pupils recognise what they are good at and what they enjoy.



#### Discussing barriers to learning

Pupils are supported to talk about any challenges they face in school and how we can help.



#### Setting targets

We work together to set meaningful targets that are motivating and achievable.



#### Reviewing progress

Pupils are involved in looking at their progress, celebrating success and identifying next steps.



#### Planning next steps

Pupils help to decide what support will help them to continue to improve and achieve their goals.



#### Transition arrangements

We involve pupils in planning for changes in class, year group and school to help them feel confident and prepared.



### Pupil voice matters

We use a range of ways to gather pupils' views, including one-to-one conversations, small group discussions, pupil questionnaires, pupil forums and informal check-ins.

**Listening to our pupils helps us to provide the best possible support so that every child can thrive.**



# 8

## How do we assess and review pupil progress?

We use a range of assessment approaches to understand each pupil's strengths and areas for development. Assessment is ongoing and helps us to plan the right support at the right time.

We follow the **Assess – Plan – Do – Review** cycle to ensure that support is effective, personalised and leads to the best possible outcomes for every pupil.



### The Assess – Plan – Do – Review cycle

This graduated approach helps us to:

- ✓ Understand pupils' needs
- ✓ Plan support and set clear outcomes
- ✓ Put support in place
- ✓ Review impact and adapt as needed



We assess and review progress in a variety of ways:



#### Classroom assessment

Teachers use ongoing assessment in lessons to check understanding, adapt teaching and identify next steps.



#### Tracking progress

We use data and assessment tools to monitor academic progress over time and identify any emerging needs.



#### Pupil voice

We listen to pupils about their learning, their support and what helps them to succeed.



#### Discussions with parents and carers

We value your insights and work together to review progress and plan next steps.



#### Reviews of support

We regularly review the impact of interventions and adjust support to ensure it is effective.



### High expectations for every pupil

We have high expectations for all pupils, including those with SEND. We focus on progress that is meaningful for each individual, helping them to build independence, resilience and confidence.

**Assessment helps us to celebrate success and ensure every pupil achieves their full potential.**



## 9 How do we support transition and change?

We understand that transitions and changes can be difficult for some pupils. We plan carefully and provide the right support to help every pupil feel safe, prepared and confident.

We support pupils through a range of changes, including:



### Preparation is key

When pupils know what to expect and feel supported, change becomes easier to manage.



### Starting school

We provide opportunities to visit the school, meet key staff and become familiar with routines and the environment.



### Moving between year groups

We ensure information is shared between teachers and provide time for pupils to meet new staff and learn about changes.



### Moving schools or settings

We work closely with receiving schools and settings to share information and plan support to make the transition as smooth as possible.



### Changes in routines or timetables

We prepare pupils for changes in advance and provide support to help them understand and manage new routines.



### Personal changes

We support pupils through changes in family situations, friendships or well-being with care, understanding and appropriate support.

### How we help



### Social stories and visual timetables

We use clear, visual information to explain what will happen and when.



### Meet and greet

Pupils have the opportunity to meet staff and see new environments in advance.



### Transition plans

We create personalised plans to meet individual needs before, during and after change.



### Working together

We work closely with pupils, parents, carers and external professionals.



### Emotional support

We provide reassurance and strategies to help pupils manage how they feel.



### Review and follow up

We check in regularly and make adjustments to ensure pupils continue to feel settled and supported.



### Every transition is an opportunity for success.

With the right preparation, support and understanding, pupils can overcome challenges and thrive.



# 10

## What support and interventions do we provide?

We believe in high-quality teaching for all pupils. This is the first step in meeting individual needs.

Some pupils may need additional or different support for a period of time to help them to overcome barriers to learning.

We offer a range of interventions and strategies that are carefully matched to each pupil's needs.



### Every pupil is unique

Support is tailored to the individual. What works for one pupil may not work for another. We continually monitor and adapt our support to ensure the best outcomes.

### Types of support we provide include:



#### In-class support

Quality first teaching, adaptive teaching and classroom strategies to support learning and inclusion.



#### Small group interventions

Targeted support in small groups led by teachers or trained staff, focusing on specific areas of need.



#### Individual support

One-to-one interventions and personalised support plans to meet individual targets.



#### Social, emotional and mental health support

Support to help pupils develop resilience, manage emotions and build positive relationships.



#### Assistive technology and resources

Resources and technology to remove barriers and support access to learning.



