

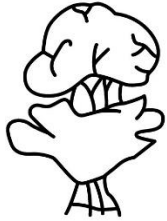


**ELMSTEAD
PRIMARY SCHOOL**

Elmstead Primary School

SEND Information Report

2026 – 2027



Our School

Our School Vision

Our vision is for a school that provides a quality education in a caring, creative environment conducive to learning. This motivates each child in a positive way and helps them to find interest, satisfaction, enjoyment and a sense of achievement in their schoolwork and a sense of wonder in the world around them. We believe that children should be equally valued in school and develop this attitude through our core values: courage, open-mindedness, nurture, endeavour, communication and teamwork. We work hard to develop an environment where all children can flourish and feel happy, safe and secure. We recognise the importance of quality first teaching and that at some stage some pupils require a more personalised approach to enable them to meet their potential. We recognise that for some pupil's provision may need to be "additional to and different from" that provided within the scaffolded curriculum to better respond to the four broad areas of need:

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental Health,
4. Sensory/Physical.



Meet our SENDCO



The SENDCO is Mrs Hannah Upston.

If you would like to contact Mrs Upston, please call school on: **01206 822889** or email: admin@elmsteadprimary.net for the attention of Mrs Upston. You will receive a response within 48 hours.



Special Educational Needs

At Elmstead Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Elmstead Primary School, the method of identification and provision follows a 'graduated approach'. Concerns are first raised and addressed through normal classroom practice and observation. Class teachers regularly monitor and assess children's learning and progress against National Curriculum descriptors and discuss this at least termly with parents through a parents evening meeting. We have a range of additional interventions to support children's learning and development. Interventions have pre and post assessment measures and are used to measure impact and progress. Where personalised provision beyond normal, scaffolded classroom approaches and learning arrangements is considered appropriate, we will work together with the family through a child-centred approach. This will take the form of a Learning Plan (A school-based document that supports Chapter 6 of the SEND Code of Practice). Please contact your child's class teacher in the first instance if you have a concern about your child's education and welfare. All pupils will be provided with high-quality teaching that is scaffolded to meet the needs of all learners.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENDCo, outside agencies,
- ongoing assessment of progress made by pupils with SEND,

- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided through Learning Plan meetings,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the local authority and an Education Health Care Plan (EHCP) developed. This is developed in collaboration with the family, child and as appropriate, other relevant professionals. For pupils with an EHCP, the provision provided will be reached in agreement with parents when the EHCP is being produced or at an annual review.

<https://specialneedsjungle.com/flow-chart/snj-flow-charts-2018-single-charts/>

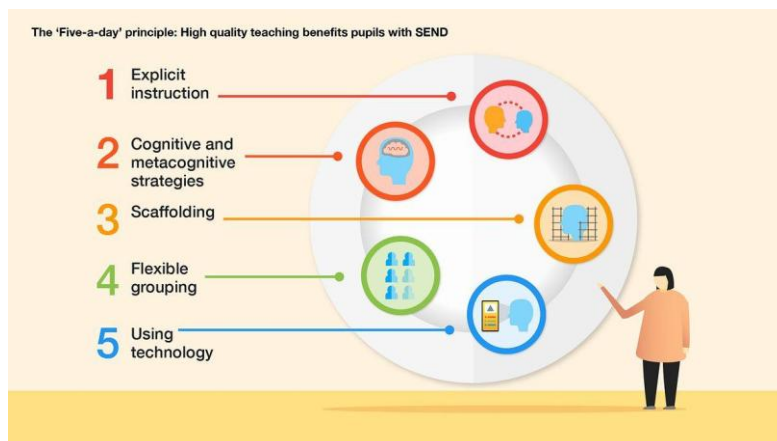


Our Approach to Teaching Children with SEND

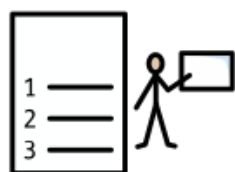
We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.



