

Information report:

Special Educational Needs and Disability information for Parents/Carers

Elmlea Schools believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary school and into adulthood, whether into employment, further education or higher education or training. This is regardless of their age, sex, ethnicity, impairment, attainment and background. We enable all children to have access to a broad and balanced academic and social curriculum. We ensure children are equally valued and fully included in all aspects of school life by creating a sense of community and belonging. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. At Elmlea Schools every teacher is a teacher of every child including those with SEND.

Below are some commonly asked questions with answers describing how we support children at Elmlea Schools:

How does school know if children need extra help and what should I do if I think my child may have special educational needs?

We identify children as having special educational needs or needing additional help in several ways:

- If an outside agency identifies special educational need.
- If a doctor/school nurse identifies special educational need.
- By contacting previous schools prior to the child starting at Elmlea Schools.
- By gathering evidence including, observations, assessments etc. when the parent, class teacher or LSA raises concern.
- Pupil progress meetings every term where we identify children who are not making expected progress.
- Monitoring interventions and support given to check progress is accelerated.

If you think your child may have special educational needs firstly contact your child's class teacher. They may carry out some assessment or observations, or may arrange for your child to have some extra support in a small group. If there are still concerns after this, you and the class teacher may wish to discuss your child's difficulty with the school SENDCo.

How will school support my child?

The class teacher is responsible for the progress and development of all children in their class, including where pupils access support from learning support assistants and specialist staff.

The SENDCo oversees additional support for children with special educational needs. There may be a learning support assistant working with your child either with a group of children or individually. How often these sessions happen will be explained by the class teacher when the support starts.

Class teachers will meet with parents of children with special educational needs who have a Personalised Learning Plan three times a year, which may be part of parents' evenings. At the meetings we will set clear outcomes and review progress towards them and discuss the support that will help your child achieve the outcomes. As part of these meetings your child will be asked for their views where appropriate. Parents will have a chance to share their concerns and aspirations for their child.

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

When class teachers are planning their lessons, they think about the needs of all the children in the class. Teachers employ varied teaching styles, classroom organisation and they adapt resources for individual pupils. Learning is differentiated so that all children are able to make progress. Class teachers give regular, detailed feedback to children so they know their next steps for learning.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents are welcome anytime to make an appointment with the class teacher and where applicable the SENDCO to discuss how their child is doing. We can give advice about how to support your child at home with their learning.

If your child has an Education Health and Care Plan there is an annual review. This is a formal meeting to discuss your child's progress and gather parents and child's views and aspirations.

As a school we track progress of all children's learning formally three times a year. We have pupil progress meetings to discuss children who are not on track to reach their end of year targets. Discussions then take place detailing how we can support children to reach their targets.

The class teacher continually assesses each child's progress and provides feedback to the individual child for their next steps. This feedback and assessment provides evidence of where children are improving and making progress and where children need more support.

There are parent training and learning events offered in school which will be communicated at the relevant time.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We are a caring and understanding community.

The class teachers have overall responsibility for the wellbeing of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENDCO or Deputy Head for further advice and support. This may involve working alongside outside agencies such as Health and Social Care. Some initiatives and resources available in our school to support wellbeing include:

- Curriculum underpinned by PSHEE (Personal, Social, Health and Emotional Education)
- Circle Time
- Play Leaders
- Play Therapy
- School Council
- Staff Mentors
- Emotional Literacy interventions
- Drawing and Talking

What specialist services are available to the school?

Services in school include:

- Experienced SENDCo
- LSAs who work with children in class and out of class, 1 to 1 or in small groups.
- Teachers who take small intervention groups for numeracy, reading and writing
- Play Therapist
- Drawing and Talking

External agencies include:

- Supportive Parents
- Bristol Autism Team

- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech and language Therapy
- Child & Adolescent Mental Health (CAMHS)
- School Nurse
- GPs
- Community Paediatrician
- Education Welfare Officer
- Social Services
- Social Prescribing

What training have staff had/are staff having?

- Dyslexia/Literacy Difficulties Training
- Autism Training
- Speech and Language Programmes
- Occupational Therapy Programmes
- Physiotherapy Training
- Attachment Training
- ADHD Training
- Positive Handling Training
- Emotional and Wellbeing Training
- Trauma informed approaches
- Social, Emotional and Mental Health Training

How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum including school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part

in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school sites and buildings are multi-level with access to all areas on the ground floor, an accessible WC and playground areas, both sites have some challenges with regards to accessibility, however we are always flexible to change classrooms to accommodate pupils' needs.

How will the schools prepare and support my child when joining and transferring from the school?

We provide a detailed and progressive transition programme for children before starting in the Infant and Junior schools. We liaise closely with the local preschools and KS1 feeder schools which is usually the Elmlea Infant School, and any relevant outside agencies throughout the year. Our transition arrangements for pupils in Y2 transferring to Yr3 have the opportunity to:

- Attend some KS2 performances
- Attend some assemblies
- Story time in Y3 classes
- Playtimes in the Junior playground
- Lunch in the Junior school hall
- KS2 teachers meet them in their classes and share a teaching session
- Shuffle Up – pupils in Y2 have a two afternoon sessions in Y3 class with their new teacher
- Enhanced transition support for those with SEND is available as needed

There is an evening meeting for all new parents of Reception and Year 3 children in June. We will be happy to have a further meeting to discuss any ways we can support children settling into school. Some children may benefit from enhanced transition where we can arrange additional visits to our settings, picture books, social stories, a transition meeting and additional small group visits can be provided where appropriate.

When your child is due to move to secondary school, we will make links with the school so we can share information and plan for successful transition.

We liaise closely with staff when receiving and transferring children to and from different schools. We ensure all relevant information is passed on and provision outcomes are understood.

When children move from one class to another at the end of a school year they will have opportunities to visit their new class and teacher in the summer term. Some children will require enhanced transition which may include photo books, extra visits to the classroom or teacher, pen picture for parents/child to complete or smaller group discussion around transition, with the present and new class teacher and SENDCo.

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children's needs are met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants who deliver programmes designed to meet groups or individual children's needs. The trust schools follow a graduated approach to supporting pupils based on their needs.

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

The class teacher and SENDCo will discuss the child's needs and what support is appropriate. Different children will require different levels of support. There will be on-going discussions with the parents and the child as part of the plan-do-assess-review cycle.

How are parents involved in the education setting? How can I be involved?

We encourage parents to be involved in our school community. We have an active PTA who always welcomes new members. They arrange many events throughout the year to raise money for the school.

Class teachers welcome parent help for a variety of reasons through the school year, for example, taking guided reading groups, 1:1 reading and maths support, science week, art week, sharing expertise and experiences and help with trips.