#### External specialist support

Working with external professionals and services to provide specialist advice and intervention.

### Our approach to interventions



#### Identify

We identify specific needs through assessment and pupil voice.



#### Plan

We choose the right intervention and set clear, measurable targets.



#### Deliver

The intervention is delivered by trained staff in a structured and supportive way.



#### Monitor

We regularly monitor progress to see what is working and what is not.



#### Review and adapt

We review impact and adapt support as needed to ensure continued progress.



### High expectations, high support

We have high expectations for every pupil and believe that with the right support, every child can achieve and thrive.

Interventions are designed to build confidence, independence and long-term success.

### Partnership and communication

We work closely with parents and carers to:

- ✓ Share information about interventions
- ✓ Explain the purpose and expected outcomes
- ✓ Celebrate progress
- ✓ Make decisions together



**Our goal is to remove barriers, build strengths and help every pupil achieve their full potential.**

We are committed to reviewing and improving the support we provide for all pupils with SEND.



# 11

## What are your responsibilities and our responsibilities?

Successful support for pupils depends on a positive partnership between the school, pupils and families.

We all have an important role to play in working together to help every child achieve their full potential.

Below outlines the key responsibilities of our school, our pupils and our parents and carers.



### Working together for success

When we all work together with respect, honesty and commitment, we create the best possible outcomes for our pupils.



#### Our school will:

- ✓ Provide high-quality teaching and inclusive learning.
- ✓ Identify pupils' needs early and provide appropriate support.
- ✓ Create a safe, positive and respectful environment.
- ✓ Communicate openly and regularly with pupils, parents and carers.
- ✓ Involve pupils and families in decisions about their support.
- ✓ Monitor progress and adapt support to meet changing needs.



#### Our pupils will:

- ✓ Do their best and take responsibility for their learning.
- ✓ Tell a trusted adult if they need help or feel worried.
- ✓ Be respectful, kind and consider the feelings of others.
- ✓ Engage in support and follow agreed plans and strategies.
- ✓ Work positively with staff, peers and families.
- ✓ Celebrate achievements and learn from challenges.



#### Our parents and carers will:

- ✓ Support their child's learning and well-being at home.
- ✓ Communicate openly and share relevant information.
- ✓ Attend meetings and reviews and engage in discussions.
- ✓ Work in partnership with the school and respect school policies.
- ✓ Encourage their child to attend school regularly and be on time.
- ✓ Support their child to follow agreed plans and strategies.

### Resolving concerns and complaints



We hope that any concerns you have can be resolved quickly and informally.

If you have a concern or complaint, please follow these steps:

- 1 Speak to your child's class teacher.
- 2 If the concern is not resolved, speak to the SENCO, Mrs L. Harper.
- 3 If the concern is still unresolved, contact the Assistant Headteacher.
- 4 If necessary, you can contact the Headteacher.
- 5 If you remain dissatisfied, you can follow the school's Complaints Policy (available on our website or from the school office).

### We are here to listen

We value your feedback and are committed to resolving issues fairly, openly and quickly.



**Contact us**  
01325 123 456



**Email us**  
[enquiries@eldongroveacademy.co.uk](mailto:enquiries@eldongroveacademy.co.uk)



**Visit our website**  
[www.eldongroveacademy.co.uk](http://www.eldongroveacademy.co.uk)



**Write to us**  
Eldon Grove Academy  
Eldon Grove, Darlington  
County Durham, DL1 4ST



# 12 How is our SEND Information Report monitored and reviewed?

We are committed to ensuring that our SEND Information Report accurately reflects the support we provide and meets the needs of our pupils and families.

We regularly monitor and review this report to ensure it remains up to date, effective and focused on improving outcomes for all pupils.



## Keeping our information current

We gather feedback from pupils, parents, staff and external partners to help us understand what works well and what we can improve.

Our support is delivered at different levels to meet individual needs:



### Universal support

**High-quality teaching and differentiated support for all**

We provide inclusive, adaptive teaching and a positive learning environment that supports the needs of all pupils.

Examples include:

- ✓ Quality first teaching
- ✓ Differentiated resources and strategies
- ✓ Classroom adjustments
- ✓ Promoting independence and confidence



### Additional support

**Targeted interventions for pupils who need extra help**

We provide small group or individual interventions to close gaps in learning and support specific needs.

