



ELMLEIGH INFANT AND NURSERY SCHOOL SEN REPORT 2020

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

Welcome to our SEN Information Report for parents. The aim of this report is to provide parents with information about how the school supports children with Special Educational Needs and Disabilities.

Elmsleigh Infant and Nursery School is a mainstream school with an Enhanced Resource Facility for Children with Autistic Spectrum Disorder. We converted to an Academy in April 2020 with Esteem Academy Trust, a group of special schools.

We have a clear and inclusive approach to meeting the needs of children with SEND and are supported by the LA to ensure all pupils, regardless of need, make the best possible progress in school – please also refer to our SEND policy and information report specifically about our ERS.

The Special Educational Needs Co-ordinator (SENDCO) at Elmsleigh Infant and Nursery School is Niki Stokes. She can be contacted by telephoning the school office on 01283 216883 or email n.stokes@elmsleigh.derbyshire.sch.uk

The SENDCO has the day-to-day responsibility for the operation of SEN policy and coordinating the specific provision made to support individual pupils with SEN, including those who have Education and Health Care Plans, working closely with staff, parents and carers, and other agencies.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN. The SENDCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

SEND Code of Practice and Local Offer

From the 1st September 2014 The Special Educational Needs Code of Practice 2014 was introduced and legally required to be implemented in all schools. It provides the school with guidance that helps us to identify, assess and provide support for pupils with special educational needs. It sets out the processes and procedures we should follow to meet the needs of pupils. Click on the link below to access the full publication.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

As part of the Code of Practice each Local Authority is required to publish and keep under review information about services they expect to be available for the pupils and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. It is an important resource for parents in understanding the range of services and provision in the local area. <http://www.derbyshiresendlocaloffer.org/>

An Overview of SEN provision at Elmsleigh.

We are principally a mainstream school with an attached nursery providing education for children from ages 3 – 7. We also have Enhanced Resource Status which means we have additional resourcing across school, including highly skilled staff, to meet the needs of children with more complex needs specifically those with a diagnosis of ASD. Children who access the ER facility have an Education and Health Care Plan. We strive to meet the needs of all our children through a flexible approach to teaching and learning and pride ourselves on being able to identify, support and meet the needs of children with SEN through a range of approaches.

The ERS means that we have funded places for up to 16 children with EHCPs across school. This includes our nursery, and also includes Diagnostic and Assessment places for Early Years children. These placements are allocated by the Local Authority.

School may also apply for additional funding for children with higher levels of SEN, that cannot be met through normally available resources. These funding streams include Graduated Response for Individual Pupils (GRIPs) and Temporary Additional Pupil Support (TAPs). If school are looking to apply for this funding to support interventions for your child you will be fully included in this process and the pathway will be explained in more detail at the time.

Below are some frequently asked questions which may help you. If you still have

concerns or questions please don't hesitate to contact the SENDCO for more information on 01283 216883.

My child has SEN – who should I talk to about what Elmsleigh can offer?

If you are considering Elmsleigh as a school for your children we strongly recommend coming in and having a look round and meet with our SENDCO to discuss specific and individual provision. An appointment can be made by calling 01283 216883.

If your child has an EHCP in place or is under assessment through the Educational and Health Care Need Assessment route and you are looking specifically for a place in the ERS, please also refer to the ERS page on the school website. Access to the Rainbow Room can only happen if a child has an EHCP. This application is done through the SEND department at the Local Authority. The SEND Officer for South Derbyshire is Diane Harrison, and she can be contacted on [01629 533735](tel:01629533735).

If your child is already at Elmsleigh, the first person to speak to is the class teacher. They may refer you on to talk to the SENDCO if you have specific concerns or need signposting to additional services.

How does Elmsleigh identify if a child has Special Educational Needs?

The term 'special educational needs' has a legal definition. 'Pupils with SEND all have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to other pupils of the same age.'

At Elmsleigh children are identified as having SEND in a range of ways. Once concerns are raised by the teacher the first thing that will happen will be a discussion with parents either through parents evening contact or an arranged meeting. We understand the importance of keeping parents informed of all concerns and also the value of parental input into any further assessments.

Teachers use a formative approach to assessment which means they use both formal and informal methods to track pupils in all areas of learning, including social and emotional well-being and behaviour. This means any concerns around a child's individual needs are raised early and evidenced thoroughly.

Other avenues to assess and identify needs other than in class assessment will

include:

- Liaison with previous school or pre-school setting
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of specific tools for assessment

My child has been identified as having SEN. What happens next?

Once a need is identified the school use provision mapping to make sure appropriate support is in place. This is called a Graduated Response and means that all this information is collated to ensure interventions and support are in place. Elmsleigh use an IEP in the format Assess, Plan, Do, Review to outline support, and provision mapping to track this support in terms of time and staffing. This document can then also be used if an application for additional support or funding is required.

