



Elmhurst Junior School

The School's Offer in Support of Pupils with Special Educational Needs and or Disability (SEND) Information Report (reviewed Nov 2025)

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Dedicated SEN time: 2 days a week

The Somerset Local Offer can be found at: www.somerset.gov.uk/local-offer

Elmhurst's Information Report should be read in conjunction with the following policies:

**[SEND Policy updated Nov 2025](#)
found on the **SEND** section of the Schools website**

[All other policies can be found on the schools website](#)

**Admissions Guidance
Complaints-Procedure-and-Guidance-2021-2025
Accessibility plan 2023-2025
EJS Relationship/ behaviour Policy Dec 2025
Equality Information & Objectives 2022-2026**

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

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 Somerset's Graduated Response Tool](#) which set out the entitlement for children and young people with SEND.

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

- Children may raise issues with their class teacher, learning support assistant 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 SENDCO 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/SENDCO/head teachers
- Liaison with external agencies

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

What types of SEND are provided for?

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

- **Cognition and Learning**
- **Communication and Interaction**
- **Social Emotional and Mental Health**
- **Sensory and/or Physical Needs**

How will the school support a pupil?

Following Somerset's Graduated Response Tool and underpinning ALL our provision in school 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

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, and 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.

A small number of children, with especially complex and severe needs, who require higher levels of support, will have an EHCP (Education Health Care Plan). This 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.

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 SENDCO* trained to support children, staff and parents (* in training but supported by WLT SEND team)
- 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. Strong links with multi agencies such as; Educational Psychologist, Learning Support Advisor, Speech and Language Therapists.
 - A team of trained Learning Support Assistants who support the children and staff by carrying out a variety of interventions as well as learning support within the classroom.
- Links with the local specialist school with access to outreach opportunities
- Forest School
- Break and lunchtime Nurture Provision
- Disabled access and toilets

How will parents know the progress of a pupil 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
 - Formal parents evenings are held in Autumn and Spring
 - Termly coffee mornings open to parents of pupils with SEND
 - For children on the SEND register who have an EHCP, there will be three outcome meetings a year.
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
 - Teachers and parents can request an additional meeting to discuss pupils who have been identified as having SEND needs and the progress they are making.
 - Parents are encouraged to make an appointment to meet their class teacher at any time if they have any concerns about progress
- Termly SEND newsletters are shared via Bromcom to keep parents up to date with what's going on in SEND services in Somerset.
(also available from the [Somerset Choices website](#))*

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 (3x 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, who receive additional funding, 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

What support will there be for pupil's overall well-being?

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 and 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
- Our PFSA is also available for advice and support
- Emotional Literacy Support Assistants (ELSA) work in a variety of ways with children who may need extra support
- Curriculum for Life including PHSCE (Personal, Health, Social and Citizenship Education) and RSE (Relationships and Sex Education) support pupil's well-being and personal relationships.

What specialist services are available 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. This will be discussed with parents/carers, as consent must be obtained.

Some of the services that may be accessed include:

- Educational Psychology
- Learning Support Service
- Autism and Communication Service
- Integrated Therapy Services (Physiotherapists, Occupational Therapists, Speech and Language Therapists)
- Mental Health Support Services (MHST)
- Family Intervention Service (FIS)
- PIMS (Physical impairment and medical support team)
- Children's Social Care

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
- Extend the expertise of staff

There is regular and close liaison with professionals from other agencies, including an annual SEND planning meeting, Early Help Assessment (EHA), Team Around the Child (TAC), Child Protection/safeguarding and Personal Education Plans (PEP).

What training does the staff have?

- Elmhurst is committed to developing the ongoing expertise of our staff. We have regular training and updates of SEND.
- Our Learning Support Assistants 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 staff have access to quality CPD (Continuing Professional Development) opportunities led by the school, through Somerset Support Services or external providers
- The SENDCO attends regular SENDCO support group meetings to keep up to date with changes in SEND, as well as regular SEND Network meetings.

More information about specific training, is available on request.

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

How accessible is the school?

The school has disabled access to all but the upper floor of 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 wheelchair 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.

EMAS (Ethnic Minority Achievement Service) assists 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.

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, Crispin Academy and St Dunstan's).

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

Moving on

- Planned opportunities for all Y6 children to visit Crispin or St Dunstan's 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 additional visits

It is acknowledged that not all children joining Elmhurst will come from Hindhayes or move on to Crispin or St Dunstan's. 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 SEND 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 learning support assistant with support from the SENDCO.

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 severe needs may be allocated additional funding (High Needs Funding) from Somerset County Council through an EHCP.

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

A rigorous process for the evaluation of provision is in place.

- Ongoing and regular evaluation of provision by teachers and support staff
- Monitoring of the quality of interventions, provision and progress by the SENDCO
- Use of assessment information pre- and post- interventions
- B squared assessment tool to identify small step progress targets
- 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
- A cycle of review meetings, based on the plan-do-review model takes place throughout the year for children involved with outside agencies

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 teacher , Fiona Airey, 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 the school, enabling children in public care to achieve stability

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 SENDCO, Mr Scott Horsburgh, through the school office or Bromcom (My Child at School)
- Additional information can be found in our SEND policy on our website
- Somerset SENDIAS provide free, confidential and impartial information, advice and support about special educational needs and disability for parents, carers, children and young people (up to the age of 25). <http://www.somersetsend.org.uk/welcome/>

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, phase leader, SENDCO and or head teacher, however the school's complaints procedure is outlined in the School Prospectus and on the school website

The SEND 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 [Somerset's SEND Local Offer](#)

This policy is adapted and updated annually to reflect the information requested by families and other members of our school community during our usual collaborative activities such as SEND review meetings. Finalised copies have been shared with parents for feedback on content and accessibility.

Shared with SEND Governor and staff: November 2025

Next Review Date: Nov 2026

Signed Chair of Governors