



## **ELMLEIGH INFANT AND NURSERY SCHOOL SEN REPORT 2023**

**Welcome to our SEND Information report.**

**This report has been created through co-production between Leaders, teaching and support staff, parents and pupils.**

Elmsleigh Infant and Nursery School is a mainstream school for pupils aged 3-7. We also have enhanced resourcing on-site for pupils with additional needs.

Our school motto is: "Grow to be the best that we can be".

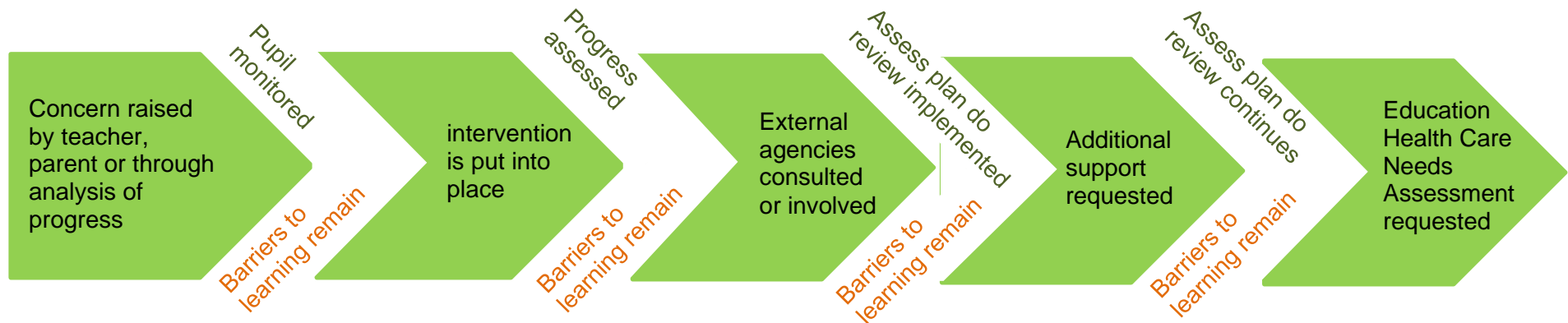
We are an inclusive school, and adapt our practice to meet the needs of the learners in school. Enhanced Resourcing is specifically for pupils with an EHCP and diagnosis of Autism or other SEND, but across school we work with children with a range of needs in the areas of:

- communication and interaction
- cognition and learning
- social, emotional and mental health; and
- sensory or physical disabilities.

Our SENDCO (Special Educational Needs Co-ordinator) is Hayley Powell and she can be contacted on 01283 216 883 or emailed on [hpowell@elmsleigh.derbyshire.sch.uk](mailto:hpowell@elmsleigh.derbyshire.sch.uk).

We identify special needs based on observations from teachers of pupils in class, concerns raised by parents, and through careful and regular monitoring of pupil's progress. Half termly pupil progress meetings are used to track progress of all learners, and discuss concerns. Teachers with concerns about specific pupils meet with the SENDCO to discuss these further and to get support and advice on next steps. We follow the Graduated Response. This means that we intensify support over time as necessary.

## The Graduated Response:



The SEND Review believes that: “the vast majority of children and young people should be able to access the support they need to thrive without the need for an EHCP” (SEND Review, 2022).

Once external agency support is in place, we would implement a support plan for the pupil based on the **Assess, Plan, Do, Review** cycle outlined in the SEN Code of Practice 2015.

- Assess: Find out what the pupil’s strengths and difficulties are
- Plan: Match their needs to targeted support
- Do: implement the support
- Review: Assess if the barriers to learning remain or any new difficulties have become apparent.

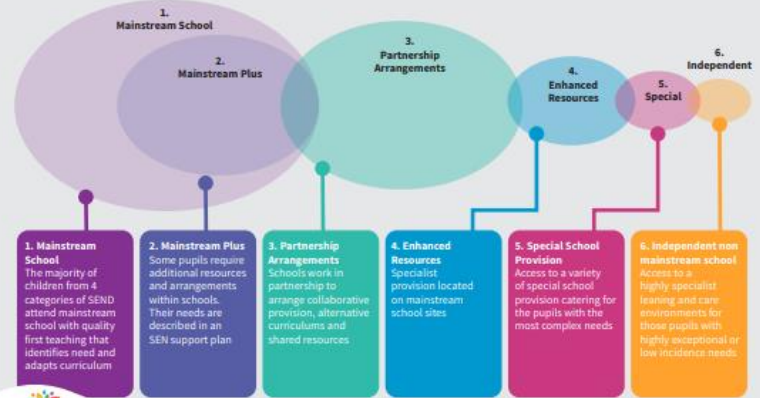
If needs continue to remain and are persistent and ongoing, an Education Health Care Needs Assessment would be requested.