Curriculum Adaptations



Visual timetables



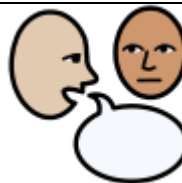
Task boards



Peer mentoring



Assistive technology



Talk partners



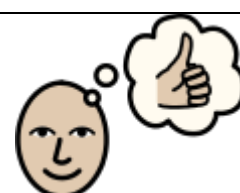
Movement breaks



Self-assessment



Word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Additional Tier 2 & 3 support to increase the rate of progress may include:

- Working With Lego/ Lego Therapy
- Social groups such as Musical Interaction
- Precision Learning Grids
- Teodorescu Handwriting
- Fine motor skills
- Gross motor skills
- Thrive Approach
- Plus One
- Number Sense
- Little Wandle Rapid Catch Up
- Provision recommended by Specialist Teacher Team
- Private Speech and Language Therapist

We also seek advice and equipment from outside agencies as and when the need arises.

Elmstead offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school encourages children to adopt a Growth Mindset.
- Each class adopts its own mechanism for recognising children who display the core values such as team points and dojo points.
- Provision for children who require emotional support through the Thrive &



Supporting Children's Well-being

TPP approach

- Pupil voice is expressed through the School Council where each year group is represented by two elected class members.
- A pupil and parent questionnaire is completed annually. Where areas are identified for improvement or development these will be incorporated into the school's development plan which is agreed and monitored by the Governing body.
- Social skills groups are delivered to targeted pupils and groups by the class teacher. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Wellbeing Hubs after school to learn strategies to support our individual wellbeing.
- myHappymind supports children's mental health and wellbeing by teaching them practical strategies to understand their emotions, build positive relationships, develop resilience and achieve meaningful goals.
- Wellbeing in the Wild combines outdoor learning with emotional wellbeing, helping children develop confidence, curiosity, teamwork and problem-solving skills through child-led activities in nature.
- The school reviews the Anti-Bullying Policy and Behaviour Policy annually.



Supporting Children's Medical Needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. A high proportion of school staff have received basic paediatric first aid training and this is kept current. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Condition's (DfE) and identified in the Supporting pupils with medical conditions Policy.



The budget allocation is given to the school by the Local Authority at the beginning of the financial year. How this money is used to support children with SEND is shown below. This is monitored by the Governing Body. Funding is used for/ to:

- In class, adult or peer support aimed at increasing skills in specific area of weakness (academic progress, learning behaviours etc)
- Out of class support (social and emotional wellbeing)
- Small group tuition to enable catch up (subject or targeted at additional need)

School Resources Allocated and Matched to Children's Special Educational Needs

- Provision of specialist resources or equipment (use of ICT, sloping board, sensory equipment/resources etc)
- Access to targeted support
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Continuous professional development for all staff
- Up-to-date assessment tools
- Implementation of strategies from support agencies e.g. sensory occupational therapy

If a child has complex/severe special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher/ SENDCo.



Parent Consultations

At Elmstead Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parents are kept informed through:

- Conversations either face-to-face or over the telephone
- Parents' evenings
- Termly meetings (Learning Plan meetings) to discuss specific targets
- Annual reports
- Results of parent and pupil questionnaires
- Newsletters

Additional opportunities to discuss their child's progress with the class teacher/ SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success can be arranged through the school office.

For children who have an Education, Health and Care Plan, SEN Support Provision or require specialist support (over and above what is ordinarily

	available) we will invite you in for three meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child’s learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year, a parental questionnaire is sent out to gain views on the school and the SEND provision.						
 Child Consultations	Pupils’ views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Contribute/ attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Contribute/ attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
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 Evaluating Provision	Review progress in SLT meetings and discussing next steps. Discuss and share ideas in staff meetings to ensure up-to-date research and policy is in place. Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Reviewing children’s individual progress towards their goals at regular intervals, as a minimum every term.						

	Monitoring by the SENDCO. Regularly using a tracking tool to update targets and measure progress. Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans.								
 Staff Training	At Elmstead, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Play Therapy</td><td>Lego Therapy</td><td>Child Development</td><td>Attention Bucket</td></tr></table>					Play Therapy	Lego Therapy	Child Development	Attention Bucket
									
Play Therapy	Lego Therapy	Child Development	Attention Bucket						

				
	Good Autism Training	Thrive	Phonics (catch-up)	Team Teach
				
	Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
				
	De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme led by the Foundation Stage team is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo may meet with new parents and nursery settings of pupils who are known to have SEND to ensure transition is planned and smooth.
- Additional meeting visits may be arranged for pupils and parents/carers between settings. This may take the form of a video call between school and home where pupils are unable to come onto site.
- If pupils are transferring from another setting during a school year, the previous school records will be requested immediately and a meeting set up with parents when appropriate.

	● When a pupil leaves during the school year, all records are sent to the receiving school and they are required to confirm receipt of these. <u>End of Year transition</u> When children move up a year, we provide transition sheets which include photos of the teacher, LSA and classroom environment. We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and LSAs meet with each other during the summer term to discuss the needs of the children and share one page profiles/learning plans and EHCP documentation. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: ● Pupil and School Support, ● Local Authority Inclusion Partner/Engagement Facilitators, ● Bespoke Practitioners, ● Early Bird Speech and Language Therapy, ● NHS Speech and Language Therapy, We will ask your permission before we arrange for any outside agencies to

	come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our breakfast and after-school clubs. All children are encouraged to go on our trips, such as residentials and day trips. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, ambassadors etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher/ Deputy Headteacher through the school office on 01206 822889. If you are not happy with the response, then you may contact the governors through the school office. Mr. Stephen Lodge – Chair of Governors Mrs. Amanda Freeland – SEND Governor

	For complaints, please follow the school's complaints procedure, outlined on the school website or contact the School Governor with responsibility for SEND, who can be contacted via the school office. Parents can call the School Nursing Team for advice and support on 0300 247 0022. This service is Monday to Friday 9am to 5pm. If your call is not answered, you are welcome to leave a message and your call will be returned. Parents, carers, children and young people can access information, advice and support on issues related to Special Educational Needs and Disability (SEND) from their local SEND Information, Advice and Support Services (SENDIASS) and also through the national Contact helpline. Essex SENDIASS Helpline: 0333 013 8913 (9am-4pm, Monday – Friday, term-time only) / email: send.iass@essex.gov.uk Contact Helpline: 0808 808 3555 (9.30am-5pm, Monday – Friday) The Essex Local Offer is updated to reflect support that is available www.essexlocaloffer.org.uk						
 Essex Local Offer	The Essex Local Authority Local Offer can be found at: https://send.essex.gov.uk/ <table border="1" data-bbox="453 1108 1481 1543"> <tr> <td>SEND Information Advice Support Service</td><td>01245 204 338 send.iass@essex.gov.uk</td></tr> <tr> <td>North East Essex Community Paediatric Services</td><td>01206 742 960 childrentherapies@esneft.nhs.uk</td></tr> <tr> <td>Essex Child and Family Wellbeing Service</td><td>0300 247 0013</td></tr> </table>	SEND Information Advice Support Service	01245 204 338 send.iass@essex.gov.uk	North East Essex Community Paediatric Services	01206 742 960 childrentherapies@esneft.nhs.uk	Essex Child and Family Wellbeing Service	0300 247 0013
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 Ofsted Feedback	'All pupils' needs are identified quickly when they join the school. Where barriers to learning are identified, leaders ensure that appropriate strategies are implemented to reduce their impact, supporting pupils to succeed. Pupils with special educational needs and/or disabilities, along with disadvantaged pupils, access learning alongside their peers. Where necessary, pupils receive tailored adaptations, including specialised equipment and planned movement or sensory breaks. A range of targeted activities helps pupils address gaps in their learning and develop the knowledge and skills needed to access the curriculum successfully.						

	Pupils' progress is tracked carefully. Where pupils' progress is less than leaders expect, targets and support strategies are reviewed and adapted to meet pupils' needs more effectively. The school's pupil premium strategy is evidence-informed. Leaders ensure that support is targeted effectively to address identified barriers to achievement. That includes staff being well trained to meet the needs of all pupils.'
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