

ELMLEA INFANTS' SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

Elmlea Infants' School SENDCo: Miss Jane Simmons (Senior Leadership Team Member)
Jane currently works Monday, Tuesday, Wednesday (all day) and Thursday mornings.
SEN Governor: Ms Lara Allison

If you wish to make an appointment with Jane please call the school office on
0117 3772352

Please read other school policies related to the SEND Policy:

SEN Information Report

Equal Opportunities and Inclusion Policy

Safeguarding Policy

Access Plan

These policies can be found on the school website at: www.elmlea-inf.bristol.sch.uk

Rationale:

'Everybody Matters Everyday'

Elmlea Infants' School is an educationally inclusive school, welcoming all children and adults. We recognise individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinion.

Inclusion Steering Group 2008

This statement is re-visited annually to review by Staff and Governors

Every teacher at Elmlea Infants' School is a teacher of every child, including those with SEND.

The New Code of Practice: 0 – 25 years states that:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Elmlea Infants' School is committed to providing an appropriate and high quality education for **all** children. We believe that all children, including those identified as having 'special educational needs or disabilities' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. All children will be fully included in all aspects of school life.

We believe that all children should be equally valued in school (see Aims and Values Booklet). We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe (see Inclusion and Equal Opportunities Policy). Elmlea Infants' School is committed to Inclusion. We aim to create a sense of community and belonging and to offer equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning. This policy has been developed using the guidance from NASEN (National Association for Special Educational Needs www.nasen.org.uk), with parents of children at the school with SEND and the school Staff and SEN Governor. This Policy has been updated to take into account the changes to the SEND Code of Practice: 0 – 25 years guidance 01.09.14.

At Elmlea we recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are very aware of the needs of the Foundation Stage and Key Stage 1 children, whose maturity is a crucial factor in terms of readiness to learn. We recognise that many children, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Elmlea we aim to identify these needs as they arise and provide teaching and learning environments which enable every child to achieve his or her full potential. All children at our school achieve, are aspirational and are given high expectations. We provide a focus on outcomes for all children and not just on hours of provision or support. Every teacher at Elmlea Infants' School is a teacher of every child, including those with SEND.

Objectives:

- To work within the guidance provided in the SEND Code of Practice 01.09.14
- To work in partnership with parents for the benefit of their child. To fully involve parents / carers (and where appropriate the child) at every stage in plans to meet their child's additional needs and to recognise the parents / carers as experts in understanding their own child's needs.
- To ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children labelled as having 'special educational needs and disabilities'.
- To continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible. To identify and provide for children who have SEN and additional needs.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo and support staff as appropriate.
- To raise the aspirations of and expectations for all children with SEND.
- To provide support and advice for all staff working with SEND children.
- To ensure that children with SEND are perceived positively by all members of the school community and that SEND provision is positively valued and accessed by staff and parents / carers.

- To enable children to move on from us well equipped in basic skills of literacy, numeracy and social independence to meet the demands of future school life and learning.
- To involve outside agencies where appropriate to advise and pass on expert knowledge.
- To provide a SENCo who will work with the SEND Policy.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The Code of Practice: 0 – 25 years (01.09.14) sets out four broad categories of needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These categories give an overview of the range of needs that school plans for. However, individual children often have needs that cut across all these areas and their needs may change over time.

The purpose of identification is to work out what action the school needs to take, rather than trying to fit a child into a category.

Initial Concern by the Class Teacher:

The class teacher or the SENCo may approach a parent with initial concerns about their child's progress. The child may not be progressing as expected in their learning or there maybe a specific issue which is having a direct impact on their learning e.g. behaviour. The teacher may discuss targets or interventions for the child. If this concern continues, then the parent may be invited in for a meeting with the class teacher and/or SENCo to discuss next steps. The child's progress will be monitored and he/she will be given strategies so they are successful in achieving their targets. The parent will also be asked to discuss any support that could be provided at home. These targets and strategies may be written up as an IEP (Individual Education Plan). The school will want to work with the parent to support your child in overcoming the barriers to their learning.

What happens if a parent has concerns about their child's progress?

If a parent has concerns about their child, the parent should make an appointment to see their child's teacher as soon as possible. They may wish to prepare a list of points to discuss so that they don't forget any of them.

The teacher will listen to what the parents have to say and will be able to provide them with information about their child's progress and other important information about their child in school. School and parents will usually be able to agree what is needed to address any concerns and ensure the child's progress. In some circumstances the teacher may need to

meet with the parent again so that they can find out relevant information to inform planning and share this with them.

