

**Elmstead Primary School**



**Elmstead Primary School  
Special Educational Needs Information Report  
And Our School Offer**

**Approved by Governors: November 2018**

**Review Date: annually**

### **What is the vision for SEN at Elmstead Primary School?**

At Elmstead Primary School we aim to provide opportunities for all our children to be able to reach their aspirations, irrespective of their starting point or educational needs. We strive to enable our children to become resilient, well-rounded lifelong learners.

### **How does Elmstead Primary School know if my child has Special Educational Needs?**

All children are continually assessed and monitored throughout their time in the school by the class teachers and Senior Leadership Team. This assessment takes the form of monitoring all areas of a child's educational growth, which encompasses academic, social emotional, communication and physical growth.

If a child is making less than expected progress in any of these areas, additional assessment tools are used to assess if the child needs additional support to aid them. This support is known as Special Educational Needs Support (SEN Support).

Less than expected progress is when a child does not match their previous patterns of progress or continues to progress along an ever widening attainment gap to their peers.

### **What happens if my child is not making expected progress?**

Your child's class teacher will speak to you about your child's progress either during a parents evening or an individual meeting. Initially, the teacher will provide some additional support to your child, this is known as Quality First Teaching (QFT) and does not mean that your child is placed upon the SEN register.

If the additional support of QFT does not help your child to make expected progress, then the SENCo would oversee Additional School Intervention (ASI). At this stage your child would be placed on the SEN register and a One Plan would be devised with full parental involvement using a child-centred approach.

If ASI does not allow your child to make expected progress, then they may be assessed as having High Needs, which may involve being able to apply for additional support through an Education Health Care Plan (EHCP) formally known as a Statement of Educational Needs.

## What are the areas of Special Educational Needs?

Special Educational Needs (SEN) support is divided into four broad categories:

- Cognition and Learning.
- Sensory, Medical and Physical.
- Communication and Interaction.
- Social, Emotional and Mental Health.

Some children need support in more than one of these areas.

As outlined above, there are three levels of SEN intervention QFT, ASI and High Needs.

Elmstead Primary School uses a child-centred approach to develop a highly individualised programme of support for each child and it is vital that parents are involved in this process.

## What is the role of the SENCo?

Our Special Educational Needs Co-ordinator (SENCo), Sarah Cleavelly, took up the post in September 2018. She is an experienced teacher and has just started the National Award for Special Educational Needs.

The role of the SENCo is to help with the identification of SEN and to assist the teaching staff, including Learning Support Assistants (LSAs) to put into place child-centred, high quality individualised programmes that allow the children to make expected progress. The SENCo can refer children and families to outside services as well as signpost to helpful organisations. The SENCo takes an active role in promoting Growth Mindset within the school as well as overseeing the Thrive Approach, which encourages sound attachment and secure emotional, social and mental health wellbeing for all.

Our SENCo will at all times adopt a child-centred approach that is fully inclusive of all our families and their individual requirements.

## **What sort of tests will be used on my child to find out if they have Special Educational Needs?**

All children within the school are assessed throughout the year by the teaching staff using a variety of assessments; see our current assessment policy for more details.

When a child is identified as making less than expected progress we would use other forms of assessments to establish if there are specific issues causing this. These assessments may take the form of observations by the class teacher, SENCo, parents or outside agencies or may take the form of a specialised test.

At Elmstead, a range of specialised tests are used which are helpful in identifying a specific learning need:

- GL Single word reading test.
- GL single word spelling test.
- Visual Stress Assessment screening.
- Primary SEN Dyslexia Screening Test.
- Primary SEN Dyslexia Early Screening Test.
- Phonological Awareness Screening.
- Stirling Children's Well-being Scale.
- The Boxall Profile.
- British Picture Vocabulary Scale.
- Primary SEN Dyscalculia Screening Test.
- Primary SEN Dyscalculia Early Screening Test.
- Working Memory Rating Scale.
- Emotional Literacy.
- The Thrive Approach online screening.

In addition to these assessments, a variety of outside agencies may be used to provide more specialised and specific assessments.

### **What are outside agencies?**

Special Educational Needs covers a very broad range of needs and at times children and their families need support from services outside of the school. These are known as outside agencies.

We work very closely with Bespoke Practitioners who provide a variety of support which includes: family social support, counselling, speech and language therapy, Theraplay and training for the staff at the school.

We also work within our community using other agencies to help children and their families such as the speech and language therapy service, community paediatrics, Occupational therapy team, Educational Psychologist services, Specialist Teachers, Counsellors, Physiotherapy team and Emotional Wellbeing and Mental Health Service (EWMHS).

### **What is a One plan?**

All children that have Additional School Intervention or High Needs will have a One Plan. This is an individual plan designed in a child-centred way, with the parents, which establishes what the special educational need is, what our desired outcomes are and a strategy to achieve our desired outcomes. This is known as the graduated approach of Assess, Plan, Do and Review.

To create a One Plan, the SENCo, child, parents and class teacher (if possible) will meet to agree our desired outcomes and strategies that will be adopted. We will agree on a time frame of when to meet to assess the One Plan, usually this takes the form of a termly meeting.

### **What is a child-centred approach?**

A child-centred approach puts the child at the heart of the SEN Support system. It ensures that the wishes and aspirations of the child are of utmost importance and that they have a voice in shaping their outcomes.

## What is the role of the parent/carer?

The child is at the centre of the process and the parents/carers are a vital part of ensuring that the child's wishes and aspirations are met. Parents/carers are expected to be fully involved in all aspects of SEN Support and to attend meetings which plan provision for the child.

Parents/carers can help to improve the chances of children being able to make expected progress by supporting them with their educational work, both by ensuring homework and reading are regularly done outside of school and at times by supporting with additional work provided by the class teacher or SENCo. If the child has an individual programme designed by an outside agency such as: physiotherapy, CPOC or Occupational Therapy, the parent / carer assumes responsibility for delivering this to the child alongside the school. Parents/carers may wish to find out more about their child's SEN and their needs both inside and outside of school and can do so by visiting the following websites:

<http://www.specialneedsjungle.com>

<http://www.bdadyslexia.org.uk> - The British Dyslexia Association

<http://www.autismeducationtrust.org.uk> - The Autism Education Trust

<https://www.mentalhealth.org.uk> - All areas of Mental Health

<http://www.adhdfoundation.org.uk> - ADHD/ADD

This is a very small proportion of all the sites offering advice and support for families.

## What interventions may be put in place to support my child?

In order for children to have an individualised programme of support there are many interventions that can be adopted. Our Elmstead Primary School Offer, which is included in this information report, details the interventions currently supporting children. Some children may have interventions provided by outside agencies and the Essex Local Offer can provide information of additional support available

<http://www.essexlocaloffer.org.uk> .

### **How long will SEN Support last?**

There is no specified length of time that your child will receive SEN Support. While there continues to be a need to ensure that your child can make expected progress, then support will be provided.

### **What do I do if I think my child has a particular need that is preventing them from making expected progress?**

The first step is to talk to your child's class teacher about your concerns. You can arrange a meeting by phoning the School Office and requesting a meeting on 01206 822889 or e-mail: [admin@elmstead.essex.sch.uk](mailto:admin@elmstead.essex.sch.uk). It may be agreed at this meeting that it would be beneficial to have a meeting with the SENCo to discuss these concerns.

### **What do I do if my child is new to the school and needs SEN support?**

Your child's records are shared with us from their previous setting. The SENCo will help to ensure that our setting can provide similar support for your child and this will be done by holding a meeting to establish the One Plan.

### **What happens if my child transfers to another school?**

All children's learning support information is shared with the child's new school but it would be beneficial to contact the new SENCo to discuss your child's individual needs. When a child transfers to secondary school, there is a handover of information from our SENCo to the new SENCo where the individual needs of the children are discussed.

## Elmstead Primary School Offer

At Elmstead Primary School, we offer provision that encompasses both interventions inside and outside of the school as well as training for all our staff. To enable us to meet the ever changing individual needs of the children, we continually develop our school offer. This is a list of the interventions that we are currently able to support:

### **Interventions to support Cognition and Learning**

Differentiated activities supporting a child at the point of learning.

Additional adult intervention for particular learning tasks.

Pre teaching of key aspects of learning.

Additional Reading sessions with a trained adult.

Additional Letters and sounds and phonics sessions.

Additional handwriting sessions.

Theodorescu – specialised handwriting intervention.

Rapid writing – specialised handwriting intervention.

Toe by toe – specialised phonics intervention.

Numicon – specialised maths equipment.

Plus1, The Power of 2 and Perform with Times tables – specialised maths intervention.

Rapid Maths – specialised maths intervention.

Visual timetables and prompt sheets.

Scribe or additional time.

Now and then boards.

Working memory skills intervention.

### **Interventions to support Sensory, Medical and Physical**

Sensory diet – a specially designed programme for children with Specialist teacher input.

Occupational Therapy programme, designed individually by Occupational Therapists.

Physiotherapy programme, designed individually by Physiotherapists.

Motor Skills United – Specialist occupational therapy programme.

CPOC activities, designed individually by the Vision Training Clinic.

Administering medications, including administration via gastronomy tube.

Providing suitable access to all parts of the school for all children.

Specialist equipment provided such as seating, sensory cushions, angled writing boards, coloured paper and books, coloured overlays.

### **Communication and Interaction**

Speech and language therapy programme, designed individually by Speech and Language Therapist.

Social communication groups.

Working together with Lego.

Social stories.

Play leaders.

The Incredible 5 point scale.

### **Social, Emotional and Mental Health**

Circle of friends.

Zones of regulation.

Drawing and Talking.

Bereavement Counselling.

Counselling for all situations.

Activities based upon Theraplay principles.

The Thrive Approach.

Emotional Wellbeing and mental health Service (EWMHS).

Individual Points Programme.

### **Interventions to support all areas**

Family support workers, including a disabilities family support worker.

Educational Psychologist.

Specialist Teachers.

School nurse and Community Paediatric team.

### **Training for staff members.**

2014 – 2015– 3 members of staff undertook the MAZE training – specialist training for ASD.

June 2015 – Previous SENCo and 2 LSA's completed Working together with Lego training.

September 2015 – All staff completed Autism Education Trust Level 1 training.

September 2015 – All teaching staff completed update on SEN Code of Practice.

November 2015 – Previous SENCo completed Circle of Friends training.

2015 – 2016 – LSA completed Dyslexia Level 5 qualification.

April 2016 – All staff Step On – positive behaviour training.

2015 – 2016 all LSAs have received training on the SEN code of practice, Toe by toe intervention, one planning, attachment issues, Growth Mindset, administering reading and spelling age tests, Smart Thinking, the Incredible 5 point scale and curriculum training in English and Maths.

November 2016 – Previous SENCo completed Working Memory Training.

November 2016 – Previous SENCo and Learning Mentor completed First Aid for Mental Health Course.

May 2017 – Previous SENCo completed Level 1 Group and Individual and MIM Theraplay qualification and Learning Mentor completed Level 1 Group Theraplay qualification.

May 2017 – Previous SENCo and Learning Mentor – The Thrive Approach Training.

2016 – 2017 All LSAs have received training on further attachment, social stories, emotional support within the classroom.

September 2018 – SENCo – NASENCo award – due to be completed August 2018

September 2018 – SENCo – The Thrive Approach Training – due to completed August 2018