



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

Special Educational Needs Co-ordinator (SENCO): Rachel Prime

SEND Governor: Diana Greenfield

Contact: 01458 442979

Dedicated SEN time: 1.5 days per week (Monday am and Tues)

The Somerset Local Offer can be found at: www.somersetchoices.org.uk

Elmhurst SEND Policy can be found at: <http://www.elmhurstjuniorschool.org.uk/>

How does the school know if a pupil needs extra help and what should I do if I feel my child has SEN?

Elmhurst is committed to the early identification of children with barriers to their learning and needs which are additional or different to their peers.

We follow the [SEND Code of Practice \(2014\)](#) and [Somerset's Core Standards](#) which set out the entitlement for children and young people with SEND. *Click on the hyperlinks to access the documents for further information.*

Children may be identified as having SEND through a variety of ways including the following:

- Children may raise issues with their class teacher, teaching assistants or parent/carer
- Teacher observations of the child
- Analysis of assessment data
- Concerns raised by parents/carers
- Specific diagnostic/assessment tools may be used by the SENCO to identify specific needs
- Staff liaison with infant school/previous school
- Results from school screening assessments
- Termly Pupil Progress Meetings held between the teachers / senior staff/SENCO/head teachers
- Liaison with external agencies



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

If a parent/carer feels that their child has additional needs they should first raise concerns with the class teacher. The SENCO can also be consulted and a joint meeting can be set up class teacher to discuss any issues or concerns.

What types of SEND are provided for?

The Code of Practice and Somerset's Core Standards, refers to four broad categories of need, which give an overview of the range of needs that Elmhurst can provide for.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyspraxia, or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy difficulties or dyscalculia.

Social, Emotional and Mental Health

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive or lack concentration. These behaviours will indicate an underlying area of difficulty.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND List or both.



Elmhurst Junior School

SEND Information Report

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How will the school support a pupil?

The foundations for all provision in school are the [Core Standards](#).

ALL children have access to high quality teaching and underpinning ALL our provision is the graduated approach of:

Assess – the child's current needs will be looked at

Plan – a Support Plan will be implemented or revised

Do – interventions and support will be put in place and carried out

Review – earlier decisions and actions will be revisited and the cycle will begin again



We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. The child is at the heart of this approach and will, along with parents, be part of the process at each step.

Tracking data, observations, discussions with staff, parents, children and professionals, where appropriate, will all add to a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

At Elmhurst we support your child by:

- having the highest aspirations for them.
- consistently helping and encouraging achievement whilst making the learning enjoyable and fulfilling at all levels, socially, emotionally as well as academically.
- respecting the individuality of every child and creating an environment in which risks can be taken without worry or anxiety.
- recognising the impact that SEND may have on an individual child.
- promoting open, honest and consistent communication between, staff, parents and carers and children.
- careful analysis of need.
- close monitoring of progress.
- shared approach to desired outcomes
- Using carefully differentiated planning
- Using a wide variety of teaching approaches
- Providing a stimulating, rich and interactive classroom environment



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using our marking policy to make sure that children know how to improve their work and respond to feedback from their teachers
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Providing additional adult supervision from well-trained Teaching Assistants where appropriate
- Making available specialist equipment and digital technology to support access and participation in learning

What facilities, resources and training does the school have to support SEND learners?

Elmhurst has clear strategies in place to address areas of need as listed below;

- Dedicated, learning spaces to meet the needs of individuals and small groups.
- A qualified SENCO trained to support children, staff and parents.
- Two fully trained ELSA's (Emotional Literacy Support Assistants) who support children with a variety of social, emotional and mental health needs.
- A dedicated PFSA (Parent Family Support Advisor), who supports the needs of our families and is based on site. He also works with our feeder school, strengthening the links between us and making transitions smoother. The role of the PFSA can be viewed on the school website.
- A team of trained Teaching Assistants who support the children and staff by carrying out a variety of interventions as well as support within the classroom.
- Links with the local specialist school with access to outreach workshops
- Strong links with multi agencies such as Educational Psychologist, Virtual School & Learning Support Team, Speech and Language Therapists, CAHMs
- Forest School opportunities.
- Break and lunchtime Nurture Provision.
- Disabled access and toilets.



Elmhurst Junior School

SEND Information Report

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How will parents know how well a pupil is doing and how are they supported to help their child?

Involving parents and learners in the dialogue is central to our approach and we do this through:

- All pupils receive a final progress report in the Summer Term. These reports are given to parents during an open afternoon where there is an opportunity to talk to the teachers and look at the children's work.
- All pupils who receive additional support will have an Elmhurst School Journal which provides a detailed log of the assess, plan, do, review process and stays with them throughout their journey at Elmhurst. This document will move with them at transfer to provide valuable information for the receiving school.
- Formal Parents evenings are held in October and March. At these meetings the pupil's needs, progress and support will be discussed. Targets will be reviewed and set collaboratively. Ways in which parents can support the targets are also discussed. This will all be recorded on the Elmhurst Pupil Journal. Arrangements will be made to ensure there is sufficient time to discuss the SEND needs of the child or an additional time will be arranged. In addition to the parent's Evenings we hold an additional review meeting during the year.
- Parents are encouraged to make an appointment to meet their class teacher at any time if they have any concerns about progress.
- All pupils have a reading record book and we value the comments parents make in these.

