

Elm Academy

Special Educational Needs and Disabilities (SEND) Information Report for Parents

Inclusion Team
Ms A Prout—SENDCO
Mrs J Fish—Principal & Designated Safeguarding Lead

Mr D Read —Inclusion Team Leader, SEND Lead & Deputy Designated
Safeguarding Lead

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Elm Academy is a mainstream Primary Academy for 4-11 year old pupils covering Reception, Key Stage 1 and Key Stage 2.

The Elm Academy SEND Information report for parents lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the School community and to make successful key transitions from Reception, through Key Stage 1 & 2 and on to secondary education.

The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Elm Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Elm Academy is committed to working with school staff, students, parents and appropriate external agencies in the assessment and review of students. An inclusion register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCO).

Elm Academy SEND information report (Local Offer) identifies provision the school offers for SEND students and accessibility for disabled students.

Identifying Students with Difficulties

Inclusion Register

All students within the School are on our Inclusion Register which is regularly updated and accessed by all staff within the School. The Inclusion Register identifies if students have any additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), Exam Support, Vulnerable. The Inclusion Register outlines how to support students with these difficulties through Quality First Teaching.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four part cycle to meet the needs of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do, Review.

Students identified as SEND are either:

SEND support – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be identified on the SEND section of the Inclusion register by a code of K and where appropriate strategies of support will be provided through a Student Information Passport.

Education, Health and Care Plans (EHCP) – The purpose of an EHCP is to make special educational provision to meet the Special Educational Needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are replacing the old 'Statement' process.

The 4 Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

Ways to identify difficulties

- Transition work and meetings with feeder schools
- Consultation with staff, parents and students
- Baselines assessments, Cognitive Abilities Tests (CATs), Reading and Spelling assessments
- Liaison with Parents/Carers
- Teacher assessments
- Teacher referrals for additional assessments following concerns
- Poole Early Help Assessment (PEHA)
- Bournemouth Early Help Assessment

Assess -> Plan -> Do -> Review

Assess

If the learner is not making expected progress despite Quality First Teaching, the class teacher or other staff member will complete a Record of Concern form which is passed to the Principal, Pastoral Lead and SENDCo.

The Record of Concern is reviewed in line with current support provided for the student and provision is made for further assessment where deemed necessary including possible referral to outside agencies.

Plan

Based on a review of progress and the outcome of any assessments completed, a collaborative plan will be formulated in consultation with the student, parents, teachers under the leadership of the SENDCo to establish an appropriate level of support for the student. This process involves collecting information from staff to establish levels of progress and barriers to learning in other subjects.

The Plan phase allows a specific support strategy to be agreed and enables targets to be set for review. A Student Information Passport (SIP) may be composed with SENDCo / Pastoral Lead in consultation with the students, parents, carers and other teachers when appropriate. The student may then be placed at SEND Support level (K) on the Inclusion Register if additional interventions are needed and parents are informed of this.

Do

Quality First teaching for students with SEND will support the needs and progress in line with the strategies identified in the SIP, this is a core part of the School's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Student Information Passport and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by the teacher /tutor /Head of Specialism/ Pastoral Lead/ SENDCo.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.

Review

Interventions will be reviewed termly by the teacher /tutor /Head of Specialism/ Pastoral Lead/ SENDCo.. Student Information Passport will be reviewed. Evidence of progress will come from termly assessments which feed into half termly data. The existing provision will be reviewed in collaboration with the student, parents, teachers, SENDCo and other professionals where appropriate.

If, despite significant intervention at SEN Support level and with evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. Students and parents/ carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Quality First Teaching — In Class Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the School's teaching and learning standards.

This is **high quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's (Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Where needed additional support may be provided in class by TA's (Teaching Assistants).

Teachers will use strategies identified on the Student Information Passports to help with differentiation and teaching

Training:

All teachers in the school are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities across the year. The School has a training plan for all staff to improve the teaching and learning of children. This includes whole School training on SEND issues such as, SEMH, Literacy difficulties and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism and Attachment, etc.

Additional Support and Interventions

Some students may require additional support depending on their needs. Interventions may include:

- Speech and Language Support Referral
- School Nurse
- Teaching Assistant support
- Inclusion referral process
- Time Out Card
- Exam Access Arrangements
- Personalised Curriculum
- Mentoring by a specific member of staff
- SENDCo intervention
- Pastoral Lead intervention

Specific interventions for pupils with social and emotional development needs:

- Personalised pastoral support
- Small group pastoral support
- Social stories
- Referral to specialised agencies

Teaching Assistants

The School's Teaching Assistants support students with SEND. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TAs in class is based on student need and entitlement. Priority is given to support students with an EHCP/ Statement and core subjects.

TA's work under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

During assessment of a student a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- SENISS (SEN Inclusion Support Service)
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)

Other Services we work in collaboration with :

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

Support for Pupils and Parents/ Carers

Elm Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the School.

Pupils and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the SENDCO and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

Teachers report on student progress on a six weekly basis providing information on current attainment levels.
(Please edit to fit your school systems).

The School is fully accessible to all individuals:

- Disabled toilets in KS1 & KS2
- Handrails throughout the school
- Wheelchair access to KS1, lower corridor of KS2, Halls and Computing Suite

What happens if I am worried or have concerns about my child's provision?

Talking through your concerns with the Inclusion Team will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the School Principal (Mrs J Fish) or Vice Principals (Miss S Beer, Mrs K Marsh)

The School currently has 17.54% SEND
(January 2022)