James Elliman Academy

Local Offer 2026 – 2027

James Elliman Academy is a Mainstream primary school and nursery welcoming around 734 children aged 3 to 11. We build a warm, nurturing and inclusive community where every child is encouraged to celebrate their individuality, build confidence and reach their full potential.

The school is committed to creating a learning experience where all children can thrive in a warm, nurturing, positive, inclusive environment and where individual needs are met. We focus on providing all children every opportunity to achieve the highest of standards. We do this by setting high expectations, working in partnership with parents, carers and professionals whilst supporting children to make progress and develop in confidence and ability. Our children grow to have a strong sense of character and individuality whilst maintaining a sense of community and belonging.

The Local Offer – What is it?

The Children and Families Bill (April 2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is James Elliman's contribution to the local offer.

Area	Response
1. Special Educational Needs Policy	We are committed to giving every child every opportunity to reach their full potential. We do this by creating a happy, positive environment where every single achievement—big or small—is noticed and celebrated across our entire school community. Our Special Educational Needs Policy can be found on our school website https://www.jameselliman.academy/topic/key-information/policies
2. Teaching and Learning	All children learn and grow at their own pace. We support every child by providing excellent classroom teaching and tailored learning every day. If a child finds any area of learning more challenging, we have a wide range of support strategies ready to help. This includes adapting our lessons, scaffolding, modelling, breaking down tasks,

	and providing specialised learning tools so that every pupil can fully participate, build confidence, and achieve their very best. Children who have been identified as having special educational needs may have certain barriers which prohibit and hinder their learning. We support those children identified via: • Adapted planning and teaching of the curriculum • Small group teaching covering a range of skills such as literacy and numeracy with modelling and scaffolding to promote increased independence. • Learning support through specific interventions • Support for emotional development • Support for health needs • Communication groups focusing on speech and language development.
3. Identifying and Assessing Special Educational Needs	At James Elliman Academy, we believe that it is vital to identify a child who is finding it difficult to make progress with their learning as early as possible. Early support often helps children to succeed. Children may be identified as having a special educational need by: • Concerns raised by parents / carers • Concerns raised by a class teacher / member of staff • Lower than expected levels of achievement – these are reviewed regularly by class teachers, SENCo (Special Needs Co-ordinator), Senior school leaders and the Principal • Information shared by medical professionals and speech and language therapists. In the first instance, teachers will continually assess each child and highlight areas where support may be beneficial. Inclusion meetings are held regularly where children who are causing concern for any reason are discussed with Senior Managers. All concerns are investigated by the Inclusion team and interventions and support are put in place. These are reviewed after 6 weeks and next steps are discussed and put into place as appropriate. The SEND Pathway (see below) demonstrates the steps involved in the identification and support offered when concern is raised by either a parent or member of staff. We have a team of Mental Health Champions and ELSA's who are available to support children. We have consultations with Educational Psychologists, Speech and Language Therapists and other special needs professionals on a regular basis, where we discuss individuals' emotional, academic and social concerns.

4. Involving parents and CYP in Planning and Reviewing Progress	We value and respect each child's view. We strive to fill each child with confidence so that they can make their voice and opinion heard. We encourage communication through verbal and non - verbal means. Children can use gestures, drawings, photographs or visual aids to express themselves as well as verbal expression. During reviews, children's opinions are sought and parents are encouraged to share their goals for their child. Parents' views, experiences and knowledge of their child are invaluable to us, as they provide a fuller picture of what the child is experiencing. Translators can be provided for any parent requiring this service. Children identified as having a significant additional need will be given an Individual Provision Map; this will have small achievable targets for the child, which will be discussed with parents and reviewed at least once a term. Provision maps are also used to further demonstrate all support provided for pupils, these are reviewed termly. At all times, staff work closely with parents and utilise professionals outside of school as required. The school holds parents evenings on a termly basis, and parents are encouraged to come at any time to discuss their child's progress. Parents are invited to attend meetings with professionals to discuss their child's concerns and progress.
5. Additional Support	Relevant specialist support from outside agencies will be offered to any child who is highlighted as having a special educational need as it is required and with parents' permission. This support could come from any of the following external professionals or agencies who support our school: • Speech and Language Therapist • Educational Psychologist • Integrated Support Services – from Slough Borough Council • School Nursing Service • Services Supporting Behaviour (SEBDOS) • Physiotherapy and Occupational Therapy Services • Sensory Consortium Service • Early Help Assessments • Child and Adolescent Mental Health Team (CAMHS) • Getting Help Mental Health Support Team
6. Extra Activities	James Elliman Academy will make reasonable adjustments for any school trips to include the needs of all children. Risk assessments are carried out for all trips. All children have the choice to attend any extra curricula clubs and activities which are held at the school. Additional support can be offered as deemed necessary for participation in the activity.
7. Meeting the Social and Emotional Needs of CYP with SEN	One of our school's core principles is to nurture every child and ensure they develop in self-esteem and confidence. Every member of staff is responsible for the emotional and social well-being of each child under their care. We have a positive behaviour policy and maintain high expectations at all times. See our Policy by visiting our website here

	Please see our Wellbeing Policy for Pupils here We encourage children to be well mannered, kind and considerate towards one another and to take pride in themselves and their behaviour. For children who may need some assistance in this area we are able to offer: • Support from a behaviour outreach service SEBDOS • Support from ELSA's • Support from Mental Health First Aiders • Support from the Child and Family Support Officer If required, referrals can be made to outside specialists such as: • Social care • Early help • SEBDOS – this is service offered by a group of professionals who work with schools, families and pupils who have social and emotional difficulties. • Getting Help Mental Health Team We regularly raise issues such as bullying and openly discuss behaviours which can make friends and those which could lead to bullying. Children feel safe coming to our school and they are confident that any issues will be listened to and resolved quickly.
8. Keeping Up to Date with Knowledge and Skills	Once training needs have been highlighted, relevant training for teachers and support staff is organised to ensure the child with additional needs has their requirements met as soon as possible. Staff have received training on Precision Teaching, Colourful Semantics, Zones of Regulation, and other communication and interaction based training for pupils who find developing these skills a challenge. We have regular INSETs where staff can develop their skills and knowledge.
9. Transitions	Nursery - The teacher and Early Years Practitioner, visit families in their home before starting Nursery. Any SEND issues are discussed and parents are often directed to Early Years Agencies which can offer support and guidance, such as contact details for the NHS Early Years Speech and Language Team if language or Speech delay is a concern. We also liaise with local children centres and refer to the Community Paediatrician when appropriate. Between Year Groups – The children visit their new classrooms and the teachers will visit the children and read stories and play games to start to get to know the children.

	Transition books can be created to help children to familiarise themselves with their new class. These books contain photographs of the child's new classroom, entry and exit points, teachers, other adults who will be supporting their learning as well as information about their school day in the new year group. Many children have found these books useful as they help to prepare them for their new class during the summer holidays. Parents are welcome to come into school and meet with their child's new teacher and to familiarise themselves with entrance and exit points, cloakroom areas as required. To Secondary School – Our school has strong links with the local secondary schools. Children are welcome to visit their new secondary school as often as they need to feel comfortable. Transition books are used to help children to familiarise themselves to the new school. SENDCo's from the secondary school chosen can attend the child's annual review meeting, this encourages parents and the child to ask questions in a familiar setting. We utilise support from SEBDOSS and the Mental Health Support Team for support with transition at a whole school level.
10. Helpful Contacts	Mrs Tajinder Johal – Principal Mrs Rebecca Pinkney – Vice Principal for Inclusion & Safeguarding Mrs Harjinder Mann - SENDCo Mrs Jasvir Chander – Vice Principal for Early Years Miss Vanda Devshi – Vice Principal for Years 4, 5 and 6 Ms Karisse Morgan – Child and Family Support Worker Mrs Ritu Khosla – Speech and Language Support Mrs Manjit Nota – Speech and Language Support Mrs Liz Herod – SEND Governor