To keep parents up to date with what's going on with SEND services in Somerset, weekly SEND newsletters are sent via the SEND Dojo communication app. (also available from the [Somerset Choices website](#))



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

What arrangements does the school make for consulting children with special needs and disabilities about their education and how they might be involved?

The child's voice in terms of decision making and ownership of outcomes is an integral part of the process.

- Each term (3 x yearly) the children will create/review a 'One Page Profile' about themselves. They will be supported to talk about the things they enjoy, don't enjoy or find difficult, what they would like to be able to do or change over the next term and what they think would help them.
- Pupils with an Education Health Care Plan (EHCP) are reviewed annually with parents and professionals where appropriate. The children contribute to these reviews by sharing their ideas in a variety of ways.
- Ongoing dialogue between teacher and pupil as part of everyday practice.
- Children Looked After will contribute to their termly PEP (Personal education Plan) meeting.

What support will there be for pupil's overall wellbeing?

Clearly, pupil progress is important but at Elmhurst we are concerned with the overall well-being of all the children as individuals. We are proud of a well-established nurturing ethos, which enables children to grow and develop, take risks safely in a high praise, low criticism environment.

- Class teachers monitor the well-being of their pupils alongside their progress.
- Children are encouraged to be proactive and look out for each other.
- Close links with parents when a child faces a situation that may affect their well-being.
- Vulnerable Children are identified via the BVPT tool in collaboration with a member of the safeguarding team, the PFSA and ELSA support worker.
- Our nurture facility and trained support staff are in place to address the social and emotional development of vulnerable pupils.
- Our PFSA is also available for advice and support.
- Activities such as circle time encourage children to discuss their feelings and find solutions to any concerns they may have.
- Check in, check up and check out sessions are held weekly as a whole class to identify any concerns.
- Emotional Literacy Support Assistants (ELSA) work in a variety of ways with children who may need extra support. This could be as simple as daily check ins or dedicated 1:1 or group sessions.



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

What specialist services are available at or can be accessed by the school?

More complex or persistent needs may require joint working with other services to ensure that the pupil's needs are met.

The SENCO attends regular SEND Network meetings (6 x yearly) to meet with other SENCOs, Educational Psychologists and the Learning Support Service. These meetings provide an opportunity to discuss SEND needs in general terms or to gain advice on individual cases.

The Early Help Assessment (EHA) is a tool used by the school, along with Team Around The School meetings to clearly identify the needs of children/young people and their families and make 'request for services' involvement where required. This will be discussed with parents/carers, as consent must be obtained.

Some of the services that may be accessed:

- Educational Psychology
- Learning Support Service
- Autism and Communication Service
- Paediatric Physiotherapists
- Paediatric Occupational Therapists
- Paediatric Speech and Language Therapists
- PIMS (Physical impairment and medical support team)
- Child and Adult Mental Health Service.



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

The external specialist may:

- Act in an advisory capacity to refine targets and make suitable recommendations
- Provide additional assessment
- Work to support families and children
- Support and extend the expertise of staff

Additional services and support may include:

Team Around the Child (TAC)

Team Around the School (TAS)

Child Protection/Safeguarding Team

Personal Education Plans (PEP).

Get-Set

Children's Social Care

What training does the staff have?

- Elmhurst is committed to developing the on-going expertise of our staff. We have regular training and updates of SEND.
- Our TAs have received training in delivering the specific intervention programmes that we use and are competent at monitoring progress in collaboration with the class teacher.
- All of our Teaching Assistants have undertaken extensive courses around social and emotional literacy run by Educational Psychology.
- The SENCO attends regular SENCO support group meetings to keep up to date with changes in SEND as well as regular SENCO conferences and briefings.

How will pupils be included in activities outside the classroom including school trips?

- All pupils are encouraged to access extra-curricular activities and trips.
- A risk assessment is undertaken prior to any trip and a higher staff pupil ratio could be offered when necessary.
- Where appropriate, alternative activities, which will cover the same curriculum areas, will be provided.
- Parents will be involved in the decision making about school trips and activities.



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

How accessible is the school?

The school has disabled access to all but the upper floor in the main building. We have two toilets adapted to wheelchair use and low rails fitted around the school. There is a disabled parking space on the campus. The main entrance has disabled access and wheel chair users are able to access other parts of the school by means of a portable ramp.

