

Special Educational Needs Information Report

Elmwood Primary School

Guys Farm Road

South Woodham Ferrers

Essex

CM3 5NB

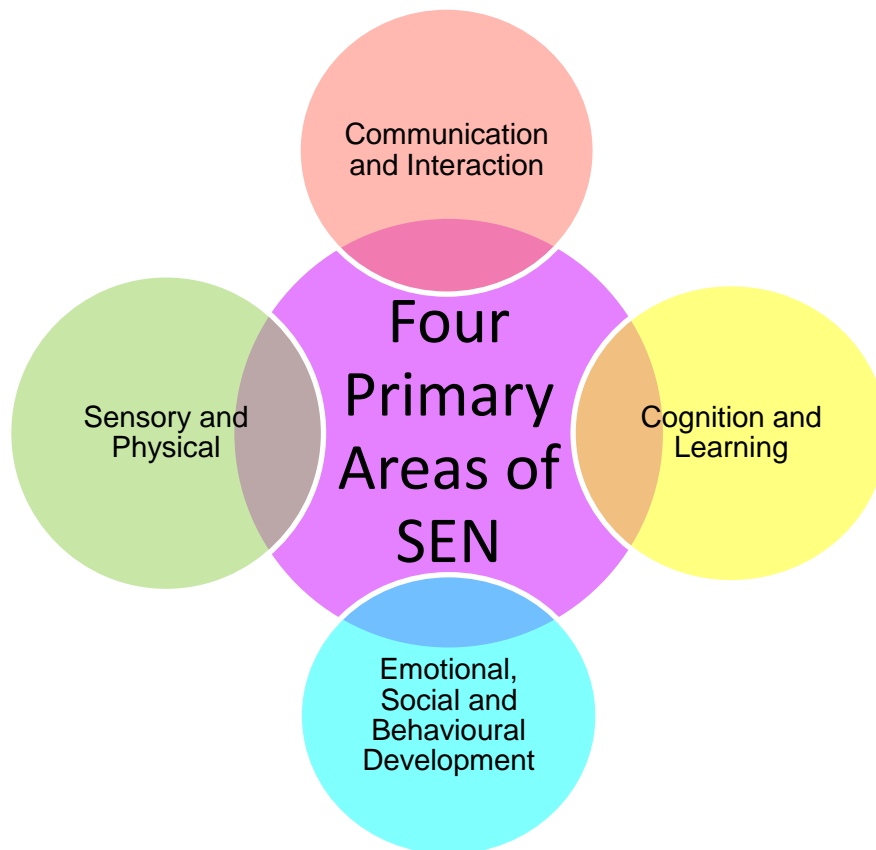
Telephone: 01245 321301

Headteacher: Mrs Helen Shaw

**SENCO and Deputy Headteacher: Mrs Joanne
Lovett**

Inspiring a life-long love of learning...

This report complies with the statutory requirement laid out in the SEND Code of Practice which was published in 2014.



✈ School Ethos for SEN

At Elmwood we are committed to providing high quality education in a safe, stimulating and inclusive environment, where every member of our community is valued and respected. We believe that all children, including those with Special Educational Needs, are entitled to a broad and balanced academic and social curriculum. We celebrate a strong sense of community and belonging, with the ethos of the school mirrored in our Core Values: Aspiration, Caring, Fairness, Respect and Responsibility.

At the heart of our provision is each child's entitlement to reach their potential. Quality First Teaching is a focus for all; namely, the class teacher recognising each

child as an individual and planning differentiated lessons which enable them to be appropriately challenged. Within our inclusive practice we remove barriers to learning and have a graduated, child-centred approach when responding to children who demonstrate special educational needs (needs which require support that is different or additional to that provided within the differentiated planning of each class). Appropriate levels of intervention are put into place as this personalised approach is followed. Through high quality provision we are able to meet the varying needs of all our children, including those with SEN.

Arrangements for assessing and reviewing children's progress:

Whilst each child is an individual who will learn at varying rates, there are expectations attributed to each year group and teachers will monitor individual progress towards these. It is expected that within the year group, there may be some children who need additional support, while others are ready to experience work from the next year group. The class teacher will ensure that work within the classroom is appropriately pitched so that each child has aspirational targets that are compatible with their ability.