Examples include:

- ✓ Small group tutoring
- ✓ Individualised literacy and numeracy support
- ✓ Social and emotional skills groups
- ✓ Targeted academic interventions



### Specialist support

**Personalised support for pupils with complex needs**

We work with external professionals to provide highly personalised strategies and interventions.

Examples include:

- ✓ Support from speech and language therapists
- ✓ Support from educational psychologists
- ✓ Individual education plans (IEPs)
- ✓ Specialist equipment and resources

## How we monitor and evaluate



- ✓ We collect and analyse data on pupil progress and outcomes.
- ✓ We review the effectiveness of our support and interventions.
- ✓ We seek feedback through surveys, meetings and conversations.
- ✓ We work with staff and external partners to share expertise and improve practice.
- ✓ We use what we learn to make positive changes and improve provision.

## When we review



Our SEND Information Report is reviewed at least once a year.

→ The next review date will be shared on our website.



### Our commitment

We are committed to continuous improvement and working together to ensure every pupil can thrive and achieve their full potential.



## We are here to support every pupil, every step of the way.

If you have any questions or would like to know more about our provision, please get in touch. We are always happy to help.



## 13

## How do we promote inclusion and celebrate diversity?

We believe that every pupil should feel valued, respected and included. We celebrate the rich diversity of our school community and promote equality for all.

We create an environment where every pupil can be themselves, feel a sense of belonging and achieve their full potential.



### Everyone belongs

We promote a culture of kindness, understanding and acceptance. We ensure that inclusion is at the heart of everything we do.

### We promote inclusion through:



#### A welcoming environment

We create a safe, inclusive and nurturing environment where every pupil feels welcome and supported.



#### Celebrating diversity

We celebrate differences and promote respect and understanding of all cultures, backgrounds and identities.



#### High expectations

We have high expectations for all pupils and believe that everyone can achieve and succeed.



#### Challenging discrimination

We challenge discriminatory behaviour and prejudice in all its forms and promote equality for all.



#### Inclusive curriculum

We provide a broad and balanced curriculum that reflects the diverse world we live in.

### We support inclusion by:



- ✓ Adapting teaching and resources to meet individual needs
- ✓ Ensuring all pupils can access the full curriculum
- ✓ Supporting pupils' social and emotional well-being
- ✓ Providing specialist support when needed
- ✓ Working with families to understand and meet needs
- ✓ Encouraging positive relationships and teamwork
- ✓ Listening to pupil voice and acting on feedback

### We value the protected characteristics:

- ✓ Age
- ✓ Disability
- ✓ Gender reassignment
- ✓ Marriage and civil partnership
- ✓ Pregnancy and maternity
- ✓ Race
- ✓ Religion or belief
- ✓ Sex
- ✓ Sexual orientation



We ensure that our policies and practice promote equality, tackle discrimination and advance equality of opportunity.



### Together we are stronger

When we work together and respect our differences, we create a stronger, kinder school community where everyone can thrive.



## 14

## How do we support communication and engagement?

Good communication and strong relationships are essential for supporting our pupils and their families.

We are committed to keeping you informed, listening to your views and working in partnership with you.

We use a variety of ways to communicate and engage with our school community.



### Working in partnership

We believe that by working together and communicating openly, we can provide the best possible support for every pupil.

### Ways we communicate:



#### Emails and letters

We send regular updates, newsletters and letters to keep you informed about key information and events.



#### School website

Our website is kept up to date with news, policies, curriculum information and useful resources.



#### Parent app

We use our parent app to share messages, reminders, updates and important information.



#### Meetings and consultations

We hold regular meetings, reviews and consultations to discuss progress and gather your views.



#### Phone calls and messages

We are always here to talk. You can contact us by phone or leave a message and we will get back to you.



#### Events and workshops

We invite parents and carers to events, workshops and information sessions throughout the year.

### We listen to your views



- ✓ We welcome your feedback and ideas.
- ✓ We use surveys, questionnaires and meetings to hear your views.
- ✓ We take your feedback seriously and use it to make improvements.
- ✓ We are always looking for new ways to engage with our families and community.

### Keeping you informed



- ✓ We let you know what is happening in school and how your child is doing.
- ✓ We share information about support, services and opportunities.
- ✓ We provide clear, accessible information when you need it.
- ✓ If you need information in a different format or language, please let us know.