Procedures in school:

- The SENCo meets with Class Teachers termly to discuss any issues which have arisen in the classes. SEND is a fixture on the staff meeting timetable and this provides an opportunity to discuss any concerns. Class teachers can discuss any concerns with the SENCo at any time.
- Reception Teachers and the SENCo meet in Term 5 of the Foundation Stage. The Class Teacher will discuss any concerns about particular children and suggest which children might benefit from additional small group support in Year 1, led by Mrs Veldman. Letters are sent home to parents / carers inviting their children to join the Literacy Support Group and to discuss any concerns. This group is for children who require a boost to their literacy knowledge at the start of Year One. The small groups are taught by a highly trained LSA in a small room to build on the phonic work, transcription skills and reading for any child who has not made the expected progress in the Reception year. Parents are kept informed about the skills covered in this group and by the progress made. A small amount of work home is sent each week to reinforce the skills the small group has covered in the session.
- In Y2, Mrs Veldman works directly to support groups of children within the class. Teachers' planning is modified to meet the needs of these children. Mrs Veldman supports small groups for Literacy and Numeracy. She will liaise with the class teacher to update about progress within the group and share their group evaluations weekly with them. These groups are very fluid and change depending on the task or activity planned by the teacher.
- The SENCo monitors planning and is able to support Class Teachers at weekly planning meetings, when requested. She liaises with 1:1 L.S.A.s working with individual children and co-ordinates a programme of activities which supports their specific needs.
 - The Headteacher monitors the effectiveness of SEND provision throughout the school. The Headteacher and the SENCo meet regularly to discuss provision and SEND matters.
 - SEND support is primarily delivered by Class Teachers through Quality First Teaching, differentiated teaching methods and curriculum planning. Lessons will be planned to address potential areas of difficulty and all barriers to learning will be removed to ensure pupil achievement.
 - Class L.S.A.s and/or MMLSAs (Mid-Morning LSAs) may support individual or groups of children, if specified as part of an IEP or by the Class Teacher as part of their differentiated planning.
 - Support staff, Class Teachers, the SENCo and outside agencies liaise and share developments in order to inform reviews, IEP targets and forward planning.
 - School recognises that the following are not an SEND issue, however these may have an impact on progress and attainment and are monitored separately:
 - Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – but this alone does not constitute SEN)
 - Attendance and Punctuality
 - Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman or woman.

GRADUATED APPROACH TO SEND SUPPORT:

The following process is used by Elmlea Infants to identify and manage children with SEN. Please see **Appendix 1** for our Graduated Approach model.

At Elmlea Infants' School all children's progress is monitored continuously by the Class Teacher and by the Senior Leadership Team three times a year. All children are monitored as individuals. Class Teachers attend a Pupil Progress meeting with the Head Teacher and the Deputy Head Teacher to discuss the class as whole, vulnerable groups and any individuals who are seen to be making less than expected progress. Class Teachers at Elmlea know the children in their class very well.

Initial concern raised:

Class Teachers have the responsibility and are accountable for the progress of the children in their class. If they are concerned that a child is not making expected progress this will be discussed with the Head Teacher and the Deputy Head Teacher during pupil progress meetings which take place every other term. The child will be added to the intervention list, which shows strategies and their impact on progress and this will be closely monitored in class. The first step to this intervention process is ensuring that the child, as with all the children in the class, receives high quality teaching and that the planning is differentiated to meet all the children's needs in that class.

SEN Support:

If the child's progress continues to be less than expected, the class teacher may suggest that the child joins the support group for that class. A child in Reception may work in a small intervention group if the Class Teacher feels that they are not making progress in line with their age. If it is a child in Y1 they will attend a withdrawal group of children for Literacy for 1 hour a week with a highly trained LSA, Mrs Veldman. Mrs Veldman works in class with the support children in Y2. The support group work is based on the weekly plans for the class and is further differentiated to meet the group's needs.

SEN Support with External Agencies:

If progress remains less than expected, the SENCo will request a meeting with parents and the Class Teacher with the view to giving the child individual targets (IEP). At this point the child will be entered on the SEN register as **SEN Support**. If these targets require additional support for the child, the school will consider next steps and access to additional provision. The Class Teacher will need to provide evidence of pupil's progress and comparison with national data, along with data from in school assessments. The SENCo may carry out a YARC Literacy assessment on the child which will give a reading age comparison. IEP targets will be reviewed regularly with the Class Teacher, SENCo and parents (at least 3 times a year). It may be appropriate to request input from an outside agency at this stage. Parents will be informed and consulted on any input from outside agencies or reviews for their child and will be invited to be part of this process.

EHCP Assessment:

On the advice of an outside agency (usually the Educational Psychologist) it may be necessary to apply to the Local Authority for an Education, Health and Care Plan (EHCP) Assessment. This will mean that the Local Authority is involved in formally identifying the child as having SEND and that a legal document acknowledging the SEND is applied for. The school will need to provide clear evidence that any intervention and additional provision has resulted in less than expected progress and the child may require additional funding and support.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Taken from Code of Practice: 0 – 25 years

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

The decision to give a child an EHC Plan remains with the LA and not the school.

MANAGING PUPILS NEEDS ON THE SEN REGISTER:

Children's progress in school is monitored by the Class Teacher continuously and by the SLT every other term. Children who have made less than expected progress will be included on the Interventions sheet. This sheet is updated by the Class Teacher at the end of Term 2, 4 and 6. In Reception Class Teachers carry out a baseline assessment on entry and update records mid-year and at the end of the academic year. The Class Teacher will assess whether or not the child should continue to stay on the Interventions sheet or if expected progress has been made and the child no longer requires interventions. The sheets are clearly marked to show that the child is no longer a concern and has been withdrawn from the Intervention sheet. If a child continues to be a concern and stays on the sheet, and receives additional support, the child will be put on the SEN register as **SEN Support**. This register is held in the SEN room in the IEP folder.

Parents will be made aware by the Class Teacher that their child is receiving additional support or is on the SEN register. Opportunities to meet with the Class Teacher to discuss progress will be given to parents during parent consultation meetings. Parents are able to make an appointment to discuss their child's progress at any time during the year. Parents will also be informed if the child is no longer receiving additional support and will be given an update on progress.

Please see Appendix 2 for the School SEN Information Report, which gives further information about the school's approach to SEND provision and assessment. The SEN Information Report can also be found on the school website (www.elmlea-inf.bristol.sch.uk) in the parents section.

Bristol's Local Offer can be found on the Findability website www.findabilitybristol.org.uk, which provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care.

CRITERIA FOR EXITING THE SEN REGISTER:

If a child is currently receiving support group intervention they will be on the SEN Register and logged as being in the support group.

If a child has input from an outside agency or an IEP in school, they will be on the SEN Register as SEN Support.

If a child has an EHCPlan, or an old statement, they will be on the SEN Register.

If a child is no longer a concern on the class Intervention sheet, no longer attending a support group, does not require input from an outside agency or has been discharged from an outside agency, they will no longer be on the SEN Register.

A child will be taken out of a support group if the Class Teacher assesses the child as making expected levels of progress for that year group.

SUPPORTING PUPILS AND FAMILIES:

- Bristol's Local Offer can be found on the Findability website www.findabilitybristol.org.uk, which provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care.
- Please see Appendix 2 for the School SEN Information Report, which gives further information about the school's approach to SEND provision and assessment. The SEN Information Report can also be found on the school website (www.elmlea-inf.bristol.sch.uk) in the parents section.
- For full details of our Admissions Arrangements please see the school prospectus. All of our Admission arrangements are dealt with by Bristol City Council. Criteria used by the LEA in the case of requests for pupils exceeding our planned admission level of 90 are:
 1. Where there are medical, psychological or special educational reasons and particular placement is recommended by the Authority's professional advisers and is accepted as essential by the Authority as part of the assessment of Special Educational Needs under the 1993 Education Act.
 2. Where there are siblings already in attendance at the preferred school and who will attend in the September term.
 3. Geographical considerations (the location of your home address in relation to the school site).
- Children who have SEND will be included in all curriculum activities and out of school activities. Where necessary additional adults will be provided to care for them (it may be necessary to occasionally ask a parent of a SEND child to attend a school trip with us to help out).
- All NST papers can be modified so that your child can participate in National School Tests. We are able to provide additional time and a quiet location if necessary. Maths questions can be read to your child, apart from actually reading out a calculation. Additional adults will be supplied to sit with your child during NST papers.
- If your child is starting at Elmlea in Reception our SENCo will make visits to the pre-school setting to observe your child, to talk to the staff at the setting and to receive any paperwork relevant to their SEND. Your child will be invited into school on two

occasions to meet the new Class Teacher for a story session and a play session. Additional visits can be arranged if it is felt your child would benefit to make transition easier. We make photo books for your child to take home, to help recognise the key staff in school and become familiar with the school environment.

- On transition from class to class as the children move up a year group, full handovers take place between class teachers – your child’s needs and strategies used will be discussed and paperwork will be handed over. The new Class Teacher will be invited to join an IEP meeting prior to transfer to a new class. This will allow the class teacher and parents to meet, discuss any issues and to discuss arrangements for the new school year.
- On transition to a Junior School the SENCo will meet with the Junior School SENCo (Mrs Vicky Taylor) to handover paperwork, discuss strategies and provision. The Junior School SENCo will be invited to any relevant meetings prior to the school year to meet the parents and discuss transition procedures. If your child is transferring to Elmlea Junior School, their SENCo, Vicky Taylor, will plan visits for your child to meet staff and to visit the new environment. It may be necessary to make modifications to the building in readiness for your child and this will need to be discussed and planned for.
- Elmlea Infants’ School has an Administration of Medicines Policy, which can be viewed on the school website www.elmlea-inf.bristol.sch.uk → about us → policies → download Administration of Medicines Policy.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS:

Elmlea Infants’ School recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under Equality Act 2010.

Some children with medical conditions may also have special Educational Needs and may have an EHCPlan which brings together health and social care needs, as well as their SEN provision and the SEND Code of Practice 2014 is followed.

Under new Guidance published by the DfE in September 2014 all schools have a statutory duty to comply with ‘Supporting pupils at school with medical conditions’ guidance:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies **must** ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

Elmlea Infants’ school provides an inclusive education for all children, including those with medical conditions. Where necessary, additional adults will be provided to attend P.E. sessions for children with medical conditions, to ensure safety. Additional adults will be provided for school trips. This may mean that a parent of a child with a medical condition is asked to accompany their child on a trip.

The Governing Body is fully aware of the new Guidance for supporting pupils at school with medical conditions (FGB January 2015).

MONITORING AND EVALUATION OF SEND:

Children with SEND are monitored carefully by the SENCo as part of the Senior Leadership Team progress tracking days, which take place three times a year. Children on the SEN Register are monitored as a group and compared to the expectations for progress as for their peers. This data is fed back to the Head Teacher and the SLT and to Governors at the regular Achievement Committees.

Parents and carers of children with SEND have the opportunity to feedback to school on the parent consultation response forms at the end of each academic year.

Parents of SEND children use the SENCo's email address to make contact throughout the year – this is often the most effective way for parents and SENCo to be in touch.

SENCo email address is: sencoelmlea@bristol-schools.uk

Children who have an EHCPlan, or receive Top-Up funding will have a Home/School Monitoring Book. This book is filled in by school daily to describe the tasks, activities and general school life which your child has experienced. This book is sent home in the reading folder for the parents to read and comment on. It is then returned the following day for the cycle to continue. Parents are encouraged to write about family news and events in the book as this can help key workers in school to initiate conversations and form good relationships. The Home/School Monitoring Book is also used to pass on messages such as hospital appointments. School can also use this as evidence when applying for Top-Up funding or an EHCPlan Assessment.

SEN LSAs who are funded through Top-Up will 'traffic light' activities as part of their daily monitoring to show whether the child has **completed the task successfully**, **required some encouragement to complete the task**, or has been **non-compliant and not completed the task**.

TRAINING AND RESOURCES:

SEND is funded through the Local Authority. School applies for funding on individual children's needs. School is able to apply for 'Top-Up' funding at the November or May Panel meeting. It is up to the school's discretion how best to spend the Top-Up funding to benefit the child. At Elmlea this is usually in the form of additional adults to help mediate the curriculum and tasks, or to supply additional equipment and resources to benefit the learning for the child. The SEN LSAs are a very highly skilled group of people who have been trained and continue to receive training in SEN issues.

Teachers and LSAs are given training as children with SEND move through the school. Outside agencies may be used to provide training and information e.g. the vision support team have trained members of different year groups about a child's particular needs and condition as she moved through the school. If a particular member of staff requests training on an SEND issue or condition a course or provider is sourced and the member of staff will attend, provided school can meet the cost from the budget.

School may provide whole school training on a particular SEND issue, if it feels it is appropriate. In September 2015 all staff received training on epilepsy and attachment. In January 2013 we had a whole school Inset day on Dyslexia. The SEN team received training about FASD in September 2017, in preparation for a child attending school. Further whole school or individual training has included ASD, vision impairment, hearing impairment, Down's Syndrome, speech and language and Makaton.

SEND is a regular fixture on the staff meeting rota. The SENCo uses this training time to update staff about current practise and thinking. The SEN LSA team meet termly with the SENCo to discuss matters and to be trained in requested areas as outlined in Professional Development questionnaires. The implementation of the SEND Policy is monitored and discussed.

All staff are encouraged to undertake training and to improve their understanding of SEND in order to maintain and develop the quality of teaching and provision for all children.

All new members of staff undertake an induction, which includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision, policy and practise and to discuss the individual pupil's needs.

The SENCo regularly attends the Bristol N3 cluster group SENCo network meetings in order to keep up to date with local and national SEND information.

The Infant and Junior School SENCos meet regularly to update regarding children who will be transferring.

ROLES AND RESPONSIBILITIES:

Role of the SEN Governor:

Mr Adam Turpin is the SEN Governor. Adam and Jane meet regularly to discuss SEN issues in school and to write a report to inform the other Governors about SEN. Adam helps to raise awareness of SEND issues at governing body meetings, monitors the implementation of the SEN policy and the progress of children with SEND. Adam is fully involved in monitoring the school's SEND information report and SEN Policy annually.

Role of the SEN LSAs:

We currently have five SEN LSAs, who works 1:1 with a children. The SEN LSA's time is spent on IEP targets, mediation of the curriculum, modification of tasks, safety at play times, lunchtimes and during P.E. SEN LSAs may need to follow the SAL / OT programmes set by the therapists, make resources to support learning e.g. visual timetables, mediate the language in the classroom e.g. Makaton, breaking down tasks into very small steps. SEN LSAs attend all review meetings for the child, liaises with outside agencies, reports back on progress, including strengths and weaknesses. They report back to parents daily in a Home/School Monitoring book which goes home each day for the parents to read and comment, before being returned for the following days report.

The SENCo is the line manager for the SEN LSAs.

Designated Teacher for Safeguarding – Inge Fey (Head Teacher)/ Lee Daubney (Deputy Head Teacher)

Designated Teacher for Children Looked After – Inge Fey/ Lee Daubney

Designated Teacher for Pupil Premium Grants – Miss Jane Simmons (SENCo)

Designated Teacher for Meeting the Medical Needs of Pupils - Inge Fey

STORING AND MANAGING INFORMATION:

SEND documents are held and managed by the SENCo. Children's individual files which may contain sensitive, confidential information are stored in a locked cupboard. These files are passed onto the receiving Junior School when your child leaves us. Other SEND school records and data files are kept for 25 years and are then shredded and destroyed, unless legal action is pending.

Please inform the school if you do not wish your child to be photographed for website or publicity reasons.

REVIEWING THE POLICY:

Elmlea Infants' School SEND Policy will be reviewed annually by Staff and Governors. The cycle will mean that it is brought to Governor's agenda every September for review. Parents

of children with SEND will be asked to help with the review process and the SEN Governor will be fully involved in the annual review of this policy.

ACCESSIBILITY:

Statutory Responsibilities:

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- Elmlea Infants' School has an Access Plan which currently runs from 2016 – 2019. This is displayed in the school's foyer and is on the school website.
- The Access Plan describes actions which the school will work towards in the short, medium and long term. It is divided into 3 areas: Access to the Physical Environment, Access to the Curriculum and Access to Information. All targets are reviewed and updated as part of the work of the SENCo each year.
- As a school which has experience of visually impaired children, our staff are very well aware of the needs of the visually impaired. Teachers use strategies and ICT to help increase access to the curriculum for these children. We use Clever Touch whiteboards which are linked wirelessly to I Pads to allow the children to see what the other children see on the whiteboards during teaching sessions. Work sheets and reading books are modified to the appropriate text size and we have membership for Load2learn – an online reading resource for the visually impaired. We use the Iota touch typing programme to help to teach the children to touch type as handwriting can often be difficult for children with SEND. We have LSAs who have trained in Braille. We are sensitive to how difficult visually impaired children find making friends and have a range of strategies to help increase social skills. All children are included in school trips and invited to join after school clubs and arrangements are made to help children access these activities.
- The school environment has been modified to help access, for visually impaired children in particular. All stairways and doorways have contrasting yellow strips to make them more apparent and noticeable. Play equipment has been painted in yellow neon paint to also make it more visible and less of a trip hazard for these children. We have a disabled toilet with shower room installed on a level area within the school building. Our school building is on several levels with many stairways leading up and down to different areas. **Please note: This may make it difficult for access in a wheelchair to all parts of the school. If you wish to visit our school in a wheelchair, please contact the school office in advance and we will ensure access to all areas of the school for you.**
- All worksheets and workbooks can be modified to allow recording of work. We teach children to touch type if advised by outside agencies as the child's preferred style of recording. We have an LSA trained in Braille. There are a bank of laptops and I Pads which can be assigned to individuals if necessary. Children can use the I Pads to take photographs of their practical work instead of writing. Visual timetables can be made and displayed if this helps a child to organise the day and increase independence.
- If parents/carers wish to speak to a member of staff they can contact the school by phone on 0117 377 2352 or email school on elmleai@bristol.gov.uk. If a parent wishes to speak to a class teacher the best time of day would be after school as the morning tends to be a busy time for a teacher. If you wish to make an appointment with Jane

Simmons, SENCo, please phone the school office. Jane works Monday, Tuesday and Wednesday.

- Jane's email contact is sencoelmlea@bristol-schools.uk if you wish to make contact directly.

DEALING WITH COMPLAINTS:

- If a parent wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.

BULLYING:

The school takes bullying very seriously. Each year we spend a week on the 'Anti-bullying' theme for assembly time and circle time in class, as part of our safe-guarding work.

Our Behaviour, Bullying and Discipline Policy can be viewed on the school website:

www.elmlea-inf.bristol.sch.uk → about us → policies → Behaviour, Bullying and Discipline Policy.

The children are taught to recognise bullying as something that happens 'over and over again' and not just a one off harassment. Children are also taught that they must inform an adult so that the bully can be dealt with. If there is an incident of bullying in school parents of the bully and the victim will be contacted by the Head teacher and the incident reported to the LA.

The Safe guarding of all children is paramount at Elmlea Infants; however, we recognise that SEND children may be more vulnerable than others. Our Aims and Values Document describes how we promote independence and resilience in all children and hope to instil a love of lifelong learning. Children know that if they ever feel worried or in danger that they must tell an adult and follow the STAR safety code: STOP, THINK, ASK and RELAX. We send home safety questionnaires each year and therefore know what our children are worried about in school. Time is spent during assembly time and in class discussing these worries and hopefully dispelling them.

APPENDICES:

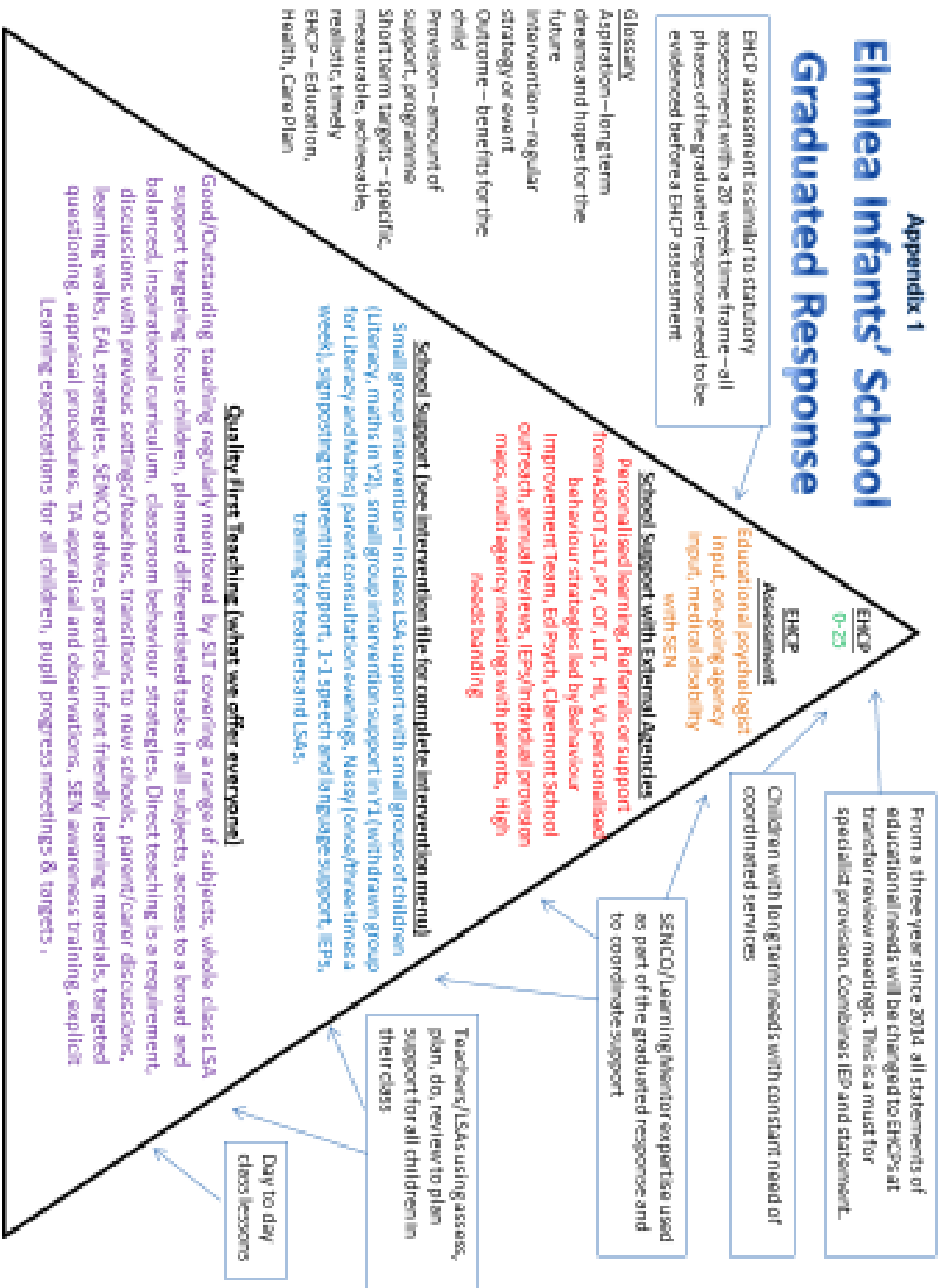
Appendix 1: Elmlea Infants' School Graduated Approach to SEND.

Appendix 2: Elmlea Infants' School SEN Information Report 2017

REVIEW DATE:

The SEND Policy will be reviewed annually.

Review date: September 2019



Elmlea Infants' School SEN Information Report September 2018

Elmlea Infants' School Inclusion Mission Statement:

'Everybody Matters Everyday'

Elmlea Infants' School is an educationally inclusive school, welcoming all children and adults. We recognise individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinion.

Written by the Inclusion Steering Group 2008,

updated and agreed by Staff and Governors Sept 2018

Head Teacher – Inge Fey
SENCo – Jane Simmons
SEN Governor – Adam Turpin

If you wish to make an appointment with Miss Simmons, please phone the school office on 0117 377 2352 or email on:
sencoelmlei@bristol-schools.uk

Introduction

Welcome to Elmlea Infants' School SEN information report which is part of Bristol City Council Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

The Children and Families Act 2004 has transformed the system for children and young people with Special Educational needs (SEN). The Act extends the SEN system from birth – 25 years, giving the young person and their parents/carers greater control and choice in decisions and ensuring needs are properly met. Bristol City Council requests that all school settings give parents/carers information about the school's approach to SEN provision by answering 14 questions. Our response is listed in the grids below.

At Elmlea Infants' school are committed to working together with all members of our school community. This local offer has been produced with parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us if you have any queries, comments or wish to be involved in the writing of our SEN Information Report.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *"a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child"*

Bristol City Council's Local offer can be found at:

www.findabilitybristol.org.uk/

School Context
<p>Elmlea Infants' School is a large infant school in Westbury-on-Trym, Bristol. Currently we have a lower than average number of children with SEND and/or learning difficulties. We were awarded the Bristol Inclusion Standard in 2007. At that time the Inclusion Working Party wrote our mission statement for SEND:</p> <p>"Elmlea Infants' is an educationally inclusive school, welcoming all children and adults. We recognise individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinions" This statement is revisited each year by staff and Governors to confirm that we still believe this to be true.</p> <p>The school has a part-time SENCo – Jane Simmons. Please do make an appointment with Jane if you wish to discuss anything.</p>
How does the education setting know if children need extra help and what should I do if I think my child may have special educational needs?
<p>Individual children are continually assessed and tracked. Children who are seen to be 'falling behind' or not achieving the expected attainment in their learning journey will be highlighted. Class teachers discuss interventions and additional provision which has been already provided. If a child continues to be seen as under-achieving, parents will be consulted, along with the SENCo and strategies put in place. Targets for learning will be put in place and progress will be monitored.</p> <p>If you have any concerns about your child, then talk to us.</p>
How will the education support my child?
<p>Provision is in place for support groups in Year one and two for one hour a week for both literacy and maths. These are a small group of children who work on a set of group targets, set by the class teacher. If provision is 'additional to or different from' the standard classroom tasks, then an IEP (Individual Education Plan) will be drawn up with the class teacher, parents and SENCo.</p> <p>The school has good links with local Educational Psychologists, Speech and Language Therapists, OTs, Physios, BAT (Bristol Autism Team), Sensory support teachers and will establish links with other outside agencies if the need arises.</p>
How will the curriculum be matched to my child's needs?
<p>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 will be three different levels of tasks set for the class: however, on occasions this will be differentiated individually.</p> <p>Again, if the needs are such that the curriculum needs to be modified and is 'additional to or different from' the standard classroom tasks, then an IEP (Individual Education Plan) will be drawn up with the class teacher, parents and SENCo.</p>
How will both you and I know how my child is doing and how will you help me to support my child's learning?
<p>We welcome parents to make an appointment to speak with the class teacher or SENCo, through the school office, if there are any concerns or worries.</p> <p>There are two parent's evenings a year where you will be allocated a time to discuss your child's progress with the class teacher. A final end of year report will include progress made and next steps for learning for all children.</p> <p>If your child does have an IEP, you will be fully involved in the writing and reviewing of the targets set, in a meeting with the SENCo. Targets will be provided to work on in school and at home.</p> <p>If an outside agency is attending school to visit your child, you will be fully informed and invited in to discuss the visit and findings.</p>
What support will there be for my child's overall wellbeing?
<p>Children's well-being is paramount at Elmlea Infants'. All staff have safe-guarding training every year and we have very strong safe-guarding procedures in place. The Anti-bullying Policy is reviewed annually and the children are given anti-bullying awareness through assembly and circle times. We survey all children about feeling safe in school and send home a questionnaire annually to determine if there are any worries or concerns about their own safety. The children are taught the STAR procedure for safety – STOP, THINK, ASK, RELAX. If a child feels lonely at playtime, we have a 'buddy bench' where they can go and sit, and a friend will come and ask them to join in their game. Our assembly themes are</p>