Any other adaptations needed for access may be assessed by Occupational Therapy, Physiotherapy Therapy or PIMS (Physical impairment and medical support team) in order for us to ensure ease of access and safety for all.

The school works closely with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language. When necessary, the school uses the translation service to translate reports, documents and letters and to provide an Interpreter to attend meetings and Parent Consultation Evenings.

Elmhurst follows the County Disability Access Policy and has an Accessibility Plan and Disability Discrimination Policy both of which can be viewed on the Elmhurst School Website. <https://elmhurstjunior.fluencycms.co.uk/Policies>

How does the school support a pupil when joining or leaving?

Excellent links are established with the feeder and transfer schools to ensure smooth transitions (Hindhayes Infants and Crispin Comprehensive).

In the year prior to transfer, staff from the receiving schools attend review meetings, ensuring that arrangements can be made to meet the needs of the children joining and moving on. Meetings with the SEND department and external agencies are also in place, where children with additional needs can be discussed and arrangements made for transfer and ongoing support.

Joining

- Visits are planned for those joining us to attend performances, come for lunch and spend a full day and an afternoon in their new classroom with their new teacher.
- Additional individual visits are arranged as appropriate.
- Y3 teachers visit Hindhayes to work with the children in their own environment.



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

- The Y2 and Y3 teachers also meet to discuss individual children.

Moving on

- Planned opportunities for all Y6 children to visit Crispin are arranged prior to transfer. These may include: science, literacy, ICT and DT days.
- In addition to those visits, small groups of identified children will go with a member of staff for extra visits.

It is acknowledged that not all children joining Elmhurst will come from Hindhayes or move on to Crispin. In these circumstances every effort is made to work together towards a smooth transition.

How are the school's resources allocated and matched to a child's SEN needs?

All resources coming into the school budget for SEND are spent on staff, resources, training and commissioning additional external services.

Most children on SEND support access what they need through group or individual work with the class teacher or teaching assistant with support from the SENCO.

This support changes termly as a result of the 'assess-plan-do-review' graduated response. Children who have higher needs may have some individually targeted support to achieve their learning. Most of the budget for this is, once again, taken from the school's SEND allocation. A few children who have more complex needs may be allocated additional funding from county as part of the Education Health Care Plan.

How is the effectiveness of the provision made for children with SEND evaluated?

A rigorous process for evaluation of provision is in place.

- Use of a provision map to measure progress and achievement
- Ongoing and regular evaluation of provision by teachers and support staff
- Monitoring of the quality of interventions, provision and progress by the SENCO
- Use of assessment information pre- and post- interventions
- Use of attainment and progress data as part of the whole school tracking system 3x yearly
- Discussion at pupil progress meetings
- Discussion with pupils and parents



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

Who can I contact for further information?

- The first point of contact is your child's class teacher to ask further questions or share your concerns.
- You could also contact our SENCO, Ms Rachel Prime, through the school office.
- Additional information can be found in our SEN policy on our website.
- Somerset SENDIAS provide free, confidential and impartial information, advice and support about special educational needs and disability for parent carers, children and young people (up to the age of 25). <http://www.somersetSEND.org.uk/welcome/>
Tel; 01823 355578 between 10 am and 3 pm during term time

What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND concerning the provision made at the school?

We are confident that most issues can be resolved through discussion with the teacher and or head teachers, however the school's complaints procedure is outlined in the School Prospectus and on the school website <http://www.elmhurstjuniorschool.org.uk/Key-info->
The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Where can I find information on where the local authority's local offer is published?

- Somerset's local offer can be found at <http://www.somersetchoices.org.uk>
- This document should be read alongside the School SEN Policy which can be accessed via [the school website](#)



Elmhurst Junior School

SEND Information Report

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

- A cycle of review meetings, based on the assess, plan, do, review model
- Termly meetings between teachers and SENCO

How will the school support Children Looked After with SEND?

When a child is looked after by the local authority, they will be supported by a designated teacher, currently the head, Mike Lawrence, and will have a Personal Education Plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker termly. The school may apply for additional pupil premium funding to ensure that they receive the necessary support. In addition, the school will attend and contribute to an annual looked after review. The responsibilities that apply to all staff and governors is to;

- Ensure any child in public care is sensitively supported and that confidentiality is maintained;
- Be familiar with the DfE Guidance on Children and Young People in Public Care and have high aspirations for the educational and personal achievements of children in public care
- Respond appropriately to requests for information to support the completion of Personal Education Plans and other documentation needed as part of review meetings;
- Contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate;
- Provide a supportive climate in school, enabling children in public care to achieve stability.

What is an EHCP (Education Health Care Plan)?

An EHCP is a legal document, which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care. It has replaced the Statement of Special Educational Needs. Generally, only a very small number of children, with especially complex needs, which require higher levels of support, will have an EHCP. More information about an EHCP is available on request.



Elmhurst Junior School

SEND Information Report

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