

ELMRIDGE PRIMARY SCHOOL

Special Educational Needs and Disability SEND Information Report

Academic Year: 2020-2021



1. What kind of special educational needs does the school provide for?

The school provides for needs including:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- medical

2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Elmridge pupils with SEND are identified through: -

- referrals from previous school records
- information collected as part of Foundation Stage, KS1/KS2 transition
- test results and teacher assessments carried out through the school year
- concerns expressed by the Class Teacher, parents, pupils or other adults involved with the child.

Children are identified through the ongoing teacher assessment and monitoring process, as those not quite making the progress expected or as a specific need arises. Appropriate support and intervention will be put into place according to the child's needs. At this stage, children might not be included on the Special Needs Register. Children in this group will have their needs addressed primarily within the classroom, through differentiated teaching and in-class support from the class teacher and teaching assistants.

During each child's time at Elmridge, they may be involved in any of the following interventions and provisions to aid their progress: -

- Early Literacy Support groups
- Fischer Family Trust groups
- Additional Literacy Support
- Social Speaking groups
- Phonic groups
- Emotional and behavioural support groups

- Numeracy support groups
- Dyslexia support groups
- Reading Recovery

Parents are kept fully involved and informed of their child's level of special needs and the support being provided by the school, through parental interviews and by letter. We encourage parents to be involved in partnership with the school and their child from the start of their time at Elmridge. If a parent has any concerns they should speak to their child's class teacher or the school SENCo.

3. How will both you and I know how my child is doing?

The school sends each child an annual report and holds 2 parents' evenings to report progress during the Autumn and Spring Terms of each academic year. In addition to this half term reports are sent out in February. Progress can be discussed with the class teacher between these intervals if there is a concern. If the child has a PSF (Pupil Support Framework) then parents can be invited to discuss the progress made against the targets. Parents of pupils with an education, health and care (EHC) plan pupils are invited to participate actively in their child's Annual Statement Review.

- Assessment and monitoring is continuously taking place to ensure progress is being made. This takes the form of ongoing teacher assessment as well as formal assessment such as tests including national tests (SATs, phonic screening check) in some year groups.
- Through the reporting arrangements progress is discussed in relation to the nationally expected level for a child of that age, or for a child with a special educational need of that age.

4. How will the curriculum be matched to my child's needs?

At Elmridge, pupils are taught in mixed ability classes. They experience different types of grouping, according to the nature of the subject material and the particular needs of the pupils. National Curriculum subjects are taught discretely in KS1 and KS2. All pupils with SEND are enabled to access this work through the following methods of differentiation: -

- modified or extension materials
- use of resources and/or technological aids (including digital recorders, electronic language / spell masters, computers etc)
- additional adult support
- by outcome

In addition, every effort is made to accommodate each child's particular needs and to ensure they make progress, so that their personal potential is realised.

5. How will school staff support my child?

Every class teacher plans, assesses and reviews the progress of each child to ensure that the children are happy, progressing well and experiencing a wealth of opportunities. Children will be supported to meet the targets given to them through carefully planned intervention. At Elmridge our team of Teaching Assistants also cover the lunchtime. This is very effective, especially for SEND children who receive continuity with their targets over this social period of lunchtime.

6. How is the decision made about what type and how much support my child will receive?

The Head of School has been delegated overall responsibility for special needs from the Governing Body, and the Special Needs Co-ordinator manages the framework of provision for pupils with SEND. Each individual class teacher is responsible for implementing, monitoring and recording programmes of work for pupils experiencing difficulties in their class and managing the work of the Teaching Assistants together with the SENCo. The amount of support and type will depend on the exact nature and severity of the need to be addressed.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

Risk assessments are undertaken to ensure that activities outside the classroom and school trips are suitable for pupils. Teachers follow the inclusion principles and plan activities and trips that meet the needs of all pupils within the classroom. Where necessary, adaptations will be made to ensure that each child can access each opportunity including residential visits.

8. What support will there be for my child's wellbeing?

Every child's wellbeing is important to each member of staff at Elmridge. Pupils have the opportunity to voice concerns to their teacher or adults working in school. PSHCE lessons address the social and emotional aspects of learning. Children on a PSF who need particular support with their wellbeing will often be supported by a Learning Mentor or teaching assistant through closely monitored intervention strategies.

9. What specialist services and expertise are available to or accessed by the school?

Where necessary pupils are referred to and supported by the Educational Psychology Service, the Special Needs Advisory Service, Health agencies, the Educational Welfare Service, Social Services and other appropriate agencies. Links with Special Schools and Special Units are well established through our links with Acre Hall. These contacts are usually initiated and maintained by the SENCo. Our contact with these agencies has continued to grow, leading to an increase in advice and support from agencies including:

- Trafford SEND advisory service
- Social Services
- CAMHs
- Speech and Language
- Educational Psychologist
- Learning Mentor
- Speech and Language Therapist
- Educational Welfare Officer
- Trafford Sensory Impairment Support Service
- School Nurse
- Multi Agency Referral and Assessment Team
- Longford Park behaviour Outreach Team

10. What training have the staff supporting children with SEND had?

The SENCo holds the required National SEND award and attends termly SEND forums run by the Local Authority as well as relevant training sessions to ensure that the school has up to date information about provision surrounding SEND.

Staff receive training within school, at staff meetings and on INSET days, and are trained to deliver the intervention programmes they deliver in school.

11. How accessible is the school environment?

Elmridge is a two storey building and all internal areas can be accessed by wheelchair through the main door and other external doors. One staff toilet has been adapted, with the addition of a handrail, to accommodate certain physical disabilities and a toilet is modified for use in the classroom. A ramp has been added to the entry on High Elm drive to enable access to the playground and the field to enable wheelchair access onto the school field. The school building has exit ramps and is wheelchair friendly.

12. How are parents and young people themselves involved in the school?

Parents are involved with supporting the targets for Pupil Support Frameworks (PSFs) and pupils are asked to contribute to reviews of their progress with their feelings on their progress and any support that they feel might benefit them. Pupils are also asked to contribute to their reviews. Young people have a voice through the School Council.

13. Who can I contact for further information?

Mr Edmundson
Mrs Bridge - SENCo

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Many of our pupils join the school from our Nursery. Each class teacher meets with the next teacher in the Summer and Autumn terms to ensure all information has been exchanged and aid a smooth transition. Pupils joining year groups should have their information sent from their previous school and parents are asked to make the school aware of any

particular information that would aid the transition process. Potential pupils and parents are invited to visit the school and look around.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory www.trafforddirectory.co.uk/sendlocaloffer or by contacting the Family Information Service:

Telephone: 0161 912 1053 – Mon to Friday, 8:30 until 5pm

Email: fis@trafford.gov.uk