

Elmhurst School

Making a Positive Difference to the Quality of Learning
Headteacher ♦ Mrs Rachel Lee



POCC Committee 14 November 2017: ITEM 8b

Special Educational Needs (Information) Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis,

[Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website.](#)

General School Details	
Number on roll:	458 (16 th October 2017)
% of children at the school with SEND:	14% (16 th October 2017)
Date of Last Ofsted:	June 2015
Documentation available on the school website:	
<ul style="list-style-type: none"> • SEN Policy • Safeguarding Policy • Behaviour Policy • Equality and Diversity Policy • Pupil Premium Information - http://www.elmhurst.bucks.sch.uk/ofsted.html • Complaints Procedure • Accessibility Policy - http://www.elmhurst.bucks.sch.uk/policies.html 	
1. The kinds of special educational needs for which provision is made at the school	<ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.	<ul style="list-style-type: none"> • Child performing below age expected levels • Concerns raised by Parent • Concerns raised by teacher • Liaison with previous school by the SENDCo • Liaison with external agencies • Health diagnosis through paediatrician
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including-	
(a) How the school evaluates the effectiveness of its provision for such pupils;	<ul style="list-style-type: none"> • Detailed analysis takes place by the SENDCo of the progress pupils are making. This is shared with governors through the Head Teacher report. • Progress towards targets set at the beginning of the school year or upon entry to the school is monitored half termly. • The impact of interventions is reviewed termly. • Parents and pupils are fully involved in annual statutory reviews for pupils with Education and Health Care plans, recording and sharing their views within the meeting.
(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;	<ul style="list-style-type: none"> • Teachers review all children's progress in lessons, this is done through verbal and written feedback and is related to the daily learning outcomes. • Regular informal review of SEN support plan outcomes. • Termly reviews with parents and pupils of SEN support plan targets. • Termly tracking and monitoring towards National Curriculum expectations, EYFS expectations and interim pre-key stage standards depending on age and ability. • Termly monitoring using standardised assessment tools, for example: Salford Reading Test.
(c) The school's approach to teaching pupils with special educational needs;	<p>All children receive class teacher input via good and outstanding classroom teaching:</p> <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for all pupils in their class. • All teaching is based on building on what the children already know, can do and can understand. • Putting in place different ways of teaching so that every child is fully involved in learning in class. This may involve things like

	<p>using more practical learning or providing different, specially adapted resources.</p> <ul style="list-style-type: none"> • All lessons are differentiated to meet the needs of the class. • Grouping of ability, mixed and independent work is used to support all pupils. • Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable access the learning task.
<p>(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;</p>	<p>All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. Differentiation can take different forms including input, task, resource, group, support, turn and outcome.</p> <p>The learning environment is adapted to meet the needs of all pupils and may vary depending on the lesson being taught. Adaptations include:</p> <ul style="list-style-type: none"> • Alteration of lighting through the use of day-light bulbs, blinds or removal of reflective/shiny surfaces. • Adjustments to wall displays. • Work booth stations to reduce distractions • Alteration of flooring – for example carpeting to reduce noise. • Closing of doors to prevent noise from passing pupils, other classes. • Removal of odorous art materials e.g. paint or glue. • Eating lunch in a quieter environment away from the noise of pupils and smell of cooking food. • Computing support through specialist equipment such as laptops and visualisers; prompt and reminder cards for organisation; and symbols and visual prompts.
<p>(e) Additional support for learning that is available to pupils with special educational needs;</p>	<p>Adult to pupils ratios are considered to ensure that appropriate engagement and access for pupils of all levels are able to make progress. All pupils with an Education and Health Care Plan have a named Learning Support Assistant (LSA) who will support them for the hours as outlined in their Plan. LSAs are used across all classes to provide additional support in core subjects and for planned intervention where appropriate. In addition to the use of LSAs in classes, Elmhurst also have access to a range of services which can be seen in section 11.</p>
<p>(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and</p>	<p>All pupils are included in all parts of the school curriculum. We aim to take all pupils on school trips and additional adult support may be provided to ensure that this is successful. For all off-site activities risk assessments are carried out and these outline any adjustments required for specific pupils. In the unlikely event that an activity be considered unsafe for a pupil to take part then alternative activities, which will cover the same curriculum areas, will be provided in school.</p> <p>All extra-curricular clubs are accessible by pupils in the school. Risk assessments will be carried out which may lead to additional staffing or a request for parental support to ensure that all pupils are able to access the activities safely.</p>
<p>(g) Support that is available for improving the emotional, mental and social development of pupils with special</p>	<ul style="list-style-type: none"> • Planned provision is in place for all pupils with SEND. Positive behaviour plans are drawn up to support individual pupils. • Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject. • Personal, Social and Health Education (PSHE) is a subject with a high profile throughout the whole school. • Achievement and success is regularly celebrated in the form of

<p>educational needs.</p>	<p>certificates awarded at a weekly Celebration Assembly.</p> <p>Communication is essential for improving the emotional and social development of pupils.</p> <ul style="list-style-type: none"> • Elmhurst operates an open door policy and class teachers and key workers are available both before and after school. It may be appropriate for parents to use this time to arrange meetings at mutually convenient times. For parents who work full-time we encourage them to telephone school and arrange telephone appointments through the office. <p>Where pupils have social, emotional and mental health difficulties the following may play a part of this provision:</p> <ul style="list-style-type: none"> • Time to talk – opportunities daily to talk with an LSA one-to-one. • Being met upon arrival at school by a named LSA. • Regular meetings between pupil, parents/carers, class teacher and SENDCo. • Input from the Child and Adolescent Mental Health service. • Support for the family from the Parental Engagement Officer.
<p>4. The name and contact details of the SEN co-ordinator.</p>	<p>The name and contact details of the school's/nursery school's SEN co-ordinator</p> <p>Name: Jacqueline Moore Email: jmoore58@blpmail.org.uk Tel: 01296 481380</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>A comprehensive record of all staff training is kept by the school, this is reviewed regularly. We currently have Teachers and LSAs trained in the following areas:</p> <ul style="list-style-type: none"> • Learning Mentor – to promote positive attitudes to learning and confidence. • In class support for reading, spellings, phonics, shared writing and Numeracy. • Team Teach - to support children with behavioural difficulties. • Talk Partners and Shape coding – to support pupils with speech and language difficulties. • Precision monitoring - to support pupils with specific numerical or literacy difficulties. • First Class at Number – to support pupils with Numeracy difficulties. • Rainbow Road – to support pupils with gross/fine motor difficulties. • Nurture Group – to support social and emotional development <p>Each fortnight staff/team meetings and directed time is used, at least in part, for training purposes. Continuing Professional Development is monitored by the Head Teacher who identifies areas of skill needs. Yearly appraisals for all staff identify training needs and interim meetings ensure targets are on track. Whole staff training is regularly organised for training days on specific conditions eg Autism or ADHD.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>The school site is largely wheelchair accessible with ramps into the two main teaching blocks, and the Early Years department. Two of the external teaching classrooms have ramp access. 4 classrooms are upstairs but the equipment is mirrored downstairs.</p> <p>The following additional adjustments are in place:</p> <ul style="list-style-type: none"> • Steps and stairs are all highlighted with tape for partially sighted pupils. • All classrooms have blinds for all windows to prevent glare. • Accessible toilets • Accessible shower facility <p>The following equipment is available:</p>