Children who are identified as having an additional need have access to in school support through highly differentiated approaches in teaching. This may include specific in class group support, or individual interventions to address specific issues.

Children will be closely monitored and if concerns remain, the SENDCO may seek advice and support from a range of support services. Parents will be involved in this process. School are able to refer to the following services if children meet individual service criteria:

- Educational Psychology
- Speech and Language Therapy
- Sensory Support Services (hearing, vision and physical impairment)
- CAMHS
- Behaviour Support
- Specialist Support Service for SEN
- Additional health services, including occupational therapy, physiotherapy, community paediatrician and school health.

How will school involve me in my child's support package?

Elmsleigh has an open door policy and will involve parents at every stage of any SEN support that is being considered. This will first happen through discussion with the class teacher then may also involve the SENDCO and or support services.

How will school involve my child in their support package?

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

- Children's 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 review and assessment process for children with SEN plans including GRIP or an EHCP include the choices and views of each child.

My child requires help with moving around the school. How accessible is the school?

We are fully accessible and pride ourselves in meeting the needs of all pupils. The building is on 3 levels but equipment is in place for all children to move throughout the building. We also have fully accessible toilets and changing facilities on each level.

Equipment includes:

- Wheelchair accessible lifts
- Playground and door ramps
- Hoists and multi level changing beds in the disabled toilets

Staff who work with children who require lifting or changing have regular Moving and Handling Training.

What training do staff have to help meet the needs of children with SEN?

There is a continual programme of training in place for all staff which is constantly

reviewed to make sure we are as skilled as possible to meet the ever changing needs of the children at Elmsleigh. This includes training on specific learning interventions such as 'Every Child a Talker' or through the Health Support Services to ensure children's health needs are fully met – such as Gastrostomy Feeding training. We review and maintain Paediatric First Aid Training for core staff and also moving and handling training to ensure children who require this support are able to access it.

My child has SEN, how will Elmsleigh support my child through transition?

Joining us:

As soon as we know that your child will be coming to Elmsleigh, either the class teacher or the SENDCO will contact you and invite you into school to discuss your child's needs. An enhanced transition will usually be offered which means they will be offered additional visits, or in some cases a phased transition into school if full time is not appropriate immediately. If they are in another setting prior to coming to Elmsleigh, key staff at that setting will be asked to also be involved in the transition in order to make it as positive and successful as possible.

Moving between classes:

Each year your child will move onto a different class and teacher. As when they start with us this transition will be carefully managed, and teachers will start talking early on in the transition period to make sure any SEN provision is carried through. Parents will also be involved in this process to ensure continuity of care.

Leaving us:

As with when they start at Elmsleigh, a careful transition package will be organised with their next school to make sure it goes as smoothly as possible. Class teachers and the SENDCO will start discussions with feeder schools early about any children with additional needs. Children will also be Entitled to an Enhanced Transition, which may include additional visits as a small group or individually. Staff from Elmsleigh are involved with this process and will often visit new placements with children.

How does the school manage medical needs and the administration of medicines?

For children with specific medical needs, staff will undergo personalised training. This enables tailored support in collaboration with parents and guidance from health care professionals. Each child will have a Health Care plan that all staff are able to access to ensure correct procedures are adhered to.

Please refer to the Administration of Medicines Policy for further information.

How will my child be included in activities such as school trips?

We are a fully inclusive school and 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. Should children require additional support or adaptations, wherever possible, school staff will ensure this is in place.

A risk assessment is always 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.

What is the pastoral support available for children in school?

Elmsleigh has a Pastoral Lead in school on a full time basis. Mrs T Arckless is responsible for ensuring the pastoral and emotional needs of each child in school are met. She is also a member of the Safeguarding Team, led by the headteacher. Her work may include working with individual children in "Hannah's Hideout", a positive play den, or may be with whole classes around specific pastoral areas such as the NSPCC led "Pants" workshops. Mrs Arckless also works closely with parents and outside agencies including health and social care and the MAT from the Local Authority.

Who can I contact for further information?

Key staff relevant to this report:

SENDCo: Mrs. Niki Stokes

Head Teacher: Mrs. Karen Burton

Deputy Head Teacher: Mrs Ellen Collins

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

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:
 - o <http://localoffer.derbyshire.gov.uk/>
 - o <http://www.derbyshireiass.co.uk/> [parent partnership]

WHO SHOULD I CONTACT FOR ADVICE ON ADMISSIONS?

Please contact the school administrators (Mrs Kim Peace / Miss Ruth Samme) for further information about the school and to arrange a meeting with the Headteacher or SENDCo in the first instance.

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