Further information is available in our SEND Policy.

## THE GRADUATED RESPONSE STARTS WITH A 'WHOLE SCHOOL APPROACH' TO INCLUSION



## DELIVERING THE GRADUATED MODEL OF PROVISION



## THE WHOLE SCHOOL APPROACH STRUCTURE OF THE GUIDANCE

THIS GUIDANCE IS SPLIT INTO THE **FOUR** CATEGORIES OF NEED:



EACH OF THE AREAS OF NEED ARE SPLIT INTO THE FOLLOWING FORMAT



- The range, type and intensity should not be a fixed state but should change according to the progress the child or young person makes over time.
- When reading the descriptors it is important to bear in mind that a child or young person may display some or all of the difficulties stated at each level of need.
- The descriptors are not an exhaustive list.
- School staff may wish to read this guidance as a complete document. However, each section is designed to 'stand alone' to be referred to alongside this general introduction.

Descriptors relating to a child or young person's needs and descriptors relating to provision are split into three areas to represent a graduated:



## REASONABLE ADJUSTMENTS

Support is about making 'reasonable adjustments' and doing things a bit differently. It can include having a safe place/quiet room where the child can go, or carefully choosing where a child sits in the classroom, extra help or specialist equipment, and may also include making financial commitments.



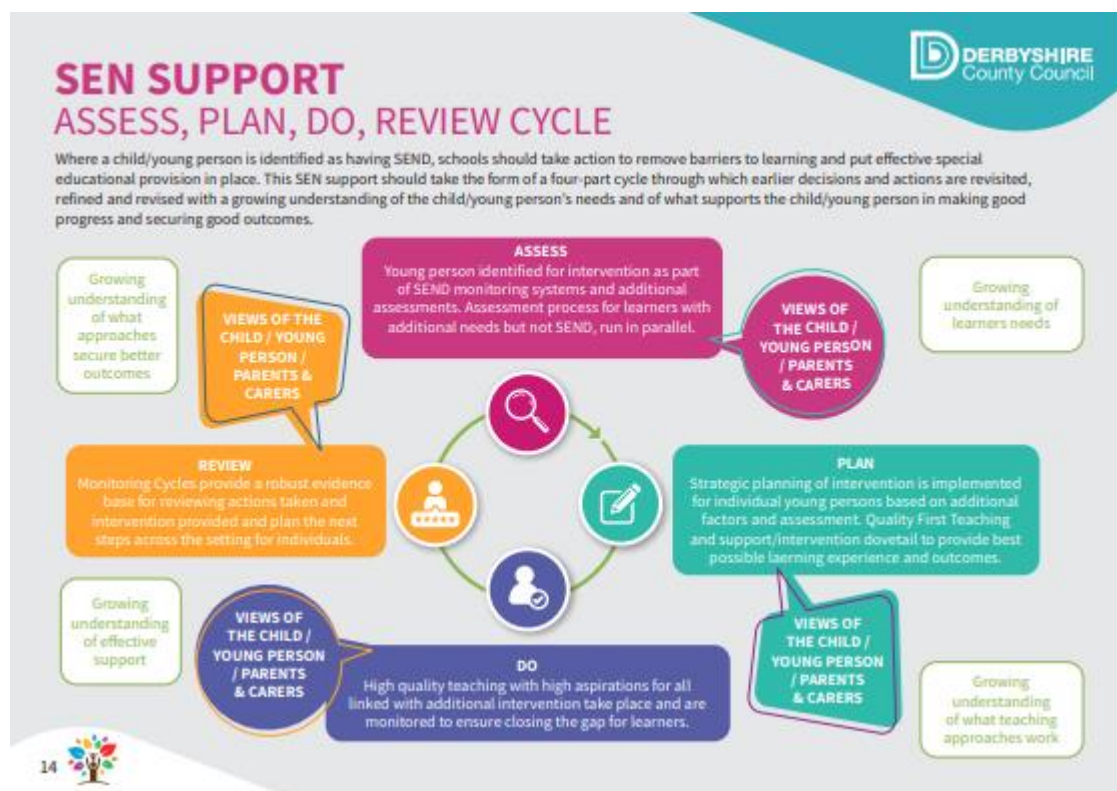
## DERBYSHIRE LOCAL OFFER

The expectations of the Graduated Response are a key part of the larger Local Offer for learning. Links to resources and local services can be found here. Derbyshire Local Offer

## Consultation with Parents:

Initial concerns may be raised by parents, teachers or through analysis of progress. Once a concern has been identified in school, parents will be informed of where on the Graduated Response journey their child is at present.

