James Elliman Academy

Special Educational Needs and Disability Information Report

September 2026

James Elliman Academy is a 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 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.sloughfamilyservices.org.uk as well the school website.

What are our Core Principles?

We are committed to providing high quality adapted 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 is vital and we strive to maintain good communication with parents. 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 SEN (Special Educational Need) 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 are 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 impairment, visual impairment, physical disabilities, Downs Syndrome, Morquios Syndrome, autism, 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
- 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

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

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 first.

The SENCo 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 teacher and share your concerns. You can approach them in the playground or leave a message with the office requesting a meeting with them.

The class teacher will communicate your concerns to the SENCo 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.

Rebecca Pinkney is the Vice Principal for Inclusion.

Harjinder Mann is the SENCo.

Ritu Khosla is the Speech and Language Teaching Assistant.

Karisse Morgan is the Child and Family Support Worker.

Liz Herod is the SEND Governor.

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 SEN effectively. Staff have received training with respect to supporting pupils with speech and language difficulties including basic Colourful Semantics and Delayed Language Disorder. Supporting pupils with autism and training related to building resilience has been delivered to staff.

The school also has developed a strong team to support children with their mental health and well-being. Every year group has a designated Mental Health First Aider who has successfully completed the appropriate training in this area.

The school has one ELKLAN trained member of staff, this enables them to deliver speech and language programmes devised by the Speech and Language Therapist.

Every year group has a number of support staff who are trained to deliver Precision Teaching. This is an effective, evidence based intervention which focuses on developing core skills such as reading, spelling and number skills. This is offered daily and on an individual basis.

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

How will parents be involved?

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

Parents are invited to meet via letter, email 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 Plan will be shared with parents 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, the class teacher and the child, to effectively meet the needs of the child.

A number of SEN 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 during termly parents meetings as well as with any meetings with the SENCo.

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

All children in the school have their progress monitored termly. Class teachers meet with parents termly to discuss progress. Parents are encouraged to discuss their child's progress at any time and will also be invited to parents evening on a termly basis. Parents can meet with the SENCo at any time should they have concerns or wish to discuss progress.

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

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

Your child's teacher will provide a homework pack and will liaise with the SENCo as necessary. The school is also encouraging children to engage in homework via online apps such as Twinkle Maths, opportunities to engage in these at school are also offered to allow every child to have access and participate.

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 SEN meetings and parents' evenings.

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

We have a family support worker, Karisse Morgan, who helps children and families within the school.

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). Support workers will support children on an individual basis during a focused intervention if required and will also support children in developing social skills by facilitating social skills groups for children. Consent is sought from parents 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 are asked to give permission by signing an 'intimate care' consent form. 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. 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 will be called and parents 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' views.

School will support a child with any eating concerns. We are able to refer to the school nursing service should parents 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 SENCo or VP for Inclusion know.

How do we cater for Looked After Children?

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.

Special Education Needs Provisions

What kinds of provision do we offer?

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

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 one trained Teaching Assistant 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' and 'Delayed Language Development.'

We are able to offer 'Lego based therapeutic play', this promotes social skill development in children with communication difficulties such as autism spectrum disorders. 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.

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 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 1:1 reading support.
- Access to checklists for both parents and staff as a preliminary aid in exploring dyslexia and dyspraxia.
- Children with complex needs who experience cognitive difficulties are supported by adult help and activities which enable them to develop skills and achieve a high level of success through the use of practical and often kinaesthetic activities.
- Access to 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 with recommendations on how to best move the learning on.

3. Social, Mental and Emotional Health

Every child's well-being 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 well-being 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 1:1 support from the child and family support worker.

- Access to 1:1 support from Mental Health First Aiders, there is one allocated in each year group.
- 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 schools educational psychologist who can support children with therapeutic play sessions.
- Support from SEBDOS both at home and at school on a 1:1 basis for children who are in need 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 SEN Support services does the school use?

External agencies used by the school include:

- Educational psychologist
- Autism team / support worker
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Sensory Consortium Team (Hearing and Visual Impairment)
- School nursing service
- SEBDOS (services supporting behaviour outreach service)
- Getting Help Mental Health Team

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

The school displays leaflets and information about some services in the reception area for parents to access.

Currently, we will seek agencies, websites and groups which support different needs at the request of parents and sign post them accordingly. Some parents who seek advice will consent to an Early Help Assessment and parents 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 as needed.

Useful links and information for parents

The NHS Child and Young Person toolkit has some guidance on supporting children at home as well guidance on raising concerns which parents may find useful.

https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/

The Slough SENDIASS team is available to support parents with the SEND process.

https://www.sloughsendiass.org.uk/ https://

Parenting Special Children

Parenting Special Children's mission is to provide specialist parenting support to parents and carers of children and young people with Special Needs, so that they can create positive change in their lives.

https://www.parentingspecialchildren.co.uk/

GEMS

Providing autism and ADHD support in East Berkshire

https://www.gems4health.com/

The Place2Be

Support for children and their mental health and wellbeing

https://parentingsmart.place2be.org.uk/article/helping-your-child-when-they-start-or-change-primary-school