based around moral education and each week the theme will be centred around caring for one another, good manners, behaviour, aspirations for the future etc.
What specialist services and expertise are available at or accessed by the education setting?
The school has strong links with outside agencies. We have a link Educational Psychologist, School Nurse, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Vision and Hearing Support Workers, Bristol Autism Team (BAT) who visit school regularly to assess and work with children.
What training have the staff supporting children with SEND had or are having?
All teaching staff have been trained in Dyslexia awareness. Support staff have attended Vision Support training, Autism awareness FASD, safe handling of children and have had Child Protection training. The SENCo has also attended training for behaviour, attachment, dyslexia, autism, ADHD, Makaton and Down's Syndrome. SEN is a regular agenda item on the staff meeting rota so all staff are kept up-to-date with SEN issues.
How will my child be included in activities outside the classroom, including school trips?
All educational opportunities are made available to all children. Support staff will be available to assist children during curriculum activities which may raise access issues, such as our Forest School work. All children are included on all trips and teaching staff visit educational visit settings prior to the trip to carry out risk assessments and inform staff of any SEN issues. We will provide the necessary support to ensure that the trip is successful for all children.
How accessible is the education setting?
The school site is built on several levels, with stairways leading up and down to different areas of the school. There are disabled toilet facilities in some parts of the building, but access in a wheelchair is restricted throughout the site. The school also has a shower room with an adjustable raised bed system. Our school is vision impairment ready. All trip hazards are highlighted and stairways and doorways contrasting to help a child or adult with a vision impairment.
How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?
We encourage all new children to visit school prior to starting their learning journey with us. New Reception children are invited into school prior to starting for a story time and a play session. Support staff visit the children in their pre-school setting, and if necessary the SENCo will attend pre-school for IEP meetings and transition handover sessions. Home visits take place in the first week of school, where the Reception class teacher and support staff will visit children in their own home to get to know the whole family. Our school has strong links with Elmlea Junior School (as we share the same site). The Junior School SENCo (Vicky Taylor) and the Infant School SENCo meet during the Spring terms to start the transition process for SEN children. Vicky attends IEP meetings and Annual Reviews during this time to get to know the child and family and to prepare for the child's transfer. All paperwork is passed on to the receiving school. If a child leaves or arrives part way through the year they may be invited into school to meet Mrs Fey (head teacher) and/or the SENCo to discuss transfer. Again school will ensure all paperwork is received or sent to the next school.
How are the education setting's resources allocated and matched to children's special educational needs?
The school has an SEN budget, which is distributed according to needs. Some of this budget is set aside to provide equipment or resources for a specific child if there is a need e.g. Braille paper, ICT programme. If a child has a specific SEN it may be the case that school applies for a statutory assessment. If school feels it appropriate Top-Up funding will be applied for and this will be used to provide additional adult resources for a particular child. At present Year One and Year Two provide additional support group time for children in literacy and Maths. This is in the form of an additional adult in the classroom, working with a specific group of children who have been targeted for this support by the class teacher. If an outside agency is required to make an assessment or observation, then school will provide this out of the SEN budget, if funding is available.
How is the decision made about what type and how much support my child will receive?
School will arrange a meeting with the Head teacher, parents, class teacher and SENCo if additional support is required to discuss the options. In class support is always available through our class support staff, but if it is felt further support is required, then this can be discussed at a meeting and a plan put in place to ensure this.
How are parents involved in the education setting? How can I be involved?
We actively encourage parents to get involved with school life. This may be joining the EISA or being a Governor. You may have a special skill or expertise which you could share with the whole school in an assembly or be a 'mystery reader'. All parents are invited to attend 2 parent's evenings a year to discuss their child's progress.

We regularly hold curriculum evenings to inform parents about our curriculum and how to help your child at home.

If your child has an IEP you will be invited to help set and review targets for this document along with the class teacher, support staff, outside agencies and the SENCo.

You may also be asked to attend an Annual Review Meeting where your expertise about your own child's progress will be extremely important.

We also run, jointly with Elmlea Junior School, a parent's support group for parents of SEN children. This involves a time for tea and cakes and a chat with other parents around issues which concern you.

Who can I contact for further information?

You can contact the school office on 0117 377 2352 (elmleai@bristol.gov.uk) and ask to speak to, or arrange a meeting with, Jane Simmons SENCo.

Jane will be happy to discuss how we can meet your child's needs with you.

Bristol supportive parents can be contacted at www.supportiveparents.org.uk or by phoning 0117 989 7725