

The report states the current provision within Elmsleigh Infant and nursery School.

Key staff relevant to this report:

Teacher

Special Needs [Rainbow room, ERS] Teacher: Mrs. Stephanie Cull.

Governors

Chair of Governors: Mrs. Kelly Bannister

SEND Governor: Mrs. Chris Matthews

Safeguarding Governor: Mrs. Kelly Bannister

Safeguarding Governor

Pastoral Team

Designated safeguarding Lead: Mrs. Karen Burton

Pastoral Support Lead: Mrs. Tina Arckless

Family Support: Mrs Fantarrow

SENDCo: Mrs. Jenny Guest

Senior Management Team:

Head Teacher: Mrs. Karen Burton.

Deputy Head Teacher: Mrs. Maria Liddle

Leader of Intervention and Progress: Mrs. Ellen Collins.

Special Educational Needs and Disability Coordinator: Mrs. Jenny Guest.

Foundation Stage Coordinator: Mrs. Laura Mansfield

Abbreviations used throughout the report:

SENDCo: Special Educational Needs and Disability Co-ordinator

LIP: Leader of Intervention and Progress

Head: Head Teacher

FSCo: Foundation Stage Coordinator

DSL: Designated safeguarding Lead

TA: Teaching Assistant

ERS: Enhanced Resource

RR: Rainbow Room

D&A: Diagnostic and Assessment place.

ASD: Autism Spectrum Disorder

SEND: Special Educational Needs or Disability

FS2: Foundation Stage [reception]

KS1: Year One and Two

Y1: Year One

SMT: Senior Management Team

Y2: Year Two

DCC: Derbyshire County Council

EYSSSEN: Early Years Support Service for Special Educational Needs

EP: Educational Psychologist

OT: Occupational therapist

SALT: Speech and Language therapist

IEP: Individual Education Plan

LA: Local Authority

There are various funding streams schools can access to enable additional support:

ETAEYS: Enhanced Temporary Additional Early Years Support

TAPS: Temporary Additional Pupil Support

EHCP: Education Health Care Plan for identified long term complex needs [replacing a statement of Educational Needs] The application will usually follow ETAEYS or TAPs funding and possibly GRIP funding [unless the long term and complex needs are clear]. An annual review [6 months for pre-school] takes place to ensure needs are being met and the EHCP remains relevant.

GRIP: Graduated Response for Individual Pupil - this is from the same funding stream as an EHCP but for less complex and long term SEND. Funding is awarded for a 12 month period. At 10 months an 'in house' review takes place and reapplication for a further 12 months is made if it is agreed that this is necessary to ensure appropriate support is continued

WHAT IS THE SEND PROVISION FOR PUPILS AT ELMSLEIGH?

Elmsleigh is an inclusive mainstream infant and nursery school with ERS for children aged 3 -7 years. All children with send will be provided with an appropriately paced and differentiated curriculum.

16 ERS places [4 per year group, including nursery] are reserved for children with SEND [8 ASD] The ERS classroom [the Rainbow Room] has 12 places from FS2 through to year 2 [4 per year group]. Children who access this provision will have funding through a specified ERS EHCP funding stream.

The nursery has a further 2 D&A places for children with SEND as part of the assessment process for pre-school children. This involves a 12 week assessment period culminating in a decision as to the best way to meet needs and a return to the previous setting for the next stage in the process. The application for a D&A place is made to the LA via SEN admissions and the process is co-ordinated by the EYSSSEN working with the early Years settings and / or parents.

Admissions to both the school and nursery are included in the admissions policies on the website. Children **with** an EHCP or Statement will be placed by the LA through the SEND admissions route.

In the ERS Rainbow Room the majority of pupil's identified needs will include ASD and may be complex in the area of cognition and learning as described in the SEN code of practice. The pupil may also have associated needs in the areas of emotional, social, communication and interaction and have sensory or physical difficulties. [Follow this link for more detailed information on the ERS provision](#)

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

There is personalisation and differentiation of the curriculum for children with additional needs in order that they can access and experience success throughout their school life.

Throughout school

- Children with a variety of SEND are provided with appropriate support and a curriculum tailored to their individual needs as appropriate.
- The class teacher will discuss a child's needs and appropriate support and intervention with the LIP and SENDCo.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. This will often mean there are three different levels of work set for the class and for some pupils the lessons are individually differentiated
- Children with SEND will have access to the appropriate resources required on an individual basis including [not an exhaustive list]:
 - Coloured overlays
 - work stations
 - quiet spaces
 - sensory room
 - large print materials
 - Visual aids
 - Numicon
 - Writing wedges
 - Seat wedges
 - Pencil grips
 - Braille machine

- Makaton sign
- Symbol use
- PECs
- Access to Specialist teachers and equipment [including such things as a braille machine / stand magnifier / specialist chairs etc]

ERS Rainbow room

The same areas of learning as in main stream school are covered, with accommodations and adaptations in teaching style, delivery and environment to ensure that we maintain a holistic approach and meet needs effectively.

- TEACCH [treatment and education of autistic and related communication handicapped children] is used. This system enables children to develop skills and cover the curriculum in a systematic way as well as develop important independent working skills. In brief:
 - Daily one to one over learning in a distraction free work station.
 - Process's such as 'work then reward' 'first / next' 'start and finish'
 - Tasks that have a definite beginning and end.
 - Independent working - this is a basket of familiar tasks to complete and place in finish basket

In addition to the academic curriculum high emphasis is placed on the development of communication, play and social skills through:

- Intensive Interaction.
- Augmentive communication [makaton, symbols, pecs] are an integral part of our practice.
- Working very closely with the SALT who is in school weekly and always available for advice and support.
- Emotional regulation is a high priority, along with strategies to manage sensory processing difficulties, the sensory room is an important element of the provision
- There is a clear recognition of the need for consistent routine, supported through visual generic and some very individual timetables.
- There is a deep understanding of the incidence and impact of anxiety and the commitment to support the management and reduction this.

Generally

We aim to:

- Promote the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Provide a wide range of appropriate learning experiences, which are both exciting and challenging
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils with experiences of their own and other religious and cultural backgrounds and value.
- Foster relationships with parents and other professionals.

More detail on our commitment to high quality educational provision for **all** our children is detailed in our teaching and learning policy. Further details of all areas of our school curriculum and assessment processes can be seen on our website. School staff details are on the website. The school contact details are also on the website where you will be able to access senior management or your class teacher.

- The SENDCo reports to the Head and Governors to inform them of the progress of children with SEND, how resources are being used, curriculum arrangements, adaptations planned and future vision. Information provided to Governors will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo to discuss vision and issues
- The Governors agree priorities for spending within the SEND budget, including the pupil premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW ARE CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

At Elmsleigh children are identified as having SEND through a variety of ways, often a combination, which may include:

- Discussion with parents and carers
- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of specific tools for assessment
- Children with a Statement / EHCP already have many of their needs clearly identified. Their placement at Elmsleigh is a decision that is made by the local education authority and will either be within the ERS [adhering to the criteria] or a mainstream place with stipulated hours of support and reasonable adjustments.
- All pupils who attend the ERS will have an ERS Statement or EHCP. Their needs will therefore be clearly identified and supported appropriately on an individual basis.
- Children throughout school with various clearly identified SEND, with or without an EHCP / statement or GRIP funding, will similarly have appropriate provision and support to meet their needs. In addition, throughout our mainstream provision, children are identified as having send (special educational needs and disabilities) through a variety of ways, usually a combination, which may include some of the following:

Furth Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. Children with any difficulties are re-assessed at key points to enable us to monitor progress

The Head and SENDCo report regularly to the governing body. Governor responsible for SEND who meets regularly with the SENDCo and attends briefing sessions. They also report back to the governing body

Further information on the admissions and assessment processes can be found on our website.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDCo , Head and LIP oversee the progress of any child identified as having SEND
- There may be a TA working with your child either individually or as part of a group.
- Your child may be supported through intervention work in small group or one to one
- Your child may have a place in the Rainbow Room
- The IEP or other targets are reviewed and updated during either termly IEP or parent consultations

HOW DOES THE SCHOOL KNOW HOW MY CHILD IS PROGRESSING AND WHAT IMPACT SUPPORT / INTERVENTIONS HAVE HAD

Through:

- Class teachers continual assessment of each child
- Action being taken on areas where further support is needed
- Continued support for areas that progress is being made.
- Tracking children's' progress from entry at Nursery through to year 2, using a variety of different methods both formal and observational.
- As a school we track and analyse the children's' progress in learning half termly
- Pupil progress meetings to discuss gaps and appropriate action are held each half term between each class teacher, the LIP and SENDCo.
- Reviewing children's targets in IEP meetings and ensuring that they are being met
- Verbal feedback from the child, the parent and teacher
- Children moving off the SEN code of practice list when they have made sufficient progress - parents will be informed if this has taken place.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school has 3 internal levels causing some issues regarding its physical environment. Measures have been taken to overcome these difficulties and improve accessibility which include:

- The provision of 3 accessible toilets
- A lift to the upper level
- A 2nd lift is planned for the lower to mid-level to be installed August 2016.
- A ramp for wheelchair access at the rear of the school
- A further ramp is planned for September 2016 to enable wheelchair access at the main entrance
- There are Hi Vis markings around school
- Appropriate hand rails around the environment

WHAT TRAINING DO STAFF HAVE IN RELATION TO SEND AT ELMSLEIGH

- The SENDCo has undertaken the national SENDCo accreditation and has fully qualified status in this area
- Elmsleigh has a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with send
- The learning environment is designed to support children with individual needs e.g. visual timetables, individual workstations.
- We look to ensure that we have a variety of skills among our staff in order to enable us to support children in the best possible way
- Staff access a range of training and development opportunities to enable effective practice including courses such as:
 - higher level teaching assistant
 - Paediatric first aid
 - Makaton signing
 - Autism
 - Sensory curriculum
 - PDA ,
 - Behaviour including PROACSCIP behaviour for learning
 - Moving and handling
 - Annual Safeguarding Training.
 - ECaT [every child a talker]
 - ECaM [every child a mover]

- We take advantage of the extensive training opportunities offered by the SSEN service including Numicon, behaviour, precision teaching and autism.
- Specific training relating to health is undertaken on a needs basis for oxygen administration, tube feeding, specific physiotherapy exercises etc.

HOW ARE CHILDREN CONSULTED?

All children and young people in our school are treated with dignity and respect.

- Children views are listened to through conversation, observation, analysing behaviour and emotions.
- A variety of communication modes are employed to ensure children have a voice despite any difficulties in understanding and/ or verbal expression.
- The school council involves children to contribute and decide on aspects of school life relating to their needs.
- The assessment and annual review process of statements of SEN and ECHPs include the choices and views of the child

HOW ARE PARENTS / CARERS INVOLVED and WHAT OPPORTUNITIES WILL THERE BE TO DISCUSS MY CHILD'S PROGRESS?

- We operate an open door policy.
- Parents are welcome to make initial visits to school.
- We arrange introductory meetings.
- Daily meet and greet for children.
- Assemblies.
- Updates from professionals.
- Parent workshops and training.
- Parental representation on governing body.
- Parent consultation on changes in school through informal and formal means.
- Formal meetings with the class teacher on a termly basis in order to discuss your child's progress and the support that they are receiving.
- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Children travelling by taxi have a home /school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.

- Your child may have an individual education plan. This is discussed with you on a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When your child's IEP is reviewed, comments are made against each target to show what progress the child has made.
- If your child has a statement of SEN or EHCP annual review reports will be written and an annual review meeting will take place.
- If your child has ETAEYS, TAPs or GRIP funding meetings will take place to review progress.
- Email is a useful communication too - contacts at the end of this report.

HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us -

- Please speak to the class teacher in the first instance
- If you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo or the Headteacher.
- Appointments can be arranged in person, by phone or by email. Please see the contact details at the end of this report.
- The SENDCo works Monday to Wednesday and is usually available on the school gate from 8.30 to 8.45 on these days.
- The Head teacher will usually be available at the school gate each morning.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies available on the school website.
- If a child has significant behaviour difficulties a range of support is available. This may include referral to the Behaviour Support service or Educational Psychology service - both have very close working relationships with school.
- Parents will be involved at every stage.
- Children will be involved in the planning and implementation of strategies.

- At the lowest there is the school positive behaviour system.
- Individual behaviour charts, plans, social stories are all part of the school tool kit to support pupils struggling to manage stress and emotions and subsequent behaviour.
- Observation and consultation between all parties help to identify the specific issues, to put relevant support in place and to set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The Pastoral Team and SENDCo are able to involve agencies who can provide appropriate support and may include 'home' support and courses on behaviour, autism etc
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head who may involve children's services if this becomes a concern.
- Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually.

WHAT IS THE PASTORAL SUPPORT AVAILABLE IN THE SCHOOL?

- The school has a pastoral team led by the Designated safeguarding Lead.
- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has responsibility for the pastoral, medical and social care of every child in their class.
- The pastoral team will involve other agencies, including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Elmsleigh and in supporting their families.
- Mrs. Arckless [Pastoral Support lead] works directly with children during the school day. She has a special den 'Hannah's Hide Out' where the children can play and develop relationships in a safe and fun environment. She is also available to speak with parents and carers throughout the day.
- Mrs Fantarrow [Family Liaison] works within the ERS base.

- If you would like to make an appointment to meet with Mrs. Arckless or Mrs. Fantarrow please contact the school office, the SENDCo or the Head Teacher

WHAT SPECIALIST SERVICES AND EXPERTISE ARE ACCESSED BY THE SCHOOL?

- The school receives advice from a range of professionals including health, social services, local authority services and voluntary organisations, in order to meet the needs of pupils .
- Specialist teachers provide staff training and advice on both general SEND and individual children's needs.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: behaviour support service, health services including: school nurse, CAHMs (child and adolescent mental health service), Clinical Psychologist, educational psychologists and specialist advisory teachers for hearing, vision, physical and medical needs and behaviour] Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists; children's services including: early help teams, social workers;
- Transport to school is organised by the local authority. Transport staff are employed by the transport companies.

HOW DOES THE SCHOOL MANAGE MEDICAL NEEDS AND THE ADMINISTRATION OF MEDICINES?

- For children with specific medical needs staff will undergo training to enable the correct support to be given.
- Conditions can range from epilepsy, children requiring tube feeds through a peg, cystic fibrosis.
- Each child with have a Health Care plan that all staff are able to access to ensure correct procedures are carried out.

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
- Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- It is expected that antibiotics will only be administered if the prescription is for four times daily.
- A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis a teaching assistant will oversee the administration of any medicines. Another member of staff will always witness any administration
- The majority of staff hold first aid qualifications, which are updated regularly.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES SUCH AS SCHOOL TRIPS?

- All children are included in all parts of the school curriculum.
- Children are included in the enrichment activities such as visiting artists, theatre, special days etc.
- We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and will discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

- The school does not operate extended services at the current time. However, a variety of after school clubs are provided. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Activities will be provided as appropriate.
- Each child's needs will be considered on an individual basis.

WHAT ARE THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING CHILDREN IN TRANSFERRING TO THE NEXT KEY STAGE?

- All transitions are well planned through-out school as children move from class to class and phase to phase.
- Parents have the opportunity to meet the new teacher and class staff.
- We have good relationships with local junior schools.
- Liaison with the next setting ensures that visits, meetings and careful planning for the next steps are undertaken with regard to the individual needs of each child.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- We encourage all new children to visit the school prior to starting.
- For children starting in reception parents are invited to a meeting in addition to a transition week where children and staff move into their respective areas for September and spend some time getting to know each other.
- Where appropriate individual arrangements are made.
- Children coming into the ERS have their transition in September on an individual timetable to meet needs most effectively.
- The SENDCo and/ or teachers will visit settings where necessary.
- Home visits are offered for nursery children and for children with complex or additional needs.

- If your child has complex needs the Statement, EHCP, GRIP review will be used as a transition planning meeting to which staff from both schools will be invited. If this is not possible then separate transition meetings will be arranged.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- There is further detail on our website on our own school offer and this links to the local offer for children with SEND and their families on the Derbyshire website.
- The SEND policy can be found on the policy page of the school website.
- If you have any queries or requests for policies or information relating to this report please contact the school on 01283 216883.
- Further information is available from the SENDCo, Head Teacher, or in exceptional circumstances, the SEND governor.
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:
 - <http://localoffer.derbyshire.gov.uk/>
 - <http://www.derbyshireiass.co.uk/> [parent partnership]

WHO SHOULD I CONTACT FOR ADVICE ON ADMISSIONS?

Please contact the school administrators (Mrs Kim Peace / Mrs Charlotte Hancock) for further information about the school and to arrange a meeting with the Head Teacher or SENDCo in the first instance.

For children with an EHCP the admissions process is handled through the Local Authority SEND department.

Tel: 01264 216883 admin@elmsleigh.derbyshire.sch.uk

SENDCo: Jenny Guest jennyg7@elmsleigh.derbyshire.sch.uk