



Elkesley Primary School Special Educational Needs and Disabilities Information Report

1. What kinds of special educational needs does the school/setting make provision for?

At Elkesley Primary and Nursery School we show a passionate commitment to learning and recognise the uniqueness of individual learners: ensuring all of our pupils enjoy their learning and develop the necessary skills to unlock their full potential.

We cater for a wide variety of special educational needs and disabilities, including children with medical conditions such as: Autism, ADHD, Dyslexia, physical disabilities, learning difficulties, speech and language delay and other emotional and behavioural difficulties.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Pupils have a special educational need if they have a learning need that requires additional support above the quality first teaching provided in the classroom. Usually a child will be identified in one of the following ways:

- information from a pre-school setting
- a pupil performing significantly below the expected level for their age a parent or carer expressing a concern
- concern raised by a member of school staff, for example where self-esteem or behaviour appears to be affecting performance
- information received from external agencies regarding physical difficulties or a health diagnosis from a paediatrician.

Children with additional needs are identified as early as possible through transition into school based on information from parents, teachers and other practitioners. Our SENDCO works closely with pupils and parents on transition and is, therefore, able to identify needs where appropriate. Concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

Any concerns about your child's needs should be raised through the class teacher. If appropriate, the teacher will discuss your concerns with the SENDCO. Alternatively, any parents are welcome to make an appointment to meet with the SENDCO (Mrs K Griffiths) or the Head Teacher (Mr C Marsh). We will always aspire to be open and honest with parents.

3a. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The progress data of all children is closely tracked and monitored regularly throughout the school year. The SENDCo carefully monitors the progress of children with Special Educational Needs and supports the development of individual action plans where appropriate (in conjunction with the parent and class teacher) for children who are not making expected progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations.

Regular reports are provided to governors who oversee the progress of the children. The Head Teacher's report includes a section updating issues relating to SEND which are discussed. This gives Governors the opportunity to contribute to any decisions related to evaluating the effectiveness of provision. Children are not identified by name. There is a designated SEND governor.

3b. How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Provision is reviewed by the SENDCO, class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEN are also carefully monitored at termly progress meetings with the SLT. Parents are offered an opportunity to discuss their child's progress each term through initial meetings and reviews. More regular meetings happen whenever staff and families feel they are necessary. Multi-agency meetings, where support from other agencies is necessary, also happen as well as the termly review meetings.

Additional provisions are planned where daily communication is required.

3c. What is the school's approach to teaching pupils with special educational needs?

We follow a fully inclusive curriculum and have high expectations for all children; we believe that quality first teaching should adhere to all children. We ensure that all children are given the opportunity to reach their full potential. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate support is put in place.

The curriculum may be adapted through the use of prompts, adapted resources and by the level of support from teachers and teaching assistants. In some cases, specific schemes of work (including for social and emotional difficulties) and interventions are used. Interventions may involve group or one-to-one teaching both in class and away from the classroom.

Class teachers are encouraged to discuss approaches to adaptations with specialist staff. Teachers/Teaching assistants attend training provided by outside agencies closely linked to the needs of the children in their class. There are regular discussions between teaching assistants, class teachers, the Head and the SENDCo regarding pupil progress.

If your child requires significant, additional levels of support, an Educational Health and Care plan (EHC) may be requested for him/her. This will detail the specific areas of learning, targets and strategies to be used. You will be involved in this process at all stages so you are fully aware of how your child is being supported at school. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled). Timescales are target dependant with some more aspirational targets being aimed at end of Key Stages. The plan is reviewed annually in consultation with you, school staff and the Local Authority (ICDS).

Children who do not meet the criteria for an EHCP, but do require additional support in school will be in receipt of Assess, Plan, Do Review meetings, which take place termly. These meetings give you the opportunity to meet with your child's Teacher along with the SENDCo and discuss targets, interventions, strengths and areas of difficulty. You can, of course, access the Head teacher, SENDCo or members of the support staff for updates at any time.

3d. How will the curriculum and learning be matched to my child/young person's needs?

Children who have a special education need have targets and strategies they work on, recorded on an individual education plan. This is reviewed termly and discussed with both the pupils and their families at review meetings.

3e. How are decisions made about the type and amount of support my child/young person will receive?

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, specific assessment tasks and tests as well as the views of parents and pupils are used to identify needs. These views are gathered by the SENDCo who will support provision. Class teachers and teaching assistants work alongside the SENDCo to plan the most appropriate strategies and interventions.

Advice may also come from external support services. Information gathered is then used to develop interventions, as well as adaptations to the environment and the curriculum. Advice from outside agencies may be accessed.

If your child receives Additional School Need funding, Additional Family Need funding or Higher Level Need funding, support both in and out of class will be provided by school based on the individual needs and areas of difficulty.

3f. How will my child/young person be included in activities outside the classroom, including school trips?

No children are excluded from any activities or school trips; we aim to include all children in extra activities.

If any child needs additional support or provision, then this is provided. Where necessary we work alongside families and support services to ensure children access a broad and balanced curriculum.

3g. What support will there be for my child/young person's overall well-being?

Elkesley Primary and Nursery School is a place where all children feel safe and valued. All children have equal opportunities and all members of staff ensure this.

We have a wellbeing curriculum delivered in all classes and each child's voice is listened to to ensure support for wellbeing is in place for all pupils whom require it.

We work **with Bassetlaw Primary Behaviour Partnership** and we receive support from them for children who we feel require additional emotional and behavioural support.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo or Head Teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Educational Psychology, and/or the Behaviour Support Team.

School also provides emotional support for identified children through our ELSA (Emotional Literacy Support Assistant). Sessions are carefully planned to provide children with a safe space in which they can make a connection with a member of staff and work on specific objectives.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs K Griffiths –SENDCo – send@elkesley.notts.sch.uk

The SENDCo has responsibility of ensuring that there is a consistent approach to special needs. It is also the responsibility of the SENDCo to ensure the views of families and pupils are taken into account and that there is clear communication. Information about the roles and responsibilities in school concerning SEN can be found in more detail in the SEN policy.

Further information about SEN can be found in our SEN policy available on the school website.

5a. What training have staff supporting special educational needs had and what is planned?

Staff have ongoing SEND training and any training needs are quickly identified by the SENDCo. Many of our staff have attended specialist training for e.g. Anxiety and mental health, attachment disorder, autism, ADHD, Funfit and intensive interaction.

Our school participates in the following training programmes:

- Specialist schools and Families services training
- Training delivered by our family SENDco
- Individual staff also attend training to support specific needs

5b. What specialist services and expertise are available or accessed by the setting/school?

Local Authority Provision delivered in school

- Educational Psychology Service
- Communication and Interaction Team
- Cognition and Learning Team
- Parent Partnership Service
- Targeted Support

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHS

We access a full range of additional services from the local authority and external agencies where required to meet specific needs of our children.

A Speech and Language Therapist visits school once a term to carry out assessments and subsequently creates a report of need and strategies, with the consent of parents. The therapist works closely with one of our Teaching Assistants and trains them in the delivery of interventions. The trained Teaching Assistant is provided with protected time in school to work with children identified as having speech and language difficulties. You are also provided with a copy of the report and any additional resources.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

In order to ensure that learners with SEND have the required resources in each classroom, a proportion of the budget is used towards class based provision. This might take the form of additional physical resources e.g. enlarged visual aids, additional ICT equipment, writing slopes, alternative seating etc. or assessment materials for dyslexia, dyscalculia etc.

Class teachers are encouraged to discuss their resource needs with the SENDCo and Head teacher. For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases, it might also be used to provide additional human resources e.g. teaching assistants, therapists, specialist teachers etc. Specialist training of staff may also be necessary.

Where much more specialist personalised equipment is required, the school liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

The building is adapted to accommodate children with a specific physical need. Some classrooms have a small step onto the playground; however, there is alternative access to all areas. There are handrails on entrances and we have specific doors are wide enough to accommodate wheelchairs.

There is a disabled toilet within school.

The car park has one disabled car parking space.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Parents/carers are invited to Parent consultation evenings, review meetings and to contribute to their child's Individual Education Plan. We have an open door policy so parents are welcome to contact their child's class teacher at the beginning or the end of the day to make an appointment to discuss any concerns about their child's needs. The SENDCo also arranges additional meetings with parents for updates or if school are concerned about a child. Parents can make an appointment or drop in to see the SENDCo. We welcome and value the parental voice and their involvement in their child's education as we feel that this is essential to enable children to reach their full potential.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved with their target setting. Where appropriate, they are invited to review meetings to contribute their view on the support they are receiving and the progress they have made.

Teachers strive to find out the children's interests and tailor the provision in school to meet these interests. The school councils work hard to ensure that they have a correct representation of the children in the school and are involved in organising certain activities and in some strategic decision making.

9. What do I do if I have a concern or complaint about the SEND provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or Head Teacher, who will try to resolve any difficulties. They will advise on formal procedures for complaint.

Please refer to the school complaints policy on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENDCo provides a termly report to governors and liaises regularly with the governor who oversees Special Educational Needs. This enables the governors to see the progress data of children with additional needs and ask questions to ensure that all children's needs are being met.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The SENDCo can signpost parents to a wide range of support organisations such as Family Support and local support groups. The SENDCo will also refer a child to obtain other professional support if she feels that staff in school needs some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents of children with Special Educational Needs and Disabilities.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

Children who join from different areas or during the school year have their transition carefully planned to ensure that it is positive and successful. Including:

- Extra visits to familiarise children with staff and new routines
- Visual timetables to support children with the new routine
- Buddy system
- Children can fill out a profile of information they want their new teacher to know about them
- Conversations/meetings with the child's current setting

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We have positive relationships with our feeder schools and plans comprehensive transitions for children with additional needs when they transfer into a different phase of their education.

We use detailed communication and support children in the transition between top phases, via:

- Visits by staff from the new phase of education
- Extra visits for the children to the new phases of education
- Regular meetings between current staff and new staff to ensure they understand the child's needs
- Transfer forms are completed by the class teacher/SENDCo
- Relevant documentation is transferred indicating the child's needs, relevant assessments and nature of current support

iii) Prepare for adulthood and independent living?

We encourage independent learning and ensure teaching of life skills and personal care.

13. Where can I access further information about SEND at Elkesley?

Further information can be found on the Nottinghamshire County Council website or the school's website.

C Marsh Head teacher

K Griffiths SENDco

(Updated April 2024)