



Elmsleigh
INFANT & NURSERY SCHOOL

Grow to be the best we can be

SEN Information Report

Written: September 2025

To be reviewed: September 2026

Policy Owner: Laura Mansfield (SENCO)

Ratified: October 2025 The Governing Body



The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it 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 provides for pupils with the following needs:

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

Meet Our SEND & Inclusion Team

At Elmsleigh Infant & Nursery School, we are committed to providing a nurturing and inclusive environment where every child can thrive. Our SEND and Inclusion team works collaboratively to ensure that all children receive the tailored support they need to succeed.

Mrs. L. Mansfield – Assistant Headteacher / SENCO

Mrs. Mansfield leads our SEND provision, coordinating support across the school. She works closely with staff, parents, and external agencies to ensure that the needs of all pupils are met effectively. She has over 1 years' experience in this role and has worked as a class Teacher for over 15 years. She is a qualified teacher

and working towards achieving the National Award in Special Educational Needs She has a non Teaching role in school and is also the Assistant Headteacher.

Our Enhanced Resource Unit (ERS) provides a nurturing environment for children with specific needs, we have pupils placed into two adapted classes, through this pathway:

- Rainbows Class: For pupils with complex autism.
- Butterflies Class: For pupils with low cognition.

Each class is led by a qualified teacher with experience in special education. They are supported by teaching assistants who are trained in various aspects of special educational needs.

Teaching assistants (TAs)

We have a team of over 25 Teaching Assistants and Teaching Assistants apprentices, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver a range of interventions such as attention autism, Read Write inc, Lego therapy and sensory integration techniques.

Training and Professional Development

Our staff receive regular and relevant training to ensure that provision is appropriate and enables pupils to make good progress. This includes training in areas such as autism awareness, speech and language support, and behaviour management.

As part of the Esteem Multi-Academy Trust, our staff have access to continuous professional development opportunities, ensuring that they are equipped with the skills and knowledge to support our diverse learners effectively.

Ofsted Insights on SEND Provision

The latest Ofsted inspection, conducted on 22 and 23 October 2024, highlighted the following strengths in our SEND provision:

- **Strong Support and Adapted Curriculum:** Pupils accessing the SEND resource unit benefit from strong support and a well-adapted curriculum. The school prepares pupils well for the next stages of their education.
- **Inclusive Learning Environment:** The school has strong systems in place to identify and support pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn the curriculum alongside their peers, with appropriate support.
- **Positive Attitudes and Behaviour:** Pupils with SEND have highly positive attitudes to learning. They are well-mannered, courteous, and respectful, living up to the school's high expectations of achievement and behaviour.
- **Effective Reading Support:** The school has implemented an effective reading programme. Pupils with SEND who attend the specialist resource unit receive the help they need to improve their communication and language skills.

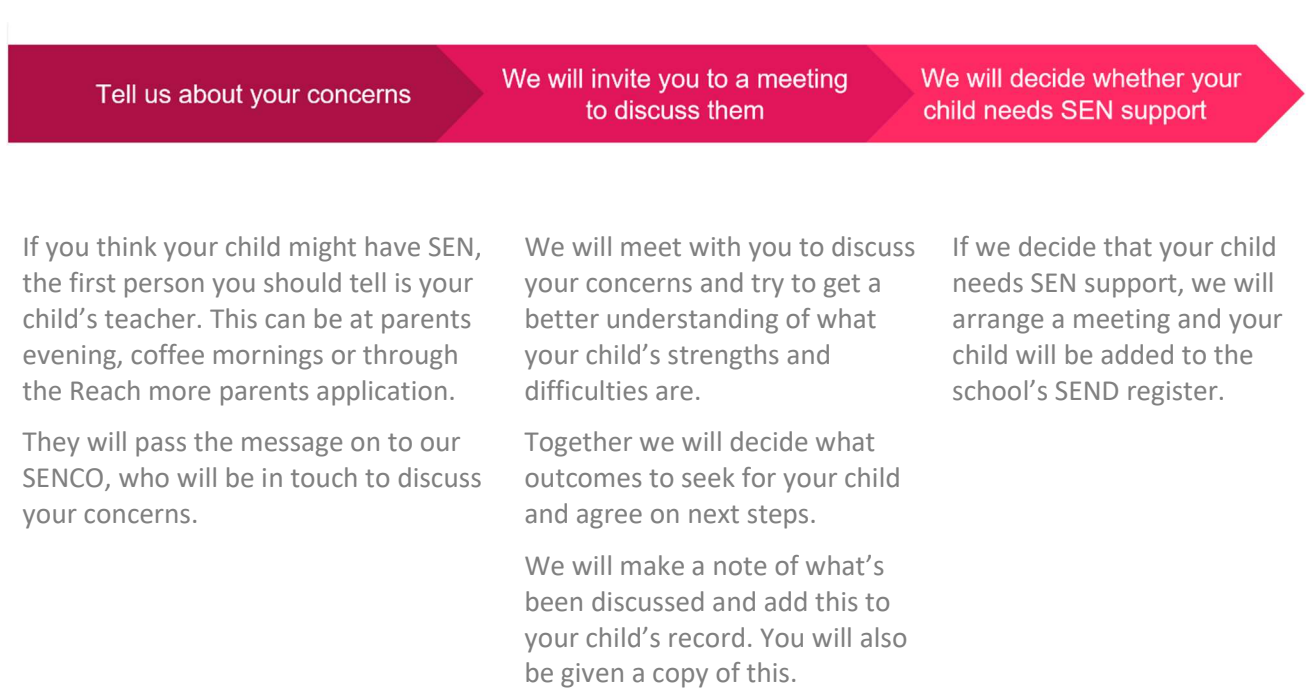
These insights reflect our ongoing commitment to providing high-quality education and support for all our pupils. For more information about our SEND provision or to discuss your child's needs, please contact Mrs. Mansfield via the school office.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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)
- Inclusion support advisory service
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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 reading, writing and number work.

