



Special Educational Needs Information Report

Mission Statement

At Elstow School we believe that it is every child's right to achieve his/her full potential regardless of ability, gender, race or socio-economic circumstance. We recognise that although the majority of children should achieve this through the normal differentiated curriculum, there are some children whose learning or behaviour requires special provision.

SEN is defined as:-

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or
 - (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”
- (SEN Code of Practice – 2015)

The broad 'areas of need' are

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

(Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.)

There are currently 49 children on the SEND register at Elstow School. 6 of these pupils have an Education, Health and Care Plan. 1 with paperwork in process.

Please read the 13 questions below for more information about the Special Education Needs Information Report for Elstow School.

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets/ Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Updating every half term (or sooner if necessary for targets) the school's management of all learning needs tracking system known as Graduated Response Charts. These name pupils through all three waves of intervention and also specify which children might need extra SEMH support as well as specific learning support and their targets and adults responsible.

The SENDCo / Inclusion Manager- Mrs V Maples

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. This will include Graduated Response Charts in every classroom to support tracking targets and progress of learners including those with SEND.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Principal – Miss S Baxter

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs R Kaur

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number – 01234 302300

Question 2

What are the different types of support available for children with SEND in our school?

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision made to add him/her to the SEND register. The aim of formally identifying a pupil with SEND is to help Elstow

School ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupils grows. Pupils are tracked by means of the Graduated Response Charts, which are reviewed with teaching teams at least half termly and sometimes for individual pupils, more frequently. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are monitored; the pupil will be added to the Graduated Response Charts in class and discussions with the teaching team and any adults involved in their learning will attend meetings with the SENDco.
- b) Once a pupil has been identified as possibly having SEND they will be assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and/or social or emotional barriers to learning and enable the teacher to better understand the provision and teaching style that needs to be put in place.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through b) and d) the level of provision which they child will need can be determined.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand. Academic assessments are specifically targeted
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may well involve learning in a variety of different ways including concrete materials, coloured backgrounds for visual support etc.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or outside – such as Numicon, Soundwrite, sensory play, fine motor skills and other strategies to support targeted learning.
- Run by a Teaching Assistant who will have received appropriate training in a range of intervention strategies and information regarding supporting children with specific learning difficulties such as those with ASD, Dyslexia and ADHD.

- A targeted intervention such as Cogmed – a computer based programme designed to enhance working memory or Dylsexia Matters – a personalised programme to support reading and writing with pupils with a specific learning difficulty.

Specialist groups run by outside agencies e.g .Speech and Language therapy

This means they have been identified by the SENDCo /Inclusion Manager/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Educational Psychology Team or Sensory Advisory Service (for students with a hearing or visual need)

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Psychology Team or Sensory Advisory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term

goals for your child. These form the basis of targets agreed for the pupil which are then shared and specifically tracked for the child.

- The additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The Principal and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Updates to the impact of support and progress towards specific targets are tracked by means of the Graduated Response Charts. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Question 3

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Bedford Borough LA, includes money for supporting children with SEND.

- The Principal decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Principal and the Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.

- Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

In order to make consistent progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision plan, which are updated termly or if/when the intervention is changed. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

At Elstow School, we welcome all children to attend activities that take place outside of the classroom. If a child has a particular need then we can alter the activities that are taking place so that they are able to participate. All trips are risk assessed on an individual basis and if we feel it is necessary we allocate extra members of staff to ensure that all children's needs are met and they are able to be included. We regularly liaise with the parents of children with special needs to ensure that we are aware of how trips or activities may affect their child and what adjustments may be needed to ensure their inclusion on these.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants
- School clubs – we offer a range of skill based after-school clubs each week – these are run by teachers and teaching assistants – most clubs are accessible to all pupils. Some academic skill related clubs are invitation only.
- Family Support Advisor – **Liz Polson**. Liz works closely with families that require additional support. She co-runs a Triple P Parenting Course.

Local Authority Provision delivered in school

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour Support Team

Health Provision delivered in school

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

Question 7

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCO'S job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language and communication difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and maths prior. There is a termly parent/carer consultation" between yourself and your child's class-teacher.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have an IEP / personal targets which will be reviewed three times per year, and a future plan made.
- Teachers meet with SENDCo on a half-termly basis as part of Graduated Response Chart reviews.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 10

What support do we have for you as a parent of a child with a SEND?

At Elstow School, we have an open door policy so that all teachers are available after school for parents to be able to discuss any concerns that they may have regarding their child's education.

In addition to this:-

- You will be given an opportunity three times per year to meet with your child's class-teacher and review his/her progress and set new targets.

- The Inclusion Manager/ SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs – and we welcome any feedback from home that will help us to fully accommodate your child's needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Each term, all class-teachers send out Curriculum Information to Parents regarding the planned teaching and learning that will take place. If you require any additional information your pupil's class-teacher will be available to discuss this with you.
- Parent workshops on Mathematics and English (reading and writing) are run at times during the year to enable you to fully support your child at home.
- The Inclusion Team will inform you about any local support opportunities, such as Autism Bedford and Care Forum events.
- Events run by the Parent Carer Forum will be publicised in school and on the school's social media sites.

Testimonials

'Thank you for all the support you have given xxx. He has made huge steps of progress.. Thank you for believing in him' EY Parent 2018

'I would like to thank you and all the staff for all the work you have done over the last two years. It has not gone unnoticed!' Y4 Parent 2018

'I have so much more confidence that my children's needs are being met. All staff are aware of their needs and I am so happy I moved my children to Elstow' Y2 Parent 2018

Question 11

How is Elstow School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors.
- There is a disabled toilet.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- Before and After School provision is accessible to all children including those with SEND through the EnergyKidz provider and after school enrichment is always available to all pupils whatever their learning needs.

Elstow School is all on one level and so is fully wheelchair accessible. The School has hearing loops installed in the Year 5 and 6 classrooms and there is also specialist auditory equipment installed in one classroom pupils with hearing impairments.

If a child with SEND needs access to specialist equipment or facilities then this will be purchased from the school's SEN budget depending on the cost and the level of support that the child is entitled to. Funding can also be secured from the Local Authority for more specialist equipment or be provided by specialist services such as the sensory advisory service or occupational therapy.

Here at Elstow School we are proud to have created an environment where pupils can contribute to their own learning:

This means encouraging relationships with adults in the school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as residential visits, school plays and sports teams.

At Elstow School – all pupils on the SEND register are encouraged to track their own progress using individual targets. They are given opportunities to reflect on their development and support to encourage them to work towards their targets.

Question 12

How will we support your child when they are joining or leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- When possible we will liaise closely with the previous school to allow your child to visit us prior to starting school and finding out any important information about how best to accommodate your child.
- In Early Years – we will visit your child at home too, in order to allow him/her to get to know us in a safe and familiar setting.
- We will ensure that your child's books, peg, drawer and other important areas are labelled correctly to encourage a feeling of belonging as soon as they arrive.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child such as IEPs, Recent Medical/ Professional reports and in school academic reports are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Question 13

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.

- We have a robust Behaviour Policy in place.
- The Principal, Deputy Head Teachers and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are an Anti-bullying school.
- We run social and emotional intervention groups for pupils who require extra support.
- We have members of staff who work with pupils on an individual basis to support their Emotional Health and Well-being, as appropriate. We have specialist members of staff trained in specifically in Emotional Literacy to offer sessions across the school day and the Family Support Worker is on site full time to support families with extra advice and any other local offers which they may be eligible for.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or SENDCO, who will be able to advise on formal procedures for complaint.

Mrs Vicky Maples

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