### Get involved



There are many ways to get involved and support our school community:

- ✓ Join our parent groups or committees
- ✓ Volunteer in school
- ✓ Attend events and activities
- ✓ Share your skills and experiences
- ✓ Support school initiatives

“ When we communicate well and work together, we can make a real difference. ”



### We value your involvement and are here to support you.

If you have any questions, ideas or feedback, please get in touch. We look forward to continuing to work with you.



## 15

## Transition and preparing for the future

We understand that transitions can be exciting but also challenging for pupils and their families.

We plan carefully to support smooth transitions between year groups, key stages and on to the next phase of education, employment or training.

We start early, plan well and work with you to make sure your child feels confident and prepared for the future.



### Preparing today for tomorrow

We provide the information, skills and experiences our pupils need to make informed choices and achieve their goals.

#### We support transitions at every stage:



#### Starting school

We provide visits, story books, meetings and transition sessions to help children feel safe, happy and ready to start.



#### Moving year groups and key stages

We prepare pupils for change through visits, meetings with staff and transition activities to build confidence and familiarity.



#### Moving to a new class or setting

We share information with staff, provide opportunities to visit new settings and use personalised plans to support change.



#### Moving to secondary school or college

We work with pupils, families and receiving schools/colleges to plan visits, share information and support a confident transition.



#### Preparing for adulthood

We support pupils to develop independence, life skills and confidence to help them move towards employment, training and adulthood.

#### How we support pupils



- ✓ Personalised transition plans
- ✓ Visits and taster sessions
- ✓ Social stories and visual supports
- ✓ Meetings with key staff
- ✓ Sharing information with new settings
- ✓ Emotional support and reassurance
- ✓ Time to ask questions and express worries
- ✓ Ongoing support after the transition

#### How you can help



- ✓ Talk positively about upcoming changes
- ✓ Share your child's feelings and any worries
- ✓ Attend meetings and transition events
- ✓ Help your child practise new routines
- ✓ Encourage independence and resilience
- ✓ Keep in touch and share useful information
- ✓ Celebrate progress and achievements

#### Planning for the future

From an early age, we help pupils think about their interests, strengths and aspirations. We provide opportunities to explore different pathways and make informed choices about their next steps.



#### Explore

Discover interests and strengths



#### Plan

Set goals and plan next steps



#### Experience

Take part in opportunities to build skills



#### Achieve

Build confidence and achieve aspirations



**Every transition is a step towards a brighter future.**

We are here to support your child every step of the way.



## 16

## How do we support health and well-being?

Good health and well-being are essential for learning and achievement.

We are committed to supporting the physical, mental and emotional well-being of all our pupils and helping them develop healthy habits for life.

We work with families and external partners to provide the right support at the right time.



### Supporting the whole child

We take a whole-school approach to well-being and create a safe, supportive and inclusive environment where everyone can thrive.

### We support well-being through:



#### Mental health and emotional well-being

We provide support to help pupils manage emotions, build resilience and know where to get help when they need it.



#### Physical health

We promote healthy eating, regular exercise and good sleep, and help pupils understand the importance of looking after their bodies.



#### Pastoral support

Our staff are here to listen and provide guidance and support for any personal or welfare concerns.



#### Safe and inclusive environment

We promote respect, kindness and positive relationships and have clear systems in place to keep pupils safe.



#### Working with families and partners

We work together with families and external professionals to make sure pupils get the right support at the right time.

### Support available for pupils



We offer a range of support, including:

- ✓ A trusted adult in school to talk to
- ✓ Peer support and mentoring
- ✓ Access to well-being resources and tools
- ✓ Small group support programmes
- ✓ Referrals to specialist services when needed

If you are ever worried about your child's well-being, please speak to their tutor, Head of Year or our Inclusion Team.

### Looking after ourselves together



We encourage everyone in our school community to look after their own well-being and support others.

#### Top tips for well-being:

- ✓ Be kind to yourself and others
- ✓ Talk about how you feel
- ✓ Stay active and get enough sleep
- ✓ Eat well and drink plenty of water
- ✓ Take time to do things you enjoy
- ✓ Ask for help when you need it

### Where to get help



If you or your child need support, you can talk to:

- ✓ Their tutor or any member of staff
- ✓ Our Pastoral Team
- ✓ The School Nurse
- ✓ Our Mental Health Lead

In an emergency, please contact 999.

### Useful contacts



**Childline**  
0800 1111

Free, confidential support any time, day or night.



**Kooth**  
[www.kooth.com](http://www.kooth.com)

Free online support for young people's mental well-being.



**NHS – Mental Health Support**  
[www.nhs.uk/mental-health](http://www.nhs.uk/mental-health)

Information and advice on mental health.



### Happy, healthy pupils are ready to learn and achieve.

Together, we can support every child to feel their best and be their best.



# 17

## How do we ensure pupil safety and safeguarding?

The safety and well-being of our pupils is our highest priority. We have strong safeguarding systems in place to protect and support all children.

Everyone in our school community has a responsibility to keep pupils safe, and we work together to create a culture of vigilance, care and trust.



### Safeguarding is everyone's responsibility

Our staff are trained to recognise and respond to any concerns and make sure pupils get the help they need, when they need it.

### We have strong safeguarding systems:



#### Safe recruitment

We follow safer recruitment practices to ensure all adults working with pupils are suitable to do so.



#### Staff training and awareness

Our staff receive regular safeguarding training and updates to keep their knowledge and skills up to date.



#### Clear policies and procedures

We have robust safeguarding policies and procedures which are regularly reviewed and updated.



#### Listening to pupils

We create a safe culture where pupils feel comfortable talking to adults about any worries or concerns.



#### Identifying and responding

We act quickly to identify concerns and provide early support to help keep pupils safe.



#### Working with partners

We work closely with families and external agencies to provide the best support for our pupils.

### Keeping pupils safe online



- ✓ We teach pupils how to stay safe online.
- ✓ We monitor and filter online activity.
- ✓ We educate pupils about online risks and how to report concerns.
- ✓ We work with families to promote safe online behaviours at home.

### What we teach our pupils



- ✓ How to keep themselves safe
- ✓ How to recognise risks and get help
- ✓ Healthy relationships and respect
- ✓ Rights, responsibilities and boundaries
- ✓ Where to go for help and support

### Who to talk to



Pupils can talk to any trusted adult in school, including:

- ✓ Their tutor
- ✓ Any teacher
- ✓ The Pastoral Team
- ✓ The Designated Safeguarding Lead (DSL)
- ✓ The School Nurse
- ✓ Any member of staff they feel comfortable with

You can also speak to a trusted adult at home.

### Useful contacts



**Childline**  
0800 1111

Free, confidential support any time, day or night.



**Kooth**  
[www.kooth.com](http://www.kooth.com)

Free online support for young people's mental well-being.



**NSPCC**  
0808 800 5000  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Support and advice about keeping children safe.



### We are here to keep every pupil safe.

If you have any worries about your child's safety or well-being, please contact the school straight away. We are always here to help.



## 18

## How do we work with external partners?

We believe that strong partnerships help us provide the best possible support for our pupils and families.

We work closely with a range of external organisations and services to enhance opportunities, remove barriers and support every child to succeed.



### Stronger together

By working in partnership, we can share expertise, access additional resources and provide joined-up support that meets the needs of our pupils and school community.

### We work with a range of external partners, including:



#### Education partners

Working with other schools, academies, colleges and early years providers to share good practice and plan smooth transitions.



#### Health and well-being services

Collaborating with NHS services, mental health professionals, school nurses and therapists to support pupils' physical and mental health.



#### Social care and family support

Working with social care teams and family support services to provide early help and support for families.



#### Community organisations

Partnering with local charities, sports clubs, arts organisations and community groups to enrich experiences.



#### Employers and training providers

Working with local employers and training providers to inspire aspirations and create pathways for the future.



#### Specialist services

Accessing specialist advice and support, such as SEND services, speech and language and educational psychology.

### How these partnerships benefit our pupils



- ✓ Access to specialist expertise and resources
- ✓ Additional support tailored to individual needs
- ✓ More opportunities to learn, grow and achieve
- ✓ Better outcomes and improved well-being
- ✓ Stronger pathways into further education and employment

### Our commitments



- ✓ We build respectful, professional relationships
- ✓ We work together for the best interests of pupils
- ✓ We share information appropriately
- ✓ We regularly review and evaluate our partnerships
- ✓ We ensure our community benefits from collaborative work

### Get involved



We welcome suggestions about organisations or services that could help our school community.

If you know of a group or service that you think could make a positive difference, please get in touch.

**Together we can achieve more.**

### Useful contacts



**School Office**  
01234 567890

General enquiries about partnerships and involvement.



**Partnerships Lead**  
partnerships@eldongroveacademy.co.uk

For information about working with our school.



