

James Elliman Academy

Special Educational Needs and Disability Information Report

September 2022

James Elliman Academy is a thriving three – form entry primary school with an on – site nursery. The Code of Practice for Special Needs requires schools to publish a ‘school report’ informing parents/carers and carers about the support and provision we currently have in place.

This report is in addition to James Elliman Academy’s contribution to the Slough Borough Council’s Local Offer which can be viewed at www.servicesguide.slough.gov.uk as well on the school website.

What are our core principles?

We are committed to providing high quality differentiated teaching to every child and embrace every child’s individuality. We believe children should work alongside their peers wherever possible and not be excluded from the classroom setting, unless their learning needs dictate they learn better with fewer distractions.

Children’s progress is closely monitored and assessed regularly. The progress of all pupils is discussed termly. This focused monitoring allows us to identify emerging needs and monitor the progress and success of any interventions in place for children identified as needing additional support.

Our relationship with parents/carers is vital and we strive to maintain good communication with parents/carers. We are keen to be made aware of any concerns in any aspect of your child’s learning experience in school, overall development and wellbeing.

Children with Special Needs

All children are different and some may experience temporary or long lasting barriers to learning. Alongside to high quality teaching in class, some children require additional support or adaptations to learning or the environment to gain access to the full school experience.

A child is considered to have a SEND (Special Educational Needs and/or Disability) if they have a learning difficulty or disability, which call for special educational provision to be made for them. This provision is deemed ‘additional to’ or ‘different from’ the core teaching principles of any school.

A child is considered to have SEN if they:

- Have a significantly greater difficulty in learning that the majority of other children of the same age, or,
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age

Currently the school is supporting children with a range of needs such as; hearing impairments, visual impairments, speech and language difficulties, learning difficulties and global developmental delay.

How does the school identify those children who need extra help?

At James Elliman Academy, children are identified as having a special needs through a variety of ways. These include:

- Concerns raised by parents/carers
- Information gained through meetings / liaison with the child's previous setting
- Significantly lower than expected levels of achievement and / or progress
- Concerns raised by a member of staff
- Information gained through meeting with other professionals that may in contact with the child such a physiotherapist, speech therapist or paediatrician
- Internal assessment by the SEN team, this includes the use of a range of screening tools such as:
 - + NELI language screen for children in Reception
 - + Speechlink Screen for children in Reception and Key Stage 1
 - + Dyslexia online screening tool
 - + Dyscalculia screen
 - + York Reading Test

If a child is identified has having a Special Educational Need and/or Disability they will be placed on the school's SEND Register. Placement on the SEND register can be long or short term. This is discussed with parents/carers.

As a parent / carer, who is my first point of contact should I have a concern?

If you have any concerns regarding your child's progress or well – being, then please speak to your child's class teacher in the first instance.

The SENDCo or the Vice Principal for Inclusion can also be approached.

The SEND pathway can be seen below and this demonstrates how any concerns will be met.

How will I raise concerns if I need to?

Ask to speak with your child's classteacher and share your concerns. You can approach them at the end of the school day or you can contact the school office requesting a meeting with them.

The class teacher will communicate your concerns to the SENDCo and Vice Principal for Inclusion as necessary and they will meet with you, initiate an investigation into the difficulty and arrange a follow up meeting to discuss the outcome.

Staff who are involved in the provision of Special Educational Needs and/or Disabilities in school are:

Rebecca Pinkney is the Vice Principal for Inclusion.

Harjinder Mann is the SENDCo.

Ritu Khosla is the Speech and Language Teaching Assistant.

Karisse Morgan is the Child and Family Support Officer.

SEND Teaching Assistants

Class teachers and class teaching assistants

What training will the staff supporting children and young people with SEND have had or receive?

We have a number of experienced staff, who are able to support pupils with SEND effectively. Staff have received training with respect to supporting pupils with speech and language difficulties including basic Colourful Semantics and Early Language Stimulation.

Teaching staff have also received training regarding attachment difficulties and behaviour support.

The school also has developed a strong team to support children with their mental health and wellbeing. Every year group has a designated Mental Health Champion who has successfully completed the appropriate training in this area. The school also has four Emotional Literacy Support Assistants (ELSAs) who are trained to support children in developing their own emotional awareness and understanding.

Every year group also has a team member who is trained in Precision Teaching, which is an intervention which can support children in learning reading, spelling and number skills.

We regularly seek training from external professionals / agencies that support pupils within the school.

How will parents/carers be involved?

Parents/carers or carers of children with SEN are invited to discuss aspects of progress and provision with the SENDCo and / or class teacher and any staff members implementing interventions and / or support on a termly basis.

Parents/carers are invited to meet via letter or telephone. In this initial meeting, you are able to discuss the provisions the school is putting in place and meet the adult (s) who will be offering the additional support. It is also an opportunity to discuss any formal reports from

external support agencies such as from the Educational Psychologist or Speech and Language Therapist.

Any targets from an Individual Provision Map will be shared with parents/carers and ways to support at home will also be discussed. Parental support is vital and makes a difference.

How are the schools resources allocated and matched to a child's special educational needs or disability?

When a child is identified as having a special need, we take action on the recommendations made by specialist professionals, parents/carers, the class teacher and the child, to effectively meet the needs of the child.

~~A number of~~ SEND staff are employed to implement recommendations put forward by specialist professionals and / or execute particular interventions.

Provision maps are created for every pupil in need of additional support, this documents the support in place and the focus of the intervention. This will be reviewed after 12 weeks and will be shared with parents/carers during termly parents/carers meetings as well as with any meetings with the SENDCo.

How will the school monitor children's progress and how will parents/carers be involved in this?

All children in the school have their progress monitored termly. As meetings to discuss provision and targets that have been set can be lengthy, the SENDCo will invite parents/carers to discuss this separately. Parents/carers are encouraged to discuss their child's progress at any time and will also be invited to parents/carers evening on a termly basis.

Interventions are monitored through evaluation sheets after initial 'baselines' are recorded. Progress in curriculum assessments, book scrutinies, observations of the teachers and children, and lastly, through discussions with the children themselves.

How will the school support parents/carers to help their child's learning?

Your child's teacher will provide a homework pack and will liaise with the SENDCo as necessary. The school is also encouraging children to engage in homework via online apps such as Times Tables Rockstars and Spelling Shed, opportunities to engage in these at school are also offered to allow every child to have access and participate. Google Classroom is also used to share videos and work if required.

If your child is having difficulty with any aspect of the homework, please contact the class teacher or SENDCo. Advice regarding how to support your child's learning at home will be offered during SEND meetings and parents/carers' evenings.

What support is available to promote the emotional, social or medical needs of children with Special Educational Needs and disability?

The schools Senior Mental Health Lead is Mrs Pinkney. We also have a ~~family support worker~~ Child and Family Support Officer, Miss Morgan, who helps children and families within the school. In addition to this, we have Mental Health Champions who are on hand to support children in all year groups.

We have access to specialist professionals who will support families at home as well as children in school, this is via the Social Emotional Behavioural Difficulties Outreach Service (SEBDOS). SEBDOS Support workers will support children on a short term, 1:1, basis if required and will also support children in developing social skills by facilitating social skills groups for children. Consent is sought from parents/carers before any support commences.

How does the school help with personal care where this is needed, such as toileting or eating?

Toileting is a very personal issue and parents/carers are asked to give permission by signing an 'intimate care' consent form, in line with school policy. Whenever possible, we encourage children to be as independent as possible and support them to develop the skills required for self-care. When adult assistance is required, it is offered in a manner which affords the child privacy and dignity. Two adults are provided during these times to uphold our commitment to safeguarding. The school has two disabled toilets which allows greater ease of access as well as privacy. On occasion, if a child is distressed with a toileting issue, parents/carers will be called and they may want to come and support their child themselves or take them home and bring the child back once they have been washed, the primary consideration is always the child's wellbeing and parents/carers' views.

School will support a child with any eating concerns. We are able to refer to the school nursing service should parents/carers wish to gain professional advice as well as monitoring eating habits, offering gentle prompting or offering children a quiet environment to eat or noise cancelling ear defenders particularly if the child has a complex need.

Children are encouraged to eat lunch with their peers, even if they require adult support during lunchtimes, the adult is led by the child's views.

How will the children's views be sought about the help they are receiving and the progress they are making?

Children's views are sought during reviews via a questionnaire and children may be asked their views in a 'wishes and feelings' format or by sharing their views in a 'one page profile'.

If you become aware that there is a difficulty in any aspect of school life please let your child's teacher, the SENDCo or VP for Inclusion know.

How do we cater for Children Looked After (CLA)?

Children who are in care, or are being fostered, have a special set of needs, which it is essential to meet. Regular checks on how the child is feeling and problems or worries they may have need addressing immediately. Any specific specialist support / intervention will be put into place as soon as possible. The school follows nurturing principles and has a robust and dedicated child protection team.

The Designated Teacher for Children Looked After is Mrs Pinkney (DSL and Vice Principal for Inclusion). Termly PEP meetings and Child Looked After Reviews are held termly with parents/carers, social workers, the Virtual School for Children Looked After, and other relevant professionals. Academic attainment, progress, SEND provision and its impact is discussed.

Special Education Needs Provisions

What kinds of provision do we offer?

We are able to offer a ~~vast~~ range of provisions and evidence based interventions to support our pupils in the following ways:

1. Communication and interaction

Children with communication problems may have difficulty with saying what they want to, understanding what is said or have difficulty understanding and using social rules of communication.

We use an independent Speech and Language Therapist to assess pupils and three trained Teaching Assistants who support children to achieve their targets. The trained Speech and Language Teaching Assistant will work on targets with the children individually or in small groups. We are able to offer children access to a series of 'Attention and Listening' sessions, which focus on developing the child's attention skills, this is usually offered to children in small groups, where they can also develop 'turn – taking' skills. Staff have also received training on 'Colourful Semantics'.

We are able to offer 'Lego based therapeutic play', this promotes social skill development in children with communication difficulties. We will be implementing this provision this academic year for all pupils who find social communication an area of difficulty.

We have received training on using the TEACCH approach to support children to develop independent learning skills.

All adults in the Reception team have received training on implementing the NELI intervention to identified children to support them to develop stronger language and communication skills.

SpeechLink interventions are currently offered to identified children in Key Stage 1 and all children have access to the Speech and Language Therapist as needed.

2. Cognition and Learning

A small group of children may find it challenging to learn successfully in class because of any variety of reasons such as the pace of learning is too fast for them or a large group is too distracting. We provide support appropriate for the child's needs by offering:

- Access to alternative, small learning groups in maths and English where children can learn at a pace more suitable to their needs and with more repetition.
- Precision teaching
- Over learning of facts, such as grammar terms, spellings and number bonds
- Access to play based learning for children who follow an individual learning path
- Initial assessments regarding dyslexia by experienced staff
- Daily access to learning support
- Access to independent Psychology Services from *Psychology First*, which with parental consent, we can utilise the expertise of an Educational Psychologist, who through robust assessment is able to identify areas of strength and development and can advise both school and parents/carers with recommendations on how to best move the learning on.

3. Social, Mental and Emotional Health

Every child's wellbeing is as at the heart of James Elliman Academy.

Staff are aware of the importance of good mental health and seek to promote resilience and wellbeing throughout their teaching and interactions with children. Teachers will raise a concern about any child who appears isolated, withdrawn, aggressive or disruptive.

We are aware that children may be experiencing difficulties with social, emotional and mental health due to life affecting situations such as bereavement or divorce. Children may have needs originating from a medical condition, a delay in development or personality disorder.

Children requiring support in this area can be offered:

- Access to support from the child and family support worker.
- Access to support from Mental Health Champions, across the school.
- Access to 'quiet' lunchtime club, for children who find the playground a challenging place.
- ELSA (Emotional Literacy Support Assistant) can be offered to children who may benefit from support in identifying and regulating their emotions.
- Access to the Educational Psychologist allocated to the school.
- Support from SEBDOS both at home and at school on a 1:1 basis for children who are in need of consistent specialist support.

4. Sensory or Physical needs

Children can have a physical, sensory (hearing or visual) or multi-sensory need.

Children requiring support in this area are offered:

- Lift access to the first floor if they are unable to access stairs and / or are wheelchair bound.
- Arranging a modified learning space to enable the child full access to the curriculum and school experience.
- Access to a 'chill out' room which holds sensory resources.
- Offering children sensory breaks as required.
- Utilising support and guidance from The Sensory Consortium team, who support us with our children who have a sensory impairment such as visual or hearing impairment.
- Implementing recommendations from the Physiotherapist and Occupational Therapist team.
- Purchase specialist equipment recommended by Physio / Occupational Therapist / Sensory Consortium.

Which SEND Support services does the school use?

External agencies used by the school include:

- Educational psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Sensory Consortium Team (Hearing and Visual Impairment)
- School nursing service
- SEBDOS (services supporting behaviour outreach service)

What arrangement does the school have for signposted parents/carers / carers to external agencies, which can offer support such as voluntary agencies?

Currently, we will seek agencies, websites and groups which support different needs at the request of parents/carers and sign post them accordingly. Some parents/carers who seek advice will consent to an Early Help Assessment and parents/carers are referred to relevant external agencies via this.

What can a parent do if they think their child needs one of these services?

To access some of these services, a referral is required. Any member of the SEND team can complete the required referrals and guide parents/carers as needed.

Useful links and information for parents/carers

- The NHS Child and Young Person toolkit has some guidance on supporting children at home as well guidance on raising concerns which parents/carers may find useful.
<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>
- The Slough SENDIASS team is available to support parents/carers with the SEND process.
<https://www.sloughsendiass.org.uk/>
- The Speechlink Portal provides support for parents and carers who children are developing within their language learning.
[Speechlink Parent Portal](#)

The SEND Pathway