Teachers continually assess each child's progress towards their end of term or end of year targets through assessment for learning strategies: listening, questioning, observing and talking to the child about their learning. In addition, marking work, homework and planned opportunities for assessment in reading, writing and maths, inform teachers' ongoing understanding of attainment and these are recorded termly. This whole school approach quickly identifies when a child is not making adequate progress.

Every three weeks teaching teams hold an '**Achievement Team Meeting.**' The emphasis is on the accountability of class teachers to identify and remove barriers to good and better progress for *all* learners. It is an opportunity to review what is working well, share good practice and discuss any difficulties that individuals or groups may be experiencing. The meeting is solution-based and colleagues share possible approaches for supporting individuals or groups. Teachers commit to trying ideas in readiness for the next meeting and in this way there is a constant focus on the progress and attainment of all children.

At the end of term, teachers review each child's progress towards their targets; they then meet with other teachers in their year group to discuss outcomes at a '**Pupil Progress Meeting.**' If any child has not made expected progress, then a plan is devised to provide additional support, either through targeted intervention work within the classroom, or a specific block of activities. At Elmwood, we continue to follow the Aspire Programme model, which uses an 'Accelerated Learning' process to identify, then close, gaps in knowledge and scaffold learning sequences.

✦ Arrangements for consulting parents of children with SEN and involving them in their child's education

Evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance. We appreciate and encourage parental support and have a specific 'Student and Family Support' team who monitor the relationship between parents and the school.

A termly 'One Plan Meeting' is held for SEN pupils when there is an opportunity for the child, parents and the class teacher to discuss -

- ✦ What is working
- ✦ What is not working
- ✦ What is important to the child now
- ✦ What is important to the child in the future

From this discussion targets are identified and these may have an academic, physical, social, emotional or behavioural focus as appropriate to each child's needs and level of development.

Elmwood's open-house policy also means that parents are welcome to approach the class teacher or SENCO about any concerns, at any time. Similarly, the class teacher or SENCO will request a meeting with a parent if they would like to talk about a child's difficulties with learning.

Each child with additional needs has a One Page Profile, which is an overview of information about the child and how best to support them in class. Parents are encouraged to contribute to their child's One Page Profile by sharing things that they like and admire about them; for example, "Joseph is very caring and offers to help his younger brother," or "Mum loves it when I am so keen to read and share my books at home."

SEN Afternoon Tea meetings are organised by two of our highly experienced LSAs, who host half-termly gatherings for parents of children with additional needs. This meeting enables parents to meet with others in similar situations, share concerns and swap stories. Any suggestions that parents would like passed to the SENCO are noted in a message book and addressed on an individual basis.

The SENCO will support parents in engaging with outside agencies and provide information for a range of services when requested.

In addition to meeting with school staff, we have also signposted parents to outside agency courses and in the Autumn '16 term are running an About Boys Course for mums with boys.

✦ **Arrangements for consulting children with SEN and involving them in their education:**

All children at Elmwood are invited to attend the One Plan Review Meeting with their parents, where they are encouraged to talk about their learning and contribute their own views. The One Page Profile and Pupil Views questionnaire provides a structure to talk about learning preferences and how the child may need support. The One Page Profile is also a place for children to record what is important to them and what they feel adults should know in order to support their learning effectively, for example, "I find it difficult to talk in a loud voice when I am asked a question," or "I need an adult to check that I have understood instructions."

Children are regularly consulted about their views and Elmwood has a strong school council and Eco-School council, with elected class members who meet weekly. Children with SEN may receive additional adult support during the election process or in order to participate as their class council representative. Class Learning forums lead on from the school council meetings and regular pupil perception surveys give children the opportunity to express their ideas.

Children are invited to join a wide range of extra-curricular clubs and these are available to all children. Clubs include football, dodgeball, tag rugby, netball, cross-country, cooking, athletics, art, writing, science, art and craft, choir, chess, French, gymnastics, tennis and homework.

✦ **Arrangements for supporting children as they move between phases of education:**

Core Learning Skills: At Elmwood children have a specific programme of 'Core Learning Skills' activities and visitors to the school will see these reflected in each classroom. These are lessons which encompass skills essential for life-long learning at any phase: learning with others, developing a sense of self-worth and understanding of others, developing independence and responsibility, thinking skills, speaking and listening skills.

In addition we support specific transition points:

Pre-School into Primary School: Children who attend the Elmwood Pre-School are able to take part in 'Little Learners' sessions. These are sessions based within Elmwood school and involve children experiencing activities as they would in the Reception classes. They are able to join reception classes for story times and class assemblies. The children also take part in PE lessons in the sports hall. All of these experiences support children in feeling confident within the 'big school' setting and help to familiarise them with children and adults that they will meet. If children at

the pre-school have been identified as having Special Educational Needs, then during the summer term, the SENCO and pre-school staff meet to discuss individual provision. It may be decided that some children need additional visits, while others may need a transition book containing photographs of new locations within the school, together with labelled pictures of adults that they will meet. Transition books are a great way for parents to talk to their child about their new school throughout the summer holiday.

Key Stage One into Key Stage Two: Children's anxieties during this transition phase can be due to a change of entrance first thing in the morning. For this reason children are invited to practise coming into school using the Junior entrance. The children experience break times in the year 3 / 4 playground, so that they can also practise buying a healthy snack from the daily snack shop. As with earlier transition, individual children may be given specific support in order to prepare them for changes in routine.

Key Stage Two into Secondary School: Children with SEN have their own visit from a member of the Year 7 pastoral support team at William de Ferrers; this gives them an opportunity to ask specific questions in a smaller group. They are also able to attend two additional visits to the secondary school, which are specifically for children with SEN. Secondary school representatives are invited to attend review meetings and information relating to the needs of individual children is discussed when SEN support staff visit Elmwood. The SENCO liaises closely with the SENCO at the local secondary school, to ensure that all key information is shared.

✧ **Our approach to teaching children and young people with SEN and how adaptations are made to the curriculum and the learning environment for children with SEN:**

The Teachers' Standards make it clear that it is every teacher's responsibility to adapt their teaching in order to respond to the strengths and needs of all children. Teachers at Elmwood use information about each child in order to differentiate teaching and adapt methods to include all children.

Where possible, children learn through a themed approach, with examples of topics including: One in a Minion, Fire, The Rainforest, World War II and Victorians. Children are part of the planning process for a new topic and enjoy finding cross-curricular links for their learning. Each topic starts with immersion activities to generate an excitement for future learning.

Elmwood is committed to being an inclusive setting and as a result adaptations are often made in order to accommodate the needs of individual pupils with SEN. These can range from targeted adult support, intervention

groups, a personalised 'off-curriculum' timetable and additional sessions of activities which will particularly benefit a child with SEN, for example, further sessions of swimming or forest school, fine motor skills support, nurture room support or life skills lessons.

✦ **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:**

The SENCO attends a termly cluster meeting for SENCOs from the local secondary and primary schools. There is a weekly SENCO bulletin which outlines important changes in legislation, together with signposting best practice and highlighting effective resources. Key messages are cascaded through staff meetings and weekly training for LSAs. Subject leaders, the SENCO and visiting specialists contribute to a comprehensive system of continued professional development for our support staff. In this way training needs are addressed as needed and planned on a half-termly basis.

Our LSAs have accumulated a wealth of training, meaning that we can offer a range of interventions relating to specific needs. Some of these include – Read Write Inc. reading intervention, a Phonological Awareness programme to support speech and language difficulties, Overcoming Barriers in maths, Level 1 counselling, Phonological Awareness Training, Precision Monitoring, Behaviour and Attachment support, Social and Emotional support and targeted teaching to close gaps in an individual's number skills.

Our work with the Aspire programme continues to mean we monitor children as part of the Student and Family Support strand. At every Achievement Team Meeting, children causing concern are highlighted for monitoring and support.

The school is visited once each week by a Level 3 counsellor, who works with individuals requiring emotional or mental health support. In addition we have trained staff who are our 'Wellbeing Mentors;' children are able to visit them to engage in play therapy to support social and emotional needs. We also have designated LSAs who work in our Rainbow Room to provide a nurturing space to those children who are experiencing social, emotional or behavioural difficulties. Outside agency support from providers like the Yo-You project have provided bereavement and family support counselling.

We offer a daily Gym Trail session that takes place each morning before school and targets those children who need additional support with fine and gross motor skills development.

Access to Specialist Support through outside agencies –

If we refer a child for further specialist assessment via The Specialist Teacher Team, the designated specialist teacher is able to provide access to specific teaching strategies, resources and support materials. They work closely with school staff and in addition they are a valuable source of information for parents and children.

The school has a designated Educational Psychologist who can provide additional, specialist support through assessment, observation and advice. If we feel that a specific medical diagnosis should be investigated, then the SENCO will write a GP referral to support parents in gaining a further investigative assessment. The school will also complete referrals for speech and language therapy, Dyslexia, ADHD, Autistic Spectrum Conditions and CAMHS (Child and Adult Mental Health Support).