At the stage of implementing an Assess, Plan, Do, Review support plan, the parent and pupil will be asked to contribute to both planning and review. If additional support is requested from the Local Authority, Parent and Pupil views are routinely collated as part of any referral.



## Transition:

We recognise that transition between classes, key stages and schools can be difficult times for all children. Our Early Years staff carry out Home Visits for children new to school and all children get to spend time in their new classroom and meet their new teacher before joining or moving classes. Teachers hold 'handover' meetings where individual pupils are discussed and progress is shared. Parents are also invited to 'meet the teacher' when their child moves class.

When children are moving from Elmsleigh to a new school, we liaise closely with the receiving school, holding handover meetings with new teachers and SENDCOs and arranging transition visits. For pupils who require more preparation, we organise enhanced transitions which may include more visits.

## Teaching and adapting the curriculum:

### Approach:

Quality First Teaching and differentiation helps the majority of pupils to make the expected progress. Support in class can help remove remaining barriers to

learning. Where barriers remain, we offer a range of targeted interventions either in class or through withdrawal in small groups or 1:1.

### **Adaptations:**

Embedded support, such as (but not limited to) seating position, specialist equipment, coloured overlays or paper, adapted scissors, writing slopes, foot boxes and specialist chairs, movement / brain breaks are referred to as Reasonable Adjustments that can be made for pupils with SEND. The curriculum may be adapted using differentiation to enable a pupil with SEND to achieve the lesson objective in a different way – for example, demonstrating understanding by acting out an historical event rather than writing about it.

### **Additional support:**

Additional support is offered through our approach, adaptations, deployment of intervention assistants, provision map interventions, and specialist provision in our ERS for children with an EHCP.

### **Training and expertise:**

We have staff trained on a range of approaches and interventions across school including:

- Attention Autism
- Bespoke training related to health conditions eg gastronomy, diabetes, cystic fibrosis as appropriate
- Derbyshire Sensory Toolkit
- Emotion Coaching Approaches
- Intensive interaction
- Lego Therapy
- Makaton
- Widgit Symbols
- NELI
- Max's Marvellous Maths
- Numbersense
- Numicon
- Physiotherapy programmes
- Positive Play
- Sounds-Write Phonics
- Zones Of Regulation

### **Securing equipment and facilities to support pupils with SEND:**

When a pupil joins the school with SEND that we don't already have expertise, training or equipment in place for, we will seek advice from Local authority specialist teachers and health agencies involved with the pupil and take advice on what suitable equipment/facilities can be made available to meet their needs.

### **Evaluating the effectiveness of the provision made for pupils with SEND:**

Elmsleigh Infant and Nursery school has high expectations for all pupils. We evaluate the effectiveness of our provision for pupils with SEND by:

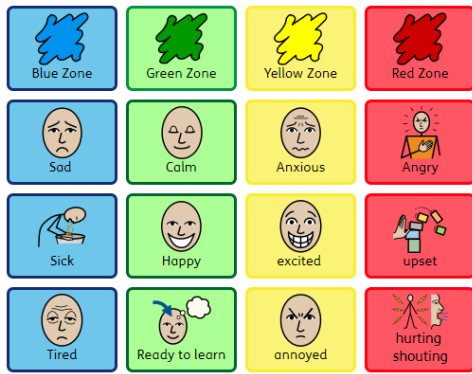
- Continually reviewing pupil's progress towards next steps on a lesson-by-lesson basis
- Reviewing the impact of additional support half termly
- Regularly reviewing Assess, Do, Plan, Review support plans, Individual Learning Plans and the Annual Review for pupils with an EHCP
- Tracking progress half-termly against the EYFS and National Curriculum, and using the Derbyshire Celebratory Checkpoints and PIVATS 5 assessment schemes to look the progress of learners working outside expectations for age
- Moderating teacher judgements against other mainstream and special school settings

### **Enabling pupils with SEND to engage in activities available with those in the school who do not have SEND?**

- For the majority of pupils in our school, each day is spent in a class comprising children with SEND and those without
- Provision is made for pupils with SEND to meet and socialise with each other and other pupils during playtimes and lunchtimes
- Pupils with SEND are able to take part in school activities like assemblies, trips and visits, be a part of the Pupil Voice, and through Inclusion with mainstream peers, in the mainstream classes, for children who access a lot of support in the ERS base.
- Some pupils accessing Enhanced Resourcing may have Severe and Complex needs. For these pupils, we look carefully at how purposeful and enjoyable opportunities to join their mainstream peers are on a case-by-case basis, with the safety of all pupils at the forefront of any decision making.