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.

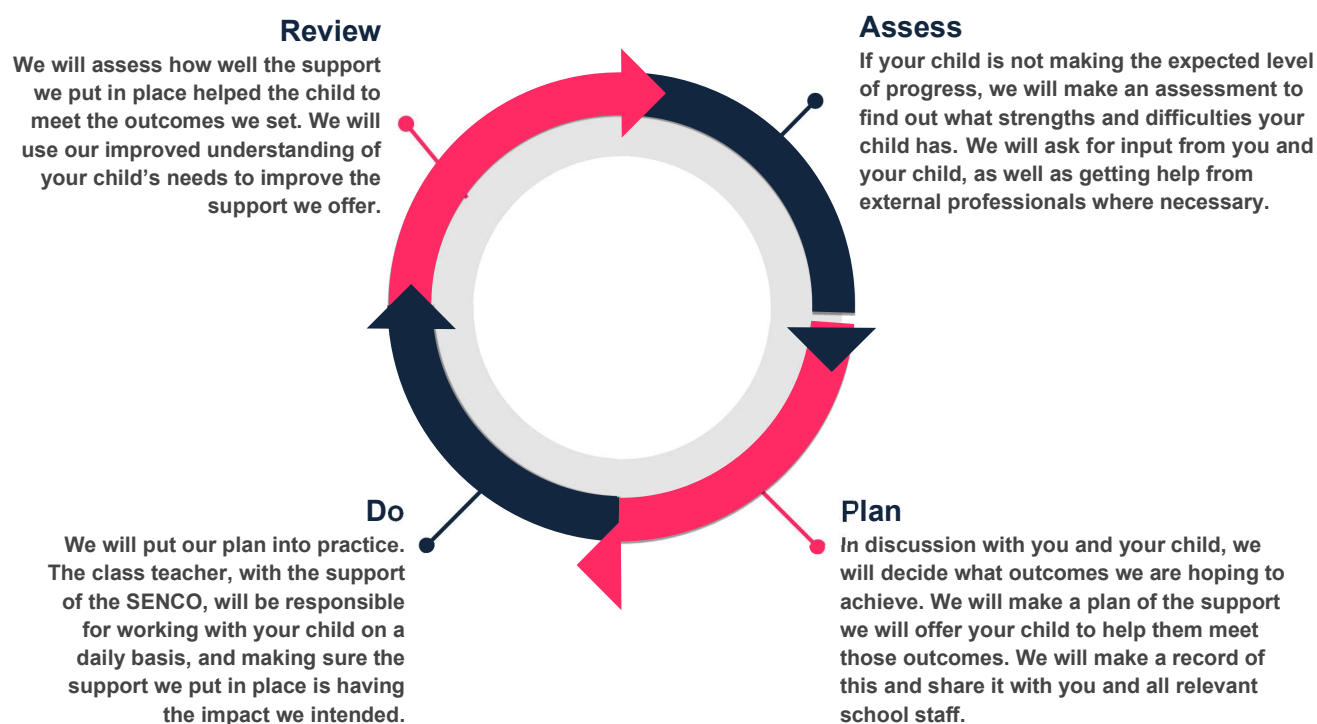
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND 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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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 at least annual reports on your child's progress.