**School Website**  
www.eldongroveacademy.co.uk

Find out more about our partners and opportunities.



**Partnerships help us remove barriers and open doors to brighter futures.**

By working together, we empower our pupils to reach their full potential and thrive.



## 19

# How do we handle concerns and complaints?

We value open and honest communication and are committed to resolving any concerns quickly and fairly.

If you have a concern or complaint, we will listen to you and work with you to find a positive way forward.



### We are here to listen

Your views matter to us. We take all concerns seriously and will always do our best to resolve issues as quickly as possible.

### How to raise a concern



1

#### Speak to the right person

In the first instance, talk to your child's teacher or the most appropriate member of staff.



2

#### Share your concern

Explain your concern clearly and calmly. We will listen carefully and ask any questions we need to.



3

#### We look into it

We will investigate your concern and may talk to other staff or pupils involved. We will keep you informed.



4

#### Find a solution

We will work with you to resolve the issue and agree on the next steps, where needed.



5

#### Follow up

We will check in with you to make sure the issue has been resolved and that you are satisfied.

### Our commitments to you



- ✓ We will listen respectfully and without judgement.
- ✓ We will respond promptly.
- ✓ We will keep you informed.
- ✓ We will treat all concerns confidentially.
- ✓ We will try to resolve issues fairly and quickly.
- ✓ If we make a mistake, we will put it right.
- ✓ We will use concerns as an opportunity to improve.

### If you are not satisfied



If you feel your concern has not been resolved, you can escalate it by:

- ✓ Contacting the Head of Year
- ✓ Contacting the Senior Leadership Team
- ✓ Contacting the Chair of Governors
- ✓ Following our formal complaints procedure, which is available on our website or from the School Office

### When to use the formal complaints procedure



The formal complaints procedure should be used when:

- ✓ Your concern is serious and has not been resolved through the steps above.
- ✓ The issue is about the Headteacher or a Governor.
- ✓ The concern is about the operation of the school's policies or procedures.



A copy of our formal complaints procedure is available on our website and from the School Office.

### Need help raising a concern?



If you need help or advice, you can contact any of the people below:

- ✓ Any member of staff
- ✓ The Pastoral Team
- ✓ The Designated Safeguarding Lead (DSL)
- ✓ The School Office

**We are here to support you.**

### Useful contacts



**School Office**

01429 273895

General enquiries and appointments.



**Email**

admin@eldongroveacademy.co.uk

For non-urgent enquiries or concerns.



**Website**

www.eldongroveacademy.co.uk

Policies, procedures and useful information.



**We are committed to working together to create the best possible experience for every pupil.**

Thank you for your trust and partnership.



## 20 How do we support pupils with SEND?

We are an inclusive school and believe every pupil should have the opportunity to achieve their potential.

We provide high-quality support for pupils with Special Educational Needs and Disabilities (SEND) to help them succeed and thrive.



### Every child, every opportunity

We identify needs early, provide the right support at the right time and work closely with families and external professionals.

### Our approach to supporting SEND



#### Identify

We identify needs early and assess how best to support each pupil.



#### Plan

We create individual plans, with clear targets and strategies, in partnership with pupils and families.



#### Support

We provide high-quality teaching, tailored interventions and reasonable adjustments to help pupils succeed.



#### Review

We regularly review progress and adapt support to meet changing needs.



#### Work together

We work closely with families, pupils and external professionals to provide the best possible support.



#### Achieve

We help every pupil build confidence, independence and aspirations for the future.

### The support we offer



- ✓ A wide range of in-class and small group support
- ✓ Personalised interventions and strategies
- ✓ Support with communication and social skills
- ✓ Access to specialist equipment and resources
- ✓ Support for SEMH and well-being
- ✓ Transition support at key stages
- ✓ Links with external specialists and services
- ✓ Careers advice and preparation for adulthood

Support is based on individual need and may change over time.

### Who is involved?



- ✓ Pupils
- ✓ Parents and carers
- ✓ Teachers and support staff
- ✓ The SENDCo and SEND Team
- ✓ External professionals and services

We work as a team to make sure pupils with SEND feel included, supported and able to achieve.

### Information and support



Our SEND information report explains in more detail how we support pupils with SEND.

This is available on our website or from the School Office.

If you have any questions or would like to discuss your child's needs, please get in touch.

### Useful contacts



**School Office** 01429 273895

General enquiries and appointments.



**Email** [admin@eldongroveacademy.co.uk](mailto:admin@eldongroveacademy.co.uk)

For non-urgent enquiries or concerns.



**Website** [www.eldongroveacademy.co.uk](http://www.eldongroveacademy.co.uk)

Policies, procedures and useful information.



**We are committed to inclusion and to helping every pupil reach their full potential.**  
Together, we can achieve more.





# 21

## How do we promote positive behaviour and respect?

We believe that positive behaviour and mutual respect are the foundation for a happy, safe and successful school.

We set high expectations and support all pupils to make positive choices, treat others well and take pride in our school community.



### Respect. Responsibility. Ready to learn.

Our school values are at the heart of everything we do and help us to create a positive environment for all.

### Our behaviour expectations



#### Be respectful

We treat everyone with kindness and consideration.



#### Be responsible

We take responsibility for our actions and make the right choices.



#### Be ready

We come prepared to learn and try our best.



#### Be safe

We keep ourselves and others safe in our school.



#### Be proud

We take pride in our school, our work and our community.



#### We celebrate positive behaviour every day.

Praise, recognition and rewards help to encourage positive attitudes and a culture where everyone can thrive.

### How we support positive behaviour



- ✓ Clear routines and expectations
- ✓ Positive relationships with all pupils
- ✓ Calm, consistent and fair approach
- ✓ Restorative conversations
- ✓ Support to make better choices
- ✓ Recognising and rewarding positive behaviour

### When behaviour falls below our expectations



- ✓ We respond calmly and consistently
- ✓ We listen to understand
- ✓ We support pupils to make better choices
- ✓ We use consequences that are fair and help pupils learn
- ✓ We work with families when needed

### How you can help



- ✓ Talk to your child about our behaviour expectations
- ✓ Support your child to be prepared and on time
- ✓ Encourage kindness, respect and responsibility
- ✓ Celebrate positive choices and achievements
- ✓ Work in partnership with us to support your child's success

Together, we can make a big difference.

### Useful contacts



School Office

01429 273895

General enquiries and appointments.



Email

admin@eldongroveacademy.co.uk

For non-urgent enquiries or concerns.



Website

www.eldongroveacademy.co.uk

Policies, procedures and useful information.



### When we work together, everyone benefits.

A positive school community helps every pupil feel valued, included and ready to learn.



## 22 Why is attendance important?

Good attendance is essential for every pupil to achieve their full potential.

Being in school every day helps pupils to learn, build friendships, develop confidence and achieve their goals for the future.



### Every day counts

Missing school means missing out on valuable learning.

Together, we can give every pupil the best start in life.

### The impact of good attendance



#### Better learning

Pupils who attend regularly make better progress and achieve more.



#### Stronger friendships

Being in school helps pupils build positive relationships and feel part of the school community.



#### More opportunities

Good attendance opens doors to clubs, trips and experiences that help pupils grow and succeed.



#### Better wellbeing

Routine and consistency support mental health, confidence and wellbeing.



#### Stronger future

Good habits today lead to better choices and success in further education and employment.

### What we do to support good attendance



- ✓ We build positive relationships with pupils and families
- ✓ We monitor attendance closely and follow up on any absences
- ✓ We offer support early if attendance becomes a worry
- ✓ We celebrate and reward good attendance
- ✓ We work in partnership with families to remove barriers to attendance

### How you can help



- ✓ Ensure your child attends school every day and on time
- ✓ Book appointments outside of school hours where possible
- ✓ Inform us as soon as possible if your child is unwell and unable to attend
- ✓ Support us to work together to make sure your child does not miss out

### Reporting an absence



If your child is unable to attend school, please contact us on the morning of every absence.

01429 273895

admin@eldongroveacademy.co.uk



### Punctuality matters

Arriving on time helps your child start the day positively and ensures they do not miss important learning.

School starts at 8:45am.

### Useful contacts

|  |                      |                               |                                              |
|--|----------------------|-------------------------------|----------------------------------------------|
|  | <b>School Office</b> | 01429 273895                  | General enquiries and appointments.          |
|  | <b>Email</b>         | admin@eldongroveacademy.co.uk | For non-urgent enquiries or concerns.        |
|  | <b>Website</b>       | www.eldongroveacademy.co.uk   | Policies, procedures and useful information. |



### Good attendance = bright futures

Let's work together to give every pupil the best chance to learn, grow and succeed.



