



## **Elmwood Infants and Nursery School**

### **SEN information Report**

#### **Meeting the Needs of Pupils with Special Educational Needs and Disabilities What support can you expect for your child?**

**DATE REPORT REVIEWED: Spring 2016**

**DATE OF NEXT REVIEW: Spring 2017**

#### **What do we mean by special educational needs or disabilities?**

'Special Educational Needs' (often shortened to SEN) describes the needs of children who have a difficulty or disability that makes learning harder for them than most children of the same age. SEN can cover a broad range of needs that includes physical development; visual or hearing impairment; difficulties with speech and language; emotional and behavioural difficulties; difficulties with thinking and understanding. Disability is a term used for a recognised condition experienced by the child, usually diagnosed quite early in their lives.

#### **How / when might your child be identified as having special needs?**

A child has a special need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child with special needs could have difficulties with:

- All of the work in school
- Reading, writing, numbers or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to people
- Organising themselves
- Personal care
- Understanding and meeting school expectations.

They may also have a sensory or physical health need which may affect them in school.

At Elmwood Infant and Nursery School we believe that all children are entitled to an education that enables them make the best possible progress, become confident individuals and feel that they are a valued member of the wider school community. We are an inclusive school that values the different experiences, capabilities and strengths of each child in a caring, supportive environment that provides equal opportunities for all. We aim to secure access, participation and success for children with a range of needs.

### Who should I contact to discuss the concerns or needs of my child?

Information and Guidance:	
Class teacher	<p>She/he is responsible for:</p> <ul style="list-style-type: none"> <li>Providing high quality teaching and learning which is differentiated and personalised responding to the strengths and needs of all pupils.</li> <li>Checking on the progress of your child and identifying, planning and delivering any additional support required to support progress in the classroom.</li> <li>Developing SEN Support Plans to prioritise and focus on the next steps required for your child to make progress in learning.</li> <li>Discussing ways in which you can help your child at home.</li> <li>Applying the school's SEN policy. (The SEN policy is on our website)</li> </ul> <p>If you have any concerns about your child you should speak to your child's class teacher first. You may then be directed towards to the SENCO.</p>
<p>Special Educational Needs Coordinator (SENCO)</p> <p>Miss Walsh Assistant Head Teacher (Inclusion)</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Co-ordinating provision for children with SEN and developing the school's SEN policy</li> <li>• Ensuring that parents are: <ul style="list-style-type: none"> <li>❖ Involved in supporting their child's learning and access</li> <li>❖ Kept informed about the range and level of support offered to their child</li> <li>❖ Included in reviewing how their child is doing</li> </ul> </li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul>
The Head Teacher Miss Harris	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for pupils with SEN</li> </ul>
The SEN Governor Mrs Thompson	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the school to develop high quality provision and evaluate impact for pupils with SEN across the school.</li> </ul>

## How can I find out about how well my child is doing?

### Assessment Planning and Review

Ongoing monitoring takes place by class teachers to identify pupils who are not making adequate progress.

Following further assessments and after discussions with key staff and parents, additional support may be put into place to help overcome any difficulties.

This additional support is documented by the school. In consultation with the class teacher, SENCO and parents short term targets are agreed which prioritise key areas of learning. The targets will be recorded on an SEN support plan. Where external agencies are involved, their advice and recommendations are included in this plan. Actions agreed take into account each pupil's strengths as well as their difficulties.

If your child continues to make little or no progress, an Education Healthcare Plan may be requested. Further details about this process will be explained by the SENCO and information published in the Local Authority's Local Offer.

In some cases, and for pupils who already have Education Health and Care Plans (EHCP), teaching assistant support may be allocated. The level of support will relate to the complexity and severity of need. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision.

Formal review meetings of an EHCP are held annually. Parents are invited to this review and external agencies attend when appropriate. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

## How will teaching be adapted to meet the needs of my child?

### Curriculum and Teaching Methods ( including groupings and interventions)

Teachers are highly skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Groups are organised flexibly with opportunities for children to work in both ability and mixed ability groups to maximise learning opportunities for all.

Additional adults are used to help groups and individual pupils, with a long term goal of developing independent learning skills.

Alongside planned differentiation in the classroom some children with SEN need something additional to or different from that which is provided for the majority of children. The following range of interventions is in place to help overcome a range of difficulties. These include:

Intervention	What is It?
Speech and Language: Talking Partners (Reception)	A 10 week speaking and listening programme that runs for 10 minutes every day with a trained adult.
Oracy Project (Year 1)	A speaking and listening programme led by a trained adult with a small group of identified children to develop speech and language skills that runs for 15 minutes twice a week.
Narrative Skills Group (Year 2)	This is a programme led by a Speech Therapist and by trained adults in school to develop story telling skills and other aspects of language development. It runs for 40 minutes once a week.
Literacy: Early Literacy Support (Year 1)	This is a 12 week programme for children who need extra support with reading and writing. It is led by a trained adult and revisits