	<ul style="list-style-type: none"> • Writing slopes. • Self-opening, long loop and training scissors. • Pencil grips and easy grip pencils. • Sit-on wedges. • Foot stools <p>Should a pupil join the school with additional physical, visual or auditory needs advice would immediately be sought from the Specialist Teaching Service and appropriate adjustments made.</p>
<p>7. the arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child.</p>	<ul style="list-style-type: none"> • Three meetings with the class teacher per year are offered and the SENDCo can be available upon request of the class teacher, parent or pupil. <p>In addition to these the following is also available:</p> <ul style="list-style-type: none"> • Explanation of professional reports to parents. • Home/School planners • SEN support plans shared with parents three times per year. • Parental Engagement Officer – This member of staff can support completion of paperwork, attend meetings along with parents, explain information held in SEN support plans.
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<ul style="list-style-type: none"> • SEN support plans, targets and provision are shared and discussed with pupils three times a year. This is usually carried out by a familiar LSA or the class teacher but the SENDCo may be present. • Pupils with Education and Health Care plans attend annual review meetings and their views are often sought prior to these meetings. <p>In addition to this all pupils are able to share their views about their education through:</p> <ul style="list-style-type: none"> • Grins and grumbles boxes in all classrooms • Anti-bullying box in the library • Pupil questionnaires
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The contact for compliments, concerns or complaints from parents of pupils with SEND</p> <p>Name: Rachel Lee – Head Teacher Email: office@elmhurst.bucks.sch.uk Tel: 01296 481380</p>
<p>10. How the governing body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the</p>	<ul style="list-style-type: none"> • Monitoring Annual Reviews which are held every year to which parents and all agencies involved with the child are invited to attend for pupils with Education and Health Care plans. These reviews are person centred and include the views of the young person. • Home/School communication logs are regularly shared with relevant agencies and all adults working with a pupil are encouraged to contribute. • Where appropriate multi-agency meetings are held on site. <p>There is a nominated governor for SEND, this role is to:</p> <ul style="list-style-type: none"> • Ensure a governor is designated to monitor SEND. • Ensure that provision is made for pupils who have SEND. • Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

<p>families of such pupils.</p>	<ul style="list-style-type: none"> • Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources. • Report to parents on the implementation of the school's policy for pupils with SEND. • Have regard to the Code of Practice when carrying out its duties to pupils with SEND. • Ensure that parents are notified of the decision of any extra provision being made for their child • Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none"> • Educational Psychology • Speech and Language Therapy • Children and Young People's Occupational Therapy • Child and Adolescent Mental Health Services • Specialist Teaching Service: Cognition and Learning; Down Syndrome; Autistic Spectrum Disorder; Language; Hearing Impaired; Physical Disabilities and Visual Impairment services. • Portage Service • Parenting Support Team • The Nurture Group Project • School Nurse • Pupil Referral Unit <p>Contact details for the above agencies can be found through: www.bucksfamilyinfo.org/localoffer</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.</p>	<ul style="list-style-type: none"> • All new families and pupils to the school are encouraged to visit the school prior to starting. • Upon arrival a buddy will be put in place and they will be shown around the school site. • For pupils with SEND we encourage additional visits to assist them with acclimatising to their new school. • We may also visit them in their current school. • Social Stories™ may be written to support pupils; these may share images of their key workers and classroom. <ul style="list-style-type: none"> • If a pupil transfers from one school to another all information pertaining to their SEND is sent across as soon as the pupil is successfully registered at their new school. • Depending on the nature of the SEND the SENDCo will also telephone the new school or write to the SENDCo. • If the transition is potentially challenging for the pupil we will work with their next school to develop social stories or 'All about me' documents. • For secondary transfer additional visits are often sought for pupils with SEND. We offer pupils the opportunity of having a member of support staff to accompany them on these visits should it be deemed useful. • For pupils with Education and Health Care plans, new schools are invited to annual reviews.
<p>13. Information on where the local authority's local offer is published.</p>	<p>Information for the Local Offer for Buckinghamshire is available at: www.bucksfamilyinfo.org/localoffer</p> <p>The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the</p>

	Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer: Please call 0845 688 4944 or email familyinfo@buckscc.gov.uk
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