## 23 How do we keep pupils safe online?

The online world offers incredible opportunities, but keeping safe is essential.

We teach pupils how to stay safe, make smart choices and seek help if they are ever worried.



### Safe. Smart. Respectful.

Our aim is to help every pupil use technology safely and responsibly, so they can learn, connect and thrive.

### Our online safety principles



#### Stay safe

Protect personal information and be careful about what we share online.



#### Be respectful

Treat others online as we would offline. Be kind, polite and considerate.



#### Think before we share

Think carefully about what we post or send – once it's online, it can be hard to remove.



#### Tell a trusted adult

If something upsets or worries us online, we speak to a trusted adult straight away.



#### Use technology wisely

Use technology to support learning and make positive choices.

### How we keep pupils safe online



- ✓ We teach online safety as part of our curriculum
- ✓ We use filters and monitoring systems
- ✓ We have clear rules for using technology
- ✓ We talk to pupils about online safety regularly
- ✓ We work with parents and carers
- ✓ We respond quickly to any concerns

Online safety is everyone's responsibility.

### How you can support at home



- ✓ Talk to your child about their online life
- ✓ Agree boundaries and screen time
- ✓ Know which apps and websites they use
- ✓ Encourage kind and respectful behaviour
- ✓ Check privacy settings together
- ✓ Remind them to speak up if worried

Working together helps keep our pupils safe online.

### Worried about something online?



If something happens online that makes you feel upset, worried or unsure:

- ✓ Tell a trusted adult
- ✓ Talk to a teacher or a member of staff
- ✓ We will listen and help

**You are never alone. We are here to help.**

### Reporting concerns



If you are concerned about something online, you can report it:

- ✓ To a member of staff
- ✓ Through our school's reporting systems
- ✓ To CEOP: [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- ✓ Call Childline: 0800 1111

**Report it. Don't ignore it.**

### Useful contacts



**School Office**

01429 273895

General enquiries and appointments.



**Email**

[admin@eldongroveacademy.co.uk](mailto:admin@eldongroveacademy.co.uk)

For non-urgent enquiries or concerns.



**Website**

[www.eldongroveacademy.co.uk](http://www.eldongroveacademy.co.uk)

Policies, procedures and useful information.



### We are here to keep pupils safe online.

Together, we can create a safe and positive digital world for everyone.





# 24

## How do we support pupils' mental health and wellbeing?

We believe positive mental health and wellbeing are essential for pupils to learn, grow and thrive.

We provide a caring, supportive environment and a range of services to help every pupil feel safe, valued and supported.



### You matter

Your mental health is just as important as your physical health.

We are here to listen, support and help you when you need it.

### Ways we support pupils



#### Someone to talk to

We have a range of staff you can talk to if you need support or just someone to listen.



#### Support in school

We offer pastoral support, wellbeing activities and individual or group interventions.



#### A safe environment

We create a safe, kind and respectful school where everyone feels they belong.



#### Building resilience

We help you develop confidence, coping strategies and the skills to manage challenges.



#### Wellbeing curriculum

We teach and promote mental health and wellbeing as part of our curriculum.



#### Help when you need it

We help you access the right support at the right time, including external services.

### Looking after your wellbeing



- ✓ Talk about how you feel
- ✓ Look after your body – sleep, eat well, stay active
- ✓ Take breaks and do things you enjoy
- ✓ Spend time with friends and family
- ✓ Ask for help – it's a sign of strength
- ✓ Remember, it's okay not to be okay

Small steps can make a big difference.

### Where to get help



- ✓ A trusted adult in school
- ✓ Your form tutor or Head of Year
- ✓ The Pastoral Team
- ✓ Designated Safeguarding Lead (DSL)
- ✓ School Counsellor
- ✓ External organisations and helplines

You are not alone. There is always someone here to help.

### If you are worried about a friend



If you are worried about a friend, encourage them to talk to a trusted adult.

- ✓ Listen without judging
- ✓ Show you care
- ✓ Encourage them to get help
- ✓ Tell a trusted adult if you are still concerned

Looking out for each other is a sign of kindness.

### Useful contacts



**School Office**

01429 273895

General enquiries and appointments.



**Email**

admin@eldongroveacademy.co.uk

For non-urgent enquiries or concerns.



**Website**

www.eldongroveacademy.co.uk

Policies, procedures and useful information.



### We care about you and your wellbeing.

Together, we can build a strong, supportive and positive school community where everyone can thrive.