### **Improving Social and Emotional Development**

- school rules / expectations are shared regularly with children and parents during the school year
- children reminded of our anti-bullying measures throughout the year, and not just during a dedicated anti-bullying week.
- Zones Of Regulation used throughout the whole school



- Staff are encouraged to support children with emotion coaching approaches by looking at the problem with the child, acknowledging their feelings, and working together to find a solution.
- Each class has a Worry Jar and children are encouraged to share worries with their teachers.

- full-time Pastoral Lead supports children across school, as well as supporting parents
- We subscribe to FairShare and operate a food bank
- Elmsleigh Values of **Community, Responsibility, Resilience, Compassion, Ambition** and **Respect** are shared weekly in assembly and linked to the British Values of **Democracy, Law, Liberty, Mutual Respect** and **Tolerance** that we teach as part of our Spiritual, Moral, Social and Cultural offer (SMSC)
- Pupil views form an important part of annual reviews,

## Outside Agencies

We refer, work in partnership with, and seek support from a number of external agencies for pupils including:

- Local Authority specialist teachers for visual impairment, hearing impairment, physical disability and behaviour support;
- Our MAT Early Help team, FASST;
- Referrals to the Single Point of Access to both CAMHS and the Neurodevelopmental Pathway;
- Speech and Language Therapy;
- Occupational Therapy;
- School nurse;
- Social Care;
- Community paediatrician;
- Educational psychologist;
- Other health agencies linked to particular pupils and their needs
- Signposting to organisations like Building Sound Minds
- Signposting to organisations like Umbrella and Special Needs Circle

## Complains and Compliments

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings. If however a parent/carer has a complaint about the SEN provision for their child they should:

- Firstly arrange a meeting with the **class teacher** at a mutually convenient time
- If the situation has not been resolved arrange a meeting with the **SENDCo**, Hayley Powell, and **class teacher**
- If the situation remains unresolved, an appointment should be made with the **Headteacher** Mrs K Burton.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information.

### **Support Services for Parents**

We offer a range of support for parents including:

- support from the Pastoral Lead in school;
- referral to the Family and Student Support Team (FASST) operated by our MAT;
- signposting to other sources of support such as: Umbrella, Derbyshire Information and Support Service for special needs (DIAS), organisations like Scope that offer services to parents of newly diagnosed children, Carers in Derbyshire or Special Needs Circle;
- information about parent helplines and sources of support such as Young Minds, Family Lives, Action For Children 'Parent Talk', Gingerbread, Oneplusone, Dad's House or Pink Parents

### **The Local Offer**

Elmsleigh Infant and Nursery School's contribution to the Derbyshire Local Offer is:

Universal: offering inclusive education to all children at our school

Targeted: identifying and support children in overcoming barriers to learning through implementation of the Graduated Response as outlined in this report

Specialist: Enhanced Resourcing for children with an EHCP and diagnosis of Autism / other SEND

Derbyshire's Local Offer directory can be found here:

[Home - Derbyshire Local Offer](#)

The full Derbyshire Graduated Response guidance can be found here:

[Graduated Response May 2022 \(derbyshire.gov.uk\)](#)



## **Admissions, equality and accessibility:**

We admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND, with due regard to the Code of Practice 2014.

Admissions to the Enhanced Resource facility **are decided by the Local Authority.**

All of these children **will have an EHCP** or will be undergoing a multi-professional assessment. The request for a place in the ERS will be made by parents during the assessment process, via the Local Authority.

Initial referrals may have come from doctors, health visitors, social services, speech therapists, pre-school settings, or parents, and are admitted through Local authority procedures.

The school is built on 3 levels and therefore has had some physical constraints. Modifications have been made to afford access to wheelchairs via 2 lifts and ramps to the front and side entrance. Special low-level handrails have been added to stairs. Lines have been painted on steps to support children with visual impairment. We have 2 accessible toilets and 2 specialist changing tables. We maintain an Accessibility Plan which can be viewed on our website. This outlines how we have increased the extent to which disabled pupils can participate in the curriculum, improved the physical environment, and how we strive to improve the availability of accessible information to disabled pupils.