Your child's class/form teacher will meet you twice a year (3 times if your child has an EHCP)

- 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, through reach more parents.

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 written statement or 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?

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 small grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating 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.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Fidget toys Personal visual timetables
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia, Moderate and severe learning difficulties	Writing slope Use of manipulatives Adapted learning tasks Writing frames Visualisers
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget toys Zones of Regulation
	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive interventions Zones of Regulation
Sensory and/or physical	Hearing impairment	Visual and mobility support is provided where necessary to help pupils navigate the school safely.
	Visual impairment	Classroom seating arrangements, assistive listening devices, and visual cues.

	Multi-sensory impairment	highly personalised plans that consider both vision and hearing challenges. Specialist equipment and multi-sensory teaching approaches are used to enable learning.
	Physical impairment	adaptations, including ramps, modified furniture, and adapted PE equipment.

These interventions are part of our contribution to Derbyshire County Council's 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 EHCP Outcomes continually through their learning
- Reviewing the impact of interventions continually through day to day learning, planning in the moment and formative assessment
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they 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 SEN?

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 to Standon Bowers

All pupils are encouraged to take part in sports day/school plays/special workshops and assemblies.

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 they can be included.

Admissions

Please see the schools admissions policy on the website.

How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities are fully included in all aspects of school life and have equal access to learning, activities, and opportunities.

Preventing Less Favourable Treatment

- We actively monitor the school environment and teaching practices to ensure that disabled pupils are not treated less favourably than other pupils.
- All staff receive training on inclusion, disability awareness, and equal opportunities.
- Policies, procedures, and day-to-day practices are reviewed regularly to remove barriers and prevent discrimination.

Facilities and Auxiliary Aids

- The school is equipped with accessible entrances, ramps, and adapted toilets to ensure safe access to all areas.
- Specialist equipment, such as hearing aids, magnifiers, communication devices, and adapted furniture, is provided as needed.
- Teaching assistants and support staff are trained to use auxiliary aids and provide personalised support to pupils with disabilities.

Curriculum Access and Participation

- Lessons and activities are adapted to ensure disabled pupils can participate fully alongside their peers.
- Pupils may receive one-to-one or small-group support, modified resources, or assistive technology to support learning.
- Extra-curricular activities, trips, and school events are planned with accessibility in mind, ensuring inclusion for all pupils.

Physical Environment

- We continually review and adapt the school environment to remove barriers to learning and movement.
- Improvements such as widened doorways, ramps, handrails, accessible classrooms, and playground modifications are implemented to help pupils take full advantage of the facilities we offer.
- Safety and accessibility audits are carried out regularly to ensure the school environment is fully inclusive.

Accessible Information

- Information is made available in multiple formats, such as large print, audio, or digital versions, according to pupils' needs.

- Staff communicate with parents and pupils using accessible language and formats where required.
- Visual supports, signing, and other communication aids are used in classrooms and school communications to improve understanding.

Accessibility Plan

- Our school accessibility plan outlines our strategies to:
 - Increase the extent to which disabled pupils can participate in the curriculum.
 - Improve the physical environment to enable disabled pupils to access education, benefits, facilities, and services.
 - Improve the availability of accessible information for disabled pupils.
- The accessibility plan is available on our school website or via the school office on request.

We are committed to continuous improvement to ensure that every pupil, regardless of their abilities or disabilities, can thrive in a safe, inclusive, and supportive learning environment.

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 involved in all aspects of school life to promote teamwork/building friendships
 - We provide extra pastoral support for listening to the views of pupils with SEN by embracing the 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 holding regular assemblies and anti bullying days.

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 SEN be prepared for a new school year we may:

- 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
- Hold additional transition visits and give pupils transition booklets

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.

The SENCO of the next school may come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having transition visits

- Taking part in activities at the next school
- Being visited by the senco in the next school, wherever possible.

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

Mrs Bailey (Head of School) is the designated teacher for looked-after children and previously looked-after children here.

The Head of School will work with the SENCO, 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 SEN. 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?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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.

What support is available for me and my family?

If you have questions about SEN, 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 County Councils local offer, published on their website:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services and local charities are listed on the local offer.

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

- [IPSEA](#)

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

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages