



Elmsleigh  
INFANT & NURSERY SCHOOL

Grow to be the best we can be

## Special Educational Needs (SEN) Information Report

Written: September 2024

To be reviewed: August 2026

Policy Owner: Mrs Laura Mansfield (SENCO)

Ratified: Mrs Nicola Price (Executive Headteacher)



Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, which is on our website.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### What types of SEN does the school provide for?

Our school caters for a wide range of SEN due to the adapted classes we have at Elmsleigh Infants and Nursery School. The following needs are identified below:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## **Which staff will support my child, and what training have they had?**

The Executive Headteacher at Elmsleigh Infants School has also been Headteacher of Primary Special Needs School with over 200 pupils on role for the last 12 years. Therefore, the knowledge and expertise that is brought to the leadership team is vast.

The SENCO for the school, is also a senior leader (Mrs Laura Mansfield). Mrs Mansfield began her role in June 2024 and will have a non-teaching role from October 2024. This is because of the high proportion of pupils with additional needs we have at Elmsleigh School. Mrs Mansfield has just been accepted on the NPQsenco but is also supported by the Executive Headteacher who has lead a Primary Special School for over 12 years, working at the school for 19 years.

As Elmsleigh school is part of a Multi Academy Trust staff have continual training and supervision with other pupils led by experts in the field of SEN. All staff regularly attend training which has been developed for Interventions for pupils with SEN and additional needs such as Mighty Writer and Numicon. Staff are also able to go and visit other SEN schools within the MAT where best practice can be shared.

We also train staff on a range of other strategies to support all pupils such as:

- Attention Autism
- Bespoke training related to health conditions eg gastronomy, diabetes, cystic fibrosis as appropriate
- Emotion Coaching Approaches, with staff in from September 2024 being trained in THRIVE.
- Intensive interaction
- Lego Therapy
- Makaton / use of symbols
- Numbersense
- Physiotherapy programmes
- Positive Play
- Sounds-Write Phonics
- Zones Of Regulation

## **Our special educational needs co-ordinator, or SENCO**

- Our SENCO is Mrs Laura Mansfield who has 14 years of teaching experience and has taught at Elmsleigh Infant School for 13 years. Laura started the position of SENCO in September 2024 and has already registered for the NPQSENCo. The contact email for the SENCOs is [senco@elmsleigh.derbyshire.co.uk](mailto:senco@elmsleigh.derbyshire.co.uk)

They are collectively allocated 3 days a week to manage SEN provision.

## **Teaching assistants (TAs)**

We have a team of 18 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 10 teaching assistants who are trained to deliver interventions such as Sounds Write, Numbersense and Might writer.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Esteem MAT expert team
- Colleagues from other school within the MAT.

### What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher, you can contact them through Reach more Parents or by emailing the office to arrange an appointment with them.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include falling behind in the understanding and reading of phonics or mathematical concepts.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### **How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress. Your child's class/form teacher will meet you at least 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher

### **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## How will the school adapt its teaching for my child?

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 also be adapted to enable a pupil with SEND to achieve the lesson objective in a different way – for example, demonstrating understand by acting out or sequencing an historical event rather than writing about it.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis as and when required.
- Teaching assistants will support pupils in small groups as and when required.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Attention Autism Makaton Intensive interaction



<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Extra processing time and narrowing of curriculum in core areas to ensure that key concepts are taught and well embedded.
	Severe learning difficulties	Extra processing time and narrowing of curriculum in core areas to ensure that key concepts are taught and well embedded.
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive approach
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	Limiting Classroom displays
	Multi-sensory impairment	Sensory Integration programmes
	Physical impairment	Physiotherapy

These interventions are part of our contribution to Derbyshire Council Councils Local Offer.  
[Home - Derbyshire Local Offer](#)

### **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if pupils have an education, health and care (EHC) plan)

### **How will the school resources be secured for my child?**



It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

### **How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip. All pupils are encouraged to take part in sports days, play times, school councils and committees.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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.

### **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

The school has a fair admissions policy which does not discriminate against pupils with SEND. Wherever possible, we aim to ensure that those whose EHC plan names Elmsleigh School will be admitted before any other places are allocated. As we are not currently oversubscribed this supports the inclusion of all pupils who would like a place.

### **How does the school support pupils with disabilities?**

Within school we are inclusive to all pupils. Through our accessibility plan we ensure that all pupils regardless of their disability or medical needs are able to access our school, wherever possible.

We have adapted resources such as wheelchair ramps, sloping writing frames, standing frames, postural chair and trained staff who can support pupils medical needs within our school.

Through following our Behaviour, Exclusions and Anti-Bullying policy and school values, we ensure that all pupils are treated equally and fairly by all.

### **How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all school trips and celebrations to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by following our Thrive approach.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following the Behaviour, Exclusions and Anti Bullying Policy

### **What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

#### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

#### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

#### **From Nurseries to Early Years.**

The SENCO of the Elmsleigh Infant School school meets with the feeder nurseries SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

### **What support is in place for looked-after and previously looked-after children with SEN?**

Ellen Collins (Head of School) is the designated teacher for looked-after children and previously looked-after children

Mrs Collins will work with Mrs Mansfield and Miss Powell to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **What should I do if I have a complaint about my child's SEN support?**

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**, either Mrs Mansfield or Miss Powell.
- If the situation remains unresolved, an appointment should be made with the **Head of School**, Mrs Collins.

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The Mediation Service for Derbyshire LA is Global Mediation. They can be reached on 02084411355 and via the Global Mediation website. [Global Mediation - Mediation Services in London & Nationwide](#)

## What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at:

- 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 \(derbyshire.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Find your local IAS service \(councilfordisabledchildren.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages