Ellington Primary School: Special Educational Needs and Disability Information Report

Ellington Primary School is a Local Authority Maintained Primary School that is proud of its inclusivity and the provision that it makes for children with additional needs and disabilities, who are admitted in line with County Council policy. This includes priority being given to children with Education Healthcare Plans in year groups that are oversubscribed.

What kinds of SEN does Ellington Primary make provision for?

We have high expectations for all our children and aim to enthuse and challenge every child by following the Local Authority's Graduated Approach.

Ellington Primary School serves to meet the needs of all pupils, including those who are Looked After by the Local Authority. We currently work with students with a wide variety of needs including those with:

- Cognition and Learning Needs
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction Needs
- Sensory and/or Physical Needs

What proportion of children currently at the school have SEND?

16%

How accessible is the school?

The school is constantly being modified and adapted to meet the needs of our pupils.

Our School Accessibility Plan is in the 'policies' section under the 'our school' menu of the website: www.ellingtonprimaryschool.co.uk

Access to the Physical Environment:

- school on one level
- disabled parking
- accessibility for wheelchairs with dropped kerbs and entrance ramps
- accessible toilet facilities inside and outside
- sound-proofed room for support of hearing impaired children and children receiving speech therapy
- two additional rooms for small group support
- blinds in classrooms for visually impaired children
- canopies fitted outside classrooms for visually impaired children and those with physical disabilities
- soft play playground surface and equipment in EYFS for children with physical disabilities

Access to the Curriculum :

- quality first teaching in all classes aims to make the curriculum accessible to all pupils
- children taught in mixed ability groups using the mastery approach
- teaching based on accurate assessment and planning that reflects the needs of individuals and groups of learners

- all staff trained in a range of intervention techniques and schemes
- targeted deployment of high quality teaching assistant support
- specialist training for support staff in targeted interventions including Communication, Speech and Language, Read, Write Inc, Phono-graphics, Talk Boost, Drawing for Talking and ELSA
- intervention groups to provide targeted support
- access to additional services and support through the Northumberland school support team and medical services
- all children have access to a wealth of online resources which they can access at both home and school, including IDL
- writing slopes, adapted pencil grips, thera-putty etc.
- there is a well-managed outdoor area with a variety of equipment for children to access
- there is a library and access to lap tops and iPads

The school curriculum is thoroughly reviewed annually and targets for improvement are highlighted in the school Development Plan.

Children with Medical Needs:

- policy for pupils with medical needs
- individual healthcare plans for children with complex medical needs
- policy for intimate care and toileting
- accessible toilet, shower, washing and changing facilities
- designated medical room
- liaison with community health services including school nurses and health visitors
- all teaching, support and ancillary staff first aid trained
- medical co-ordinator

How do we identify and assess a pupil's needs?

Some children arrive at our school with identified SEN, in which case the SENDCO will liaise with the previous setting to ensure there is a smooth transition.

If, during a child's time at our school, teachers or parents have concerns about pupil progress or attainment, a meeting will be held to discuss these concerns and the school's graduated approach will be initiated, beginning with a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

Pupil assessment is ongoing and vital in the support and development of our pupils informing practice and provision. Ellington Primary School applies the "Assess Plan, Do and Review" Process for all students with identified concerns or needs. It is important that this process is done hand in hand with pupils' families and other external agents or professionals; the pupil is central to the process.

How do we teach children with SEND?

All children have access to a diverse and exciting curriculum and are treated equally. All children feel safe and secure in an environment that is inclusive and conducive to effective learning. There is equality of access to all curriculum and extra-curricular activities.

We aim to help every individual child enjoy school and access the curriculum by:

- ensuring all children in our school receive quality first teaching, including those with SEND, and using many different strategies to ensure that all children make at least good progress from their starting points
- taking account of individual ability and differentiating learning so that every child progresses in every lesson and achieves their potential
- ensuring that the skills of literacy and numeracy are taught rigorously through:
    - a systematic daily approach to the teaching of phonics using Read, Write Inc. resources and groupings
    - use of structured maths lessons which draw on maths schemes including White Rose and Abacus to support the daily teaching of numeracy
    - use of resources such as Numicon to support children across the school
    - providing pupils with a disability with reasonable adjustments and auxiliary aids e.g. ICT, writing slopes or adapted pencil grips
    - support staff trained in Read, Write Inc., Phono-graphics, Precision Teaching, Project X, Numicon, First Class in Number, etc.
    - flexible staffing targeted to best meet the needs of the children
    - providing individual marking and feedback to all children on how to improve their work
    - displaying visual literacy and numeracy aids across the school

- qualified Emotional Literacy Support Assistants (ELSAs) who work across the school to provide emotional support
- support staff with additional training in Speech and Language, Behaviour Management, ADHD, ASD, Dyslexia, Friend's Resilience and Drawing and Talking
- use of ICT equipment and online resources that can be accessed at home and at school, for example IDL and My Maths
- close links with parents to ensure a commitment to learning from all
- recording effort as well as achievement and celebrating success

How do we consult parents/carers and involve them in their child's education?

At Ellington Primary School we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.

Communication with parents include:

- an 'open door' policy allowing quick and easy access to class teachers, Headteacher and SENCO
- learning journals used in the Foundation Stage to record observations which are shared with parents
- home-school diaries are used in years 1-4
- planners and reading record books are used by students in Y5 and Y6
- intervention plans are discussed with parents
- termly intervention targets shared with parents of children with SEND
- termly parental consultations with the teacher
- opportunity to meet with the SENCO to review plans at termly parents' evenings
- termly written report to parents with the opportunity to discuss this with both the class teacher and SENCO
- home visits prior to nursery if required
- EHA's are set up to give support to families in need

- requests for assessment for EHCPs are made to the LA if progress is not made in spite of school interventions, in consultation with parents
- Annual review meetings for children with EHCPs.

How are pupils views included in their provision?

Children's views matter to us.

- All children are aware of their termly targets and are encouraged to self-review against these.
- As part of the review process, SEN pupils, are asked their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review, children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given. Where appropriate, the pupil may attend the review.

How is pupil's progress towards outcomes assessed and reviewed?

When assessing progress towards outcomes, we value the contribution of families, pupils and, where appropriate, specialists working with the pupil.

Systems to assess and review progress include;

- teachers ongoing assessment of learning which is used to plan subsequent lessons
- termly written reports to parents and termly parent consultations with teachers
- termly evaluation of the impact of all interventions used, identifying next steps
- termly updates to SEND pupil passports/SEN Support Plans
- detailed data tracking of progress of SEND pupils by SENCO, assessment co-ordinator and headteacher which includes termly pupil progress meetings
- progress of high needs pupils is tracked using the PIVATS assessment tool
- lesson observations, pupil interviews, work sampling and book scrutiny, including joint moderation with partnership schools

Annual reviews provide a formal review of outcomes for children with EHCPs. Family and pupil views are always considered during this review and all specialists working with the pupil are invited.

What arrangements are there to support children moving between phases of education and in preparing for adulthood?

We understand how difficult it is for children and parents as they move into a new class or a new school and provide support, according to the individual needs of the child, to make transitions into school and between classes and key stages as smooth as possible.
This includes:

- carefully planned process of induction for new nursery starters, including home visits where appropriate.
- Close liaison with Early Years providers and outside agencies with regard to the specific needs of SEND pupils, including those to be admitted
- smooth transition between Key Stages in school through liaison, early preparatory work and transition days
- liaison with secondary school and local middle Schools from Y5 and 7 teachers, SENCOs, CP and pastoral leads

- visits from pastoral leads at the local secondary school
- transition days to middle and secondary schools
- moderation of work of students working at pre-key stage level
- consistently shared pupil data
- additional visits to new schools and classes arranged where appropriate
- additional meetings for families with SEND coordinators from receiving schools arranged where appropriate
- phase change annual reviews for year 4 or year 6 pupils moving schools, preferable in the summer terms of Y3 or Y5 respectively or early in the autumn term.

How do we evaluate the effectiveness of the provision made for children with SEN?

- Termly review of interventions and pupil passports/SEND support plans, conducted with input from families, pupils and specialists where appropriate
- Termly pupil progress meetings include discussion of children with SEND
- Staff professional development process
- Moderation with other schools in the county
- Targeted governors visits and involvement in monitoring of provision for all groups of learners including SEND pupils
- SIP visits monitor effectiveness of provision for all children, including those with SEND

How are children with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

- quality first teaching
- all lessons are inclusive and additional support and intervention is provided where necessary
- children are only withdrawn from lessons for interventions when it is felt that is most beneficial for the child e.g. speech therapy, targeted support
- Teaching Assistant Support carefully planned across the school
- children with SEND are included in all trips and visits including:
- annual Y4 residential outdoor/adventurous activities visit
- annual Y5 residential outdoor/adventurous activities visit
- annual Y6 residential outdoor/adventurous activities visit
- children with SEND are included in all extra-curricular clubs
- children with SEND are included in weekly swimming lessons in Y3 and 4, with additional support where required
- breakfast club and afterschool clubs are open to all children
- effective behaviour management systems to deal with challenging behaviour
- break time and lunchtime provision that is well managed and supported with a range of accessible equipment and activities

What support do we offer for improving emotional and social development?

Ellington Primary School has a caring ethos and an environment in which children feel safe happy and secure.

- Through our curriculum and ethos we aim to develop children's awareness of moral, spiritual, social and cultural values, physical wellbeing and sensitivity towards the needs of others

- ELSA trained TA available to listen to views of children and provide additional support with their wellbeing
- Prefect and Sports Leader systems in school providing peer support for pupils
- Trained Peer Mentors available to support children every day
- Drawing and Talking intervention
- Senior Leaders 'Good to Talk' drop in sessions available daily
- Friends Resilience Programme
- Worry boxes in all classrooms
- Use of technology apps such as Mind Of My Own
- EHA system can provide access to Family support workers
- ESLAC can provide emotional support for LAC
- Psychological services can provide therapeutic interventions
- We have an anti-bullying policy which can be accessed through our website

What training do staff have?

- all staff have child protection training and are first aid trained
- all teachers and TAs have up to date training in a range of methods to support and guide pupils
- all staff have up to date knowledge of SEND pupils and those with medical needs so that they are treated consistently in all areas of the school
- there are staff trained in Read, Write Inc., Phono-graphics, Precision Teaching, Project X, Numicon, First Class in Number, etc.
- qualified Emotional Literacy Support Assistants (ELSAs) who work across the school to provide emotional support
- support staff with additional training in Speech and Language, Behaviour Management, ADHD, ASD, Dyslexia training and Talking and drawing

Which specialists do we work with?

We work with many other bodies to enable us to meet the needs of our pupils with SEND and to support their families including:

- local authority support NIES services: Psychological Services, Speech, Language and Communication Service, Specific Learning Difficulties Support Service (Literacy or Maths), EAL, Autism Support Service and Emotional Wellbeing and Behaviour Support Service
- the early Years Inclusion team
- health services including Speech and language therapists, Primary Mental Health, health visitors, school nurse, specialist nurses e.g. for diabetes, paediatricians, portage, sensory support services and CYPS
- social care services including ESLAC, children's social services, family support workers, Children's Centres to access family support and training for parents

We also signpost families to additional bodies for support where appropriate, such as the Northumberland Information, Advice and Support Service (IASS), KOOTH, St. Oswald's Hospice for bereavement services, the In It Together parent/carer forum and the Toby Henderson Trust.

Which other school policies link to SEND?

The following policies are all available on the school website under the 'Our School' heading.

- SEND
- Mental Health and Wellbeing
- Safeguarding
- Behaviour
- Equality and Diversity
- School Accessibility Plan
- Anti-bullying policy

These have been written with awareness of the Disability Discrimination Act (1995) and the Equality Act (2010)

Who can I contact for further information?

The school special needs co-ordinator is Mrs. J. Morris.
You can contact her directly on:
01670 860769
Julia.Morris@ellington.northumberland.sch.uk

Alternatively, you can contact Mr. K. Hodgson (Headteacher) or Mr. Roberts (Governor with responsibility for SEND).

The Local Authority Local Offer can be found on their website:
https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure (available on the school website).

Who was involved in producing this report?

The views of staff, parents, pupils and governors were considered during the production of this plan.

Completed by	Julia Morris (SENCO)
Date Reviewed	April 2022
Next Review	April 2023