



# **Supporting Children with Special Educational Needs and Disabilities (SEND) Our Local Offer**

At Elmore Green Primary School, we strive to support all children to enable them to achieve and reach their full potential.

In order to do this many steps are taken to support them through their learning journey.

There are occasions when further additional support may be needed to help some children achieve their targets.

This document outlines the provision and support we offer to our children and families of a child who is identified as having additional learning needs.

**Who are the best people to talk to in school about my child's special educational needs and disabilities?**

**How can I let school know I am concerned about my child's progress in school?**

- ❖ The member of staff responsible for coordinating provision for Special Educational Needs and Disabilities at Elmore Green is Mr Mark Jones, who is the school's Assistant Headteacher and Special Educational Needs Co-ordinator (SENCO).
- ❖ If you have concerns regarding your child's progress or you think your child may have special educational needs, your first point of contact would usually be your child's class teacher. Alternatively, you may wish to contact Mr Jones to make an appointment.
- ❖ Additionally, you may wish to speak to Mrs Josie Lloyd, who is the school's Parent Support Advisor (PSA).
  
- ❖ If you have any concerns about your child's progress or you wish to share any information that you feel would be useful, there are two parent consultation meetings held every year.
- ❖ For those children already identified with SEND, a termly meeting for parents, children and key staff will take place. The SENCO attends many of these meetings.
  
- ❖ In Reception there are additional opportunities to meet staff, including home visits, as part of the induction process.

**How does school identify Special Educational Needs and Disabilities and how would you let me know?**

- ❖ Early identification of a special educational need is essential, it is also important to understand that all children learn at different rates and in different ways.
- ❖ When children have an identified special educational need or disability before they join our school, we work in partnership with the previous setting to provide a thorough transition and with the appropriate outside agencies to support the child's needs.
- ❖ If we have any concerns about your child's progress we will share them with you during a termly progress meeting, or earlier if this is felt necessary.

- ❖ We will always take your views as parents or carers into account and work with you so that we are all helping your child in the same way and helping them make progress. Wherever possible, we will try to seek the views of your child too - it is their education after all!
- ❖ We will observe your child's learning characteristics and how they cope within the learning environment.
- ❖ A variety of assessments are carried out and senior staff meet once every half-term to discuss pupil progress to ensure every child is reaching their full potential.
- ❖ If necessary, we will request the support of an outside agency provider (eg a Speech and Language Therapist, SEN Advisory Teacher or an Educational Psychologist) for further advice and support.

**What are the different types of support available for children with Special Educational Needs and Disabilities in school?**

- ❖ Every child is entitled to access the National Curriculum and the Early Years Foundation Stage. However, where a shared decision has been made that an individual child needs extra support, this will be provided in several ways which will vary according to their individual needs.
- ❖ We endeavor to provide additional staff for every year group for in-class support and to ensure that staff to pupil ratios are kept as low as possible.
- ❖ We seek advice from outside agencies as and, where necessary, purchase specialist equipment or make adjustments to our building.
- ❖ We will provide your child with bespoke individual resources that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ Our staff have received Makaton training to assist those children who may have difficulties with communication.
- ❖ We run short-term, individual and small group Speech and Language support for identified children. We work very closely with the Speech and Language Therapy Service to ensure this support is targeted effectively.
- ❖ There are three, age-related Nurture groups run by staff to support children who may need help with social or emotional issues.

- ❖ The school's Learning Mentor (Mr John Dinneen) has a broad pastoral role to support children in overcoming barriers to learning and supporting mental health and wellbeing.
- ❖ As a result of half-termly Pupil Progress meetings involving Class teachers and Senior staff, some children may need to be part of an Intervention group within school time or may be invited to an after-school Booster session.
- ❖ Some children who have individual difficulties may have a member of staff appointed as their Key Worker.

#### **How do you decide how much support my child needs?**

- ❖ The 2014 SEND Code of Practice recognises that all children learn in different ways and can have different types and levels of special educational needs.
- ❖ We use a graduated response model to decide how much support a child needs. The graduated response means that, step by step, more support and expertise can be brought in to help the school to support the difficulties a child may be experiencing.
- ❖ A very small number of SEND children will need a Statutory Assessment of their needs, which may lead to the support of an Education, Health and Care Plan (EHCP), which can be in place into adult life.
- ❖ The interventions are part of a cycle of assessment, planning, action and review within school to enable all children to learn, progress and achieve.

#### **What outside agency support is available to children with Special Educational Needs and Disabilities?**

- ❖ Our SENCO leads our staff who are all trained to support pupils with a wide range of educational, social and emotional needs. The team undertake small group work or one-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ We have links with the Speech and Language Therapy Service who liaise with school termly, hold meetings with parents on school premises and provide support and advice in setting appropriate targets.
- ❖ A small number of children may need other types of support. We have a dedicated Educational Psychologist and SEN Advisory

<p>Teacher, who visit our school regularly to observe and assess pupils and offer advice and support for both home and school.</p> <ul style="list-style-type: none"> <li>❖ We have access to other services to support children with a range of difficulties including the Sensory Support Team, Physiotherapy and Occupational Therapy.</li> <li>❖ We also work closely with the School Nursing Team and Health Visitors.</li> <li>❖ Where appropriate and necessary, our School Safeguarding Team will endeavour to work in partnership with Social Services and other Child Protection agencies.</li> <li>❖ We maintain close links with the Walsall Bereavement Support Service (The Swing).</li> </ul>
<p><b>How are the staff helped to work with children with Special Educational Needs and Disabilities and what training do they have?</b></p>
<ul style="list-style-type: none"> <li>❖ All our staff are trained in a variety of approaches allowing us to be able to adapt to the requirements of the 2014 Special Educational Needs and Disabilities Code of Practice.</li> <li>❖ Training needs are identified in our annual School Development planning process and during staff's annual Appraisal process.</li> <li>❖ Staff adapt their teaching constantly in order to cater for their pupils' needs. Where appropriate, staff are deployed to give children additional one-one or small group support.</li> </ul>
<p><b>How will provision be adapted for my child with Special Educational Needs and Disabilities?</b></p>
<ul style="list-style-type: none"> <li>❖ Where a child has a special educational need or disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age, we would make any necessary and reasonable adjustments to eliminate this.</li> </ul>
<p><b>How will school review my child's development?</b></p>
<ul style="list-style-type: none"> <li>❖ When a key person, teacher or a parent/carer has raised concerns about their child's progress, this will be raised with the SENCO and targeted strategies may be put in place.</li> <li>❖ Your child will receive an Individual Support Plan (ISP) which will detail areas for support and will include measurable targets. You will then be invited to attend a termly meeting to review your child's progress. We always anticipate that this will very much be a three-</li> </ul>

way conversation between school staff, parents/carers and your child; where everyone's views are of equal importance.

- ❖ At these meetings we would also discuss with you any referrals to outside professionals to support your child's learning. If any such professionals are already involved, then they may be invited to attend or send a report to the Review meeting.

#### **What support do you offer a parent or carer whose child has Special Educational Needs and Disabilities?**

- ❖ Our inclusive philosophy aims to support parents or carers of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ Our PSA or SENCO can put parents and carers in touch with a wide range of support groups appropriate to the specific needs of your child.

#### **How accessible is our environment for your child?**

- ❖ It is our intention to make school accessible to all children and families and we will consult widely with families about individual access requirements. If you have a specific need, we will do our best to accommodate you.
- ❖ Facilities offered at present include:
  - extra wide doors for wheelchair access
  - ramps for every entrance to school
  - disabled parking
  - disabled toilet
- ❖ As we have accommodated a number of children with physical disabilities over the years, our premises have been regularly audited and approved by the Social Care Sensory Support Team.

#### **How will we support your child when they join or when they move to their next school?**

- ❖ Most of our children will have attended Sandbank Nursery and the two settings maintain close links. The SENCO and Reception teacher always attend any key SEND reviews in the Summer term before children move to Elmore Green. This is part of a thorough transition programme.

- ❖ For those children who have attended other settings, or have had no Early Years' experience, we endeavour to obtain as much information as possible prior to starting school.
- ❖ To support a smooth transition, children with special educational needs will also have an individual transition plan written in collaboration with staff from our setting, parents, professionals who are already familiar with the needs of the child and staff from the feeder school.
  
- ❖ Where a child joins school during the Primary phase, we have a thorough induction programme. Every effort is made to ensure information regarding the needs of a new child is obtained.
  
- ❖ The admission of any child with an Education Health and Care Plan by law has to be approved by the Governing Body.
  
- ❖ In Year 6 we liaise closely with receiving Secondary schools to ensure an effective transition. To enable parents and carers to make informed choices, support is offered by the SENCO and the PSA in the Summer term of Y5 and the Autumn term of Y6.
- ❖ A Transition Plan is drafted at the Y6 Spring term SEN review and key staff from the receiving Secondary schools are invited to attend the Y6 Summer term SEN reviews.
  
- ❖ When a child leaves Elmore Green all relevant documentation is transferred and, where legally required, information is archived.

**Where can you find further information and support?**

- Walsall SENDIASS (SEND Information and Advisory Service) [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk) can offer advice and support to parents of pupils or carers with special educational needs or disabilities. Their telephone number is 0808 802 6666 or you can email them via [iasssend@walsall.gov.uk](mailto:iasssend@walsall.gov.uk).
- FACE (Families and Carers Empowered) Walsall Parent Carer Forum <https://facewalsall.wordpress.com/>
- Walsall LA [The SEND Local Offer \(walsall.gov.uk\)](http://TheSENDLocalOffer(walsall.gov.uk))

- ❖ Our SENCO can put parents or carers in touch with a range of support groups as appropriate to the specific needs of your child. Please feel free to contact school and discuss any needs.

### **What can you do if you feel your child's needs are not being met?**

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher. The Dojo electronic messaging platform enables parents and carers to communicate on a daily basis. All messages will be responded to by the next working day.
- ❖ In addition, our SENCO is here to listen to your concerns.
- ❖ The PSA is available throughout the school day.
- ❖ If you are not satisfied that your concern has been addressed, then you may speak to the Headteacher at any time.
- ❖ If the Headteacher cannot solve your issues, then you may speak to one of our governors. The governor responsible for SEND is the Reverend Jem Hawkins ([Jhawkins@elmore-green.walsall.sch.uk](mailto:Jhawkins@elmore-green.walsall.sch.uk)).
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Headteacher.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with.
- ❖ Alternatively, SENDIASS (0808 802 6666) provide independent information and advice.

### **Some Useful Links**

Speech, Language and Communication

<http://thecommunicationtrust.org.uk/>

<http://www.talkingpoint.org.uk/Parent.aspx>

Autism

<http://www.autism.org.uk/>

<http://www.ambitiousaboutautism.org.uk/page/index.cfm>

<http://www.autismeducationtrust.org.uk/>

Dyslexia

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Attachment and Trauma

[www.healthforkids.co.uk](http://www.healthforkids.co.uk)



Nurture

[www.nurtureuk.org](http://www.nurtureuk.org)

General

<http://www.nasen.org.uk/>

<https://educationendowmentfoundation.org.uk/>