The SENCO liaises with the community paediatrician, Dr. Karki, providing information to support medical investigations and reviews at the South Woodham Ferrers Clinic. When appropriate, the paediatrician is also invited to review meetings.

The school nurse visits school and trains staff to ensure that they remain up to date with necessary medical information, e.g. diabetes training, epi-pen training.

✈ Evaluating the effectiveness of the provision made for children and young people with SEN

Effectiveness of provision is monitored during One Plan Meetings when discussions between the child, parent and teacher monitor successes and identify next steps.

End of term attainment data is used to track attainment and progress of all pupils.

End of key stage data is used to analyse the attainment and progress of pupils with SEN alongside all pupils within the school and those nationally.

The named SEN governors (Dave Ramage and Mandi Rogers) monitor provision for children with SEN. A termly action plan is created by the SENCO to outline key objectives relating to provision for children with SEN.

✈ How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Pupils at school with SEN or medical conditions are properly supported so that they have full access to the range of educational opportunities, including school trips and physical education. Children with SEN are fully integrated within their class and year group wherever possible. The Elmwood core values promote positive relationships between all groups of

people, irrespective of gender, race, ethnicity, cultural or religious beliefs. Each child's achievements are recognised and celebrated.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Elmwood has access to Level 1 and Level 3 counsellors, where a child's emotional or mental health requires individual support.

Two LSAs are dedicated 'nurture' staff. During morning lessons they support children within their English and Maths lessons - fostering confidence, self-esteem and a 'can-do' approach. Then, in the afternoon, they work with individuals and groups who need social and emotional support.

Following the daily Gym Trail programme, the nurture base provides breakfast for several children with SEN, who benefit from a relaxed atmosphere in which to enjoy eat. The focus is very much upon it being a social time, where communication is encouraged. Other users of the nurture room for breakfast include children who need a positive start to the day and a chance to talk about their morning.

All Elmwood children take part in regular bullying awareness activities and know that we are a 'telling' school. They are taught that bullying is **Several Times On Purpose** and that they should tell a bully to STOP. Each classroom has a 'worry box' into which children can post their worries. Teachers can then talk to a child about their worries and give the child strategies to help them address the situation themselves. If a child posts an anonymous worry, then circle time is used to highlight the issue through role play. The headteacher also has a locked worry box which also doubles as the 'problem of the week' box and children know that they can post any worries without peers knowing what they are doing. The SENCO and Headteacher also use the 'No Blame' approach to tackling bullying.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The Governing Body delegates responsibility for the involvement of other bodies to the Special Educational Needs Coordinator who signposts, recommends and refers to services that can help meet identified needs of individual pupils. This includes children with and without an Education and

Health Care Plan. The Special Educational Needs and Disabilities Governor visits and reports back to the Governing Body. The Headteacher reports to the Governing Body on a termly basis through the Headteacher Report.

The school works closely with professionals in the following roles:

- ✦ Specialist Teachers
- ✦ Home School Partnership Workers
- ✦ Educational Psychologist
- ✦ Speech and Language Therapists
- ✦ Trained counsellors
- ✦ Occupational Therapists
- ✦ Physiotherapists
- ✦ Social Care Workers
- ✦ Community Paediatrician
- ✦ School nurse
- ✦ Bereavement Counsellors
- ✦ GPs

✦ **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The first port of call is for the parent to speak with the class teacher. Following this, parents should request an appointment or telephone / email the SENCO. If parents feel that a situation has not been resolved, then they may request a meeting with the Headteacher, or a copy of the complaints policy (which may also be accessed through the school website).

✦ **The name and contact details of the Special Educational Needs Coordinator**

Our Special Needs Coordinator, Mrs Lovett, is also the Deputy Headteacher and as such is a member of the Senior Leadership Team within the school. Mrs Lovett is available five days a week for any queries or concerns and can be contacted via:

Telephone: 01245 321301
ilovett@elmwood.essex.sch.uk

✦ **Elmwood's Medical Needs Policy and Equal Opportunities Policy are available via the school website.**

🦋 **The Local Offer** www.essexlocaloffer.org.uk

The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The

SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The website contains information, support and guidance for parents, in relation to provision and services available in Essex.

Further information relating to specific services available may be requested by contacting the SENCO.