



Elton Church of England
Primary School

SEN Information Report to
Parents

Our school's approach to supporting pupils with SEND

Elton is an inclusive church school and we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence and recognising the value of everyone becoming agents of positive change. The Elton team believe that every child has an entitlement to personal, social and academic development and must be given the opportunity to achieve their potential in learning. We underpin our provision by offering Quality First Teaching and child-centred learning, for all children. Below is our Information Report and the School Offer which outlines the support provided for children with additional needs and disabilities. Please read and contact Claire Arnold, acting SENDCO, should you wish to discuss it further.

What will school do to support my child?

Your child's class teacher will talk to you about your concerns and your child's need. We will set individual targets which will be monitored by the class teacher, teaching assistants and SENDCO as well as outside agencies, if they are involved.



- **ASSESS** needs through ongoing assessment for learning; observations, unaided writing, explanations showing the understanding of Maths concepts and discussions with outside agencies (if applicable).

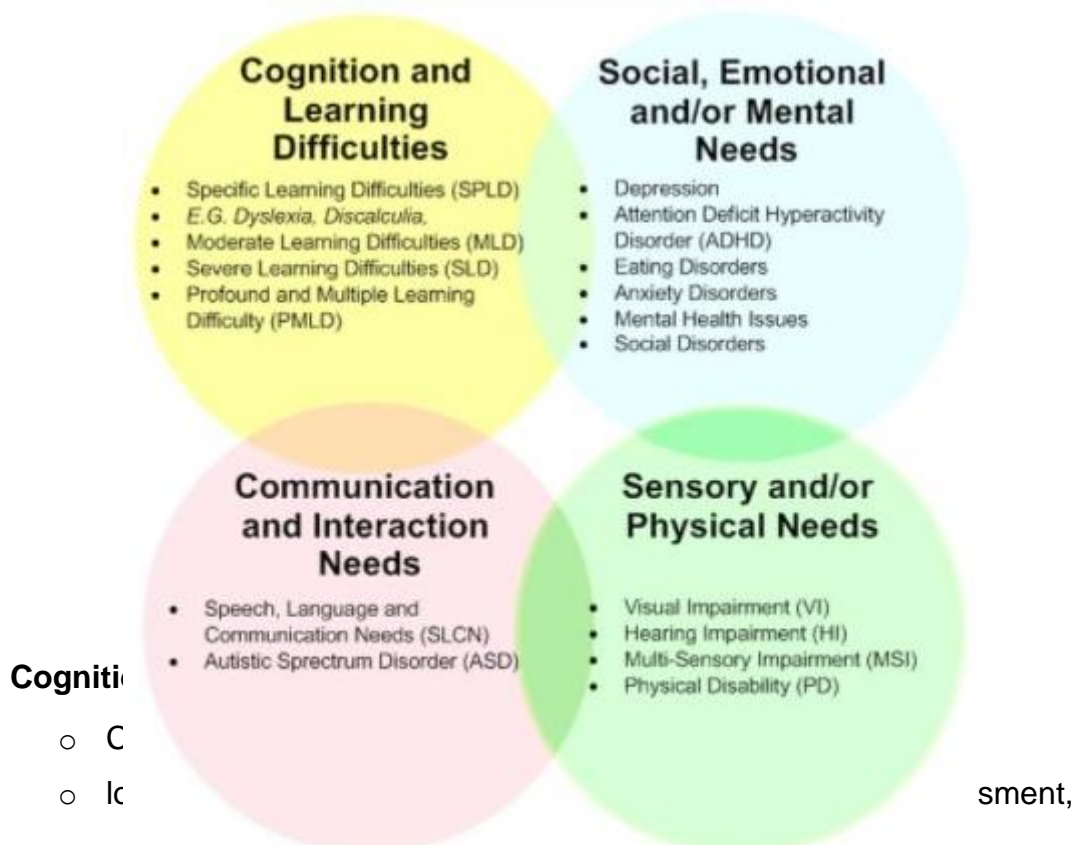
- **PLAN** individual smart targets to overcome barriers in learning.
- **DO** by using a range of Quality First teaching strategies. In-class support, small working groups, 1:1 support by a teaching assistant and by using outside agency support where required.
- **REVIEW** of your child's progress will be made by examining target success. We will look at which strategies have been successful or unsuccessful, and why. Are any next steps required? If so, is further intervention required? Do we need to involve outside agencies? What would your child's new targets be? Targets will usually be reviewed a minimum 3 times per year with parents at a review. The process is managed and monitored by the Head Teacher, the SENDCO and the SEND link Governor.

What are the Four Areas of Need?

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory Need

In practice, children with SEN often have needs that cut across all these areas.



- difficulty in acquiring skills (notably in literacy and numeracy)
- difficulty in dealing with abstract ideas and generalising from experience
- a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.

Communication and interaction

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play

Social, emotional and mental health

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children have severe difficulties in regulating their emotions and behaviour, and symptoms include:

- anxiety
- sensory overload
- anger, including anger about pervasive life situations or undisclosed difficulties
- response to trauma or attachment difficulties
- grief

Sensory and/or physical needs

- Hearing loss
- Vision loss
- Multisensory impairment
- Sensory processing difficulty
- Diagnosed medical conditions which affect children in a physical way

How does the school identify and assess pupils with SEND?

Decisions will be made on individual needs through observations, assessment results and discussions between school staff. These include:

- School staff observing over a period of time and keeping the SENDCO fully informed through meetings or informal discussions
- Pupil Progress meetings.
- Regular reviews of the impact of any interventions to assess needs and to change support given if required.
- Regular discussions with pupils about how they feel they are getting on. Is an area particularly tricky? This could be an educational difficulty, communication problems, personal and social issues or behavioural challenges.
- Discussing any pre-existing issues or new challenges with parents

What should I do if I think my child has Special Educational Needs?

If you have a concern about your child, then the first person you need to talk to is the class teacher. The class teacher will discuss your concerns with you and will talk to you about how your child presents in school and the progress they are making. Together, you will plan what the next steps will be. The next steps may be one or more of the following:

- Close monitoring of progress for a specified period of time (this will be in addition to the routine tracking of progress of all pupils) followed by another meeting to discuss the outcome
- A meeting with the SENDCO to gain additional information or advice
- Additional assessments or observations, undertaken by members of the teaching team, the SENDCO or, if appropriate, relevant outside agencies after successful referral (Specialist Teacher, Educational Psychologist etc.) to help to determine the precise nature of any difficulties
- Inclusion in a specific targeted intervention or nurture group.

Who will support my child with SEND in school?

Your child's class teacher will be the main person who will support your child in school and will closely monitor their progress. However, teaching assistants in school team will also be closely involved in supporting your child's learning, depending on their training and specialisms. The SENDCO is responsible for coordinating the provision for children with additional needs and may work with your child from time to time to undertake assessments.

Our staff hold the following qualifications:

- ELKLAN – Speech and Language support for 5-11's
- ELKLAN – Unclear Speech
- ELKLAN – Supporting Autistic Childrens' Communication
- NHS Speech & Language - Wonderful words
- NHS Speech & Language - Super speech
- NHS Speech & Language – Stammering
- NHS Speech and Language - Understanding spoken language
- Recovery through Relationship
- Understanding Anxiety and Stress in Children and Young People
- Anxiety and depression in children: A practical guide for primary schools
- Level 2 – Understanding Autism
- Recognising and supporting pupils with ADHD
- Teaching Emotional Literacy: How to Support Pupils Behavioural Development
- TQUK Level 2 Cert in Behaviour that Challenges Children (RQF)
- Effective behaviour management: Is 'challenging behaviour misunderstood?'
- STEPS - Behaviour management
- STEPS Behaviour - Tutor Training
- Adopting a Dyslexia-friendly approach to teaching and learning
- Teaching and supporting pupils with Dyslexia
- Understanding and Supporting Pupils with Tourette's Syndrome and Tics/Primary
- TAs: Supporting Pupils to Develop Independent Learning
- Bereavement (TACT fostering)
- Level 3 Additional support for Special Educational Needs
- TA: Helping to unlock the potential of pupils with SEND
- Access link: Governors Termly Network: Session 1: Governance for Inclusion
- Identifying and supporting children with hidden SEND / Secondary
- National Award for SEN Coordination
- Using Ordinarily Available Provision Toolkit
- Writing High Quality APDRs (Best Practice)

Additional training planned for this year:

- Strategies to support neurodiverse children
 - Creating an Autistic Friendly Classroom
 - Attention Bucket Training
 - Identiplay
 - Early Language (designed for neurodiverse pupils in EYFS)

Sometimes your child may also be supported by:

- Midday Supervisors, who work in collaboration with class teachers and the SENDCO and are aware of specific needs of individual children when out on the playground or during lunch time
- Volunteers who listen to children read
- Outside agencies (see further information below)

How do pupils get involved?

We recognise that often your child will have the best insight and awareness of their achievements, and support needed to move forward. Your child will be asked to contribute to the cycle of 'assess, plan, do, review' at all stages. His/her views will be heard and considered at all review meetings, and acted upon. This will be through a variety of ways, depending on the age, abilities and needs of your child. These could include:

- attendance at review meetings,
- discussion with the class teacher or another adult working in his/her class
- feelings books
- social stories

Who else might be involved in supporting my child?

If it is agreed to be appropriate (i.e. if the child meets the criteria specified for referral), we may involve a range of external agencies and we currently work with:

- The Educational Psychology Service.
- The Specialist Teaching Team
- Occupational therapists
- The Speech and Language Therapy Service.
- A referral to Child and Adolescent Mental Health Service YOUunite (CAMHS)
- The Early Help Team
- School Nurse
- Family Worker

How does the school monitor my child's progress?

We encourage regular honest and open communication with children and parents. Monitoring progress of children with SEN needs an individualised and child-centred approach. As a school we monitor and celebrate the progress of all students regardless of whether they are meeting age related expectations or working to an individualised SEN target or their EHCP targets. Progress is tracked and monitored throughout the year using:

- Early Learning Goals
- Standardised testing (SATS and Year 1 Phonic screening)
- Half-termly phonic testing (to inform groupings)
- Summative end of unit assessments in some subjects (eg maths, Latin)
- Formative assessments

Children receive verbal feedback on all of their learning, and this includes regular marking and feedback in exercise books, as appropriate. Teachers and teaching assistants track and monitor progress as part of their daily teaching.

Praise is used as a reward and as an incentive during lessons, breaktimes and lunch times. Stickers are used appropriately, and award certificates are presented in the weekly Celebration assembly where parents are invited.

Progress and information is shared with parents in school reports, Parents' evenings, and Open Evenings, as well as in regular informal conversations. We actively encourage parents to share their child's learning journey with us and seek to include parents in all conversations about their child's progress. We support an "open door" policy, and parents and carers are warmly welcomed into the school.

We track the progress of children with SEN and update their APDR targets at the end of the Autumn, Spring and Summer terms, where we evaluate the effectiveness of interventions and the work of external agencies.

How will the curriculum be matched to my child's needs?

Our staff use a variety of methods to support your child in class. These include:

- Quality First Teaching
- Differentiation in teaching to target the needs of your child
- Using talking partners to share ideas and peer support for learning
- Using concrete apparatus to support practical skills (eg in maths)
- Using visual aids such as pictures, working walls, word mats, visual timetables
- Using technology such as ipads to support learning through specially selected apps and to record views as a different method to writing
- Using differing groupings in order to support the best learning possible

- Using carefully selected seating arrangements to ensure that your child can access learning to their full potential.

How does the school provide inclusivity in school trips and activities?

All school trips require a risk assessment before they are carried out. Staff will ensure that all children are catered for and additional needs highlighted and met. If your child requires 1:1 support, this will be provided. We aim for all pupils to have access to as many clubs as open to them. In cases of a pupil having a disability or mental impairment, in line with The Equality Act (2010), we will make reasonable adjustments and put in place all the necessary support to enable the pupil to access these activities. Similarly, we have a regular programme of school trips, including trips related to current topics and other curriculum areas and residential trips for children in key stage 2. In some cases, to enable all children to participate, we may need to put in place individual risk assessments and additional support, which will be discussed with parents and carers at every stage.

How accessible is the school environment?

The school is accessible by wheelchair via the main and side entrance. The current Year 6 class room is only accessible by a flight of stairs. Four classrooms are accessible only by going down three steps.

- Fully wheelchair accessible – NO
- Disabled toilet - YES
- Auditory/Visual enhancements – NO

We carry out an accessibility survey annually. As the school is in an old building, there are narrow corridors, steps in the main corridor and there is limited room within the classrooms themselves. We do not have any break-out areas or sensory spaces, but do make the most of the space we have in allowing all children the opportunity to flourish.

How will the school prepare and support my child when they join the school?

If your pre-school child has been identified with special educational needs before they start school, the SENDCO and the Early Years Foundation Stage teacher, Lisa Beasley, will contact their pre-school setting to discuss their needs. In addition to this Lisa Beasley will visit the pre-school setting wherever possible, to meet your child and to carry out any necessary observations. This helps to build up a clear picture of your child's needs and is an opportunity to plan the support and strategies which may need to be in place to meet their needs when they begin at Elton. Your child will have the opportunity to visit our school in the Summer Term where they will initially get to meet Mrs Beasley, and Mrs Garrod, the EYFS teaching assistant. We are also happy to be led by you and arrange extra "getting to know you" sessions to make transition as easy as possible, when appropriate.

If your child is to join our school from another school, and has already been identified as having special educational needs, we will contact the SENDCO and class teacher from their current school to discuss your child's needs and any provision currently in place.

How will the school prepare and support my child when they transfer to secondary school?

We understand that the transition to secondary school can be a daunting time for everyone, especially if your child has SEND. We will support you and your child by:

- Contacting your child's new school, and talking to that school's SENCO
- Sharing information with the SENCO and pastoral teams within your child's new school
- Arranging staff from your child's new school to visit pupils in our school to ensure positive relationships
- Inviting the SENCO from your child's secondary school to attend review meetings where appropriate.

How will I be involved in supporting my child?

Appropriate homework is set weekly, and is a good way for parents to keep in touch with the maths and spellings that their child is learning at school. Parents are also asked to hear children read regularly (ideally every day) as a way of supporting this essential skill. We have lots of information for all year groups which can be found on the class pages on our website.

Parents are also encouraged to support within school by:

- Sharing your knowledge of your child with us
- Joining us to celebrate your children through performances and celebration assemblies.
- Attending special workshops held by the teachers at certain points in the year
- Reading weekly newsletters and termly information letters from teachers
- Supporting Homework Matters each new term
- Attending information evenings at the beginning of the year to find out information about how what your child will be taught

Useful Information for Parents and Carers

Listed below are details of where to go for information and advice for parents of children with SEN

Local Offer:

Cambridgeshire Local Offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Peterborough Local Offer:

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

Dyslexia	https://www.bdadyslexia.org.uk/
Dyspraxia	https://dyspraxiafoundation.org.uk/
Dyscalculia	http://www.dyscalculiaassociation.uk/
ADHD	https://adhduk.co.uk/
Autism	https://www.autism-anglia.org.uk/cambridgeshire
Mental Health	https://www.cambridgeshireandpeterboroughhccg.nhs.uk/your-health-and-services/mental-health-learning-disability-services/children-and-young-people/
SENDIASS SEND information, advice and support service	https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass