

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. We follow the Local Authority's Graduated Approach.

Ellington Primary School aims 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 Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs

What proportion of children currently at the school have SEND?

19%

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 in the 'key information' section 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 to make the curriculum accessible to all pupils
- children taught in mixed ability groups
- teaching based on accurate assessment and planning that reflects the needs of individuals and groups of learners

- teaching adapted throughout lessons
- staff trained in a range of intervention techniques and schemes
- targeted deployment of high-quality teaching assistant support
- specialist training for staff in targeted interventions including Communication, Speech and Language, Read, Write Inc, Talk Boost and Drawing for Talking
- intervention groups to provide targeted support
- access to wide range of specialist services and support
- all children have access to online resources which they can access at both home and school
- writing slopes, ear defenders, adapted pencil grips, thera-putty, sensory 'toolkits' etc.
- there is a well-managed outdoor area with a variety of equipment for children to access
- there is a library
- access to lap tops, chrome books 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 additional health needs
- individual healthcare plans for children with complex medical needs
- accessible toilet, shower, washing and changing facilities
- designated medical room
- liaison with community health services including school nurses and health visitors
- privately employed school nurse (in school weekly)
- staff in EYFS and each key stage are first aid trained

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

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision. Where appropriate, they will be added to the SEND register.

If, during a child's time at our school, teachers have a concern that a pupil is not making good academic progress or that they may require additional support, they take action quickly. They will complete an 'Initial Action Form' which will state a target and provision to be put in place for the child. They will then monitor and review the child's progress for a period of 6 weeks. If concerns persist after this 'Initial Action' due to limited progress or further concerns emerging, teachers will involve the SENDCo in planning additional provision. At this stage, the child will be added to the SEND 'watchlist'. The time scale for the review of this provision should be a minimum of 6 weeks and a maximum of 12 weeks.

Many children may be subject to these periods of monitoring and review, receiving time-limited, evidence based and targeted interventions. On review, any children who have not made the expected progress towards age-related expectations will be added to the SEND register, with the signed consent of their parents /carers. At this stage a formal 'Passport' will be made in consultation with parents/carers and, where appropriate, the child.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head teacher. The 'Initial Action Form' would be completed and the child would follow the above monitoring and review periods.

End of term data is also scrutinised by the SENDCo and the Headteacher during Pupil Progress meetings to identify children who are not meeting age related expectation who may also be subject to the 'Initial Action' procedure.

Absences are monitored for children on the SEND register and children on the SEND watchlist.

The school vulnerability audit is consulted to identify children who may have additional needs.

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 the pupil, the 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 adapting learning so that every child progresses in every lesson and achieves their potential
- ensuring that the skills of English and Mathematics 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 are based on the 'Big Maths' scheme of work and may draw upon resources from additional maths schemes
 - use of manipulatives such as base ten equipment to support children across the school
 - where required, reasonable adjustments and auxiliary aids are provided for pupils e.g. ICT, writing slopes or adapted pencil grips
 - support staff trained in Read, Write Inc., Precision Teaching, 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
 - subject specific working walls in all classrooms to aid teaching and support recall
- qualified school nurse from 'My School Health' nursing team works in school (a morning each week) to support families, groups and individual children with SEND or mental health and wellbeing needs
- staff with additional training in Speech and Language, behaviour management, 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 Times Table Rock Stars
- close links with parents to ensure a commitment to learning from all
- rewarding 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 SENDCO
- termly intervention plans (our 'Pupil Passports' or 'SEN Support Plans') are shared with parents/carers of children with SEND in a dedicated termly meeting
- twice a year we hold parental consultations with class teachers
- written reports for parents/carers are completed twice a year. There is always an opportunity to discuss these with both the class teacher and SENCO
- 'Stay and Play' sessions with families in Nursery before starting
- EHA's are set up to give support to families where appropriate
- 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
- targeted circulation of information about other supportive agencies
- monthly newsletters
- emails, as appropriate, to parents about local support groups available
- school website

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, SEND 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 and support staff record the progress of SEND pupils towards their personalised targets and regularly record this in dedicated monitoring books
- teachers ongoing assessment of learning which is used to plan subsequent lessons
- written reports to parents and parent consultations with teachers
- termly evaluation of the impact of all interventions used, identifying next steps (year group intervention plans)
- termly updates to SEND pupil passports/SEN Support Plans

- detailed data tracking of progress of SEND pupils by class teachers, SENDCO, assessment co-ordinator and headteacher which