	key literacy objectives to reinforce learning so that children are able to participate fully in whole-class sessions.
1:1 Reading / writing support	This is a programme developed by the Fisher Family Trust to support the development of early reading and writing skills. It is led by a trained adult and runs for 15 minutes 3 times a week.
Numeracy: Five minute Box (all year groups)	This is a multi-sensory system for teaching early numeracy skills. It is led by a trained adult within the classroom.
Catch up maths groups (Year 1 and 2)	Small groups of identified children receive extra support from a trained adult once or twice a week to revisit key numeracy objectives and reinforce learning so that children are able to participate fully in whole-class sessions.
Social, Emotional and Mental Health: ELSA groups	The ELSA (Emotional Literacy Support Assistant) programme promotes emotional literacy and supports the development of good communication, self-esteem, social and friendship skills, and anger management. It is run by trained adults for 15-20 minutes twice a week depending on the age and needs of the child.
Lunchtime club	This a club run by a trained adult during the lunchtime period where children can develop good play, turn taking and friendship skills. It also provides an environment where children have access to adult support for any emotional needs they may have on a 1:1 basis.
Nurture provision called "The Rainbow Fish Group"	Nurture groups are a highly focused way of supporting children with social, emotional or behavioural difficulties in an inclusive and supportive manner. It is run by trained adults and is supported by Croydon's Nurture Network. It runs for a small group of children whose needs have been identified by teachers.

**What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?**

Access

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life. Access arrangements currently include:

- Wheel Chair Access
- Disabled toilet facilities
- Depending on the needs of children, an individualised access and/or medical care plan will be in place.

The school's accessibility plan is currently under review and will be on the school's website shortly.

**How skilled are staff in meeting the needs of my child?**

Staffing Expertise

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.

Recent training has covered:

- Meeting the diversity of needs likely in any mainstream classroom

- Improving provision and support for children speech, language and communication difficulties
- Adapting adult talk
- SEN Reform Challenges and Opportunities
- Writing effective SEN Support Plans
- Promoting emotional literacy in schools
- Raising awareness of Autism and Social Communication difficulties.

Some staff have also had training in managing a variety of medical needs including diabetes, asthma, allergies, feeding disorders and sickle cell anaemia.

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

#### What support from outside does the school use to help my child?

##### External partnerships

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service Our attached Educational Psychologist is Mrs Clare Morgado	Mrs Morgado works with the SENCO, the teachers, the support staff, the parents and the children to assess children's needs, set appropriate learning targets, give advice to staff about the best ways to help children meet the targets, support referrals to other services and applications for statutory assessment.
Speech and Language Therapy For details of our commissioned therapists see Miss Walsh  For Local Authority services go to <a href="http://www.croydonhealthservices.nhs.uk">www.croydonhealthservices.nhs.uk</a> And search for children's speech and language therapy service or Call the main office at Sanderstead – 020 8714 2594.	We have commissioned a Specialist Speech and Language Therapist from Guys and St Thomas's Trust to work with us on delivering good provision for children with Speech Language and Communication Needs (SLCN). She works in collaboration with the SENCO to provide training to all staff, aid accurate identification of speech and language difficulties, develop a good resource bank, lead small group support, plan some 1:1 programmes of support to be delivered in school and offer advice to parents.  We also receive support from the Local Authority's Speech and Language Therapy service that make assessments of individual children referred to them by the school, set targets, review progress, engage with parents, work with some children in a clinic outside school and support small group work in school.
Primary Behaviour Support Team	This service offers support to children, families and schools to effectively meet the needs of children who have behavioural difficulties.

<p>CAMHS (Child and Adolescent Mental Health Service)</p> <p>South London and Maudsley NHS Foundation Trust Christopher Wren House 113, High Street Croydon CR0 1QG</p> <p>Tel: 020 3228 0000</p> <p>Website <a href="http://www.slam.nhs.uk">www.slam.nhs.uk</a></p>	<p>This service offers advice, assessment and treatment for children who have a serious mental health disorder or psychological difficulties. It can also offer support for their families.</p>
<p>Croydon SEND Information and Advice Services (SENDIAS) (formerly Family Lives)</p> <p>Helpline: 020 3131 3150. <a href="http://www.familylives.org.uk/">www.familylives.org.uk/</a></p>	<p>This service offers advice on local SEN issues, the statutory process relating to SEN and national organisations. They also provide drop-in advice sessions for parents. They will be providing Independent Support Volunteers to help any family going through an EHC Plan needs assessment and the process of developing an EHC Plan. Support will be provided to new entrants to the system, children with a Statement converting to an EHC Plan and young people with a Learning Disability Assessment converting to an EHC Plan.</p>
<p>Virtual School for Children who are Looked After <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a></p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority</p>
<p>The Visual Impairment Service.</p>	<p>This is a local authority team that provides educational support for blind and partially sighted children from birth to age 19 in the London Borough of Croydon. There are Specialist Teachers and a Specialist Habilitation Officer who work with the school and the parents to develop children's learning and their independent living skills.</p>

**How will the school help my child to move to a new class/year group or to a different school?**

**Transition**

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

**When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.  
We will ensure that all records are passed on as soon as possible.

**When moving classes in school:**

An information sharing meeting will take place with the new teacher.  
The new class teacher and class TA's will spend time meeting the children in their current classrooms, in an environment where they feel comfortable and can show their strengths.

Opportunities for the child to visit the new teacher and the new classroom will be provided.  
Opportunities for the parents to meet the new teacher will be provided.

**Further information about support and services for pupils and their families can be found in:**

- The Local Authority Local Offer - [www.croydon.gov.uk/sendoffer](http://www.croydon.gov.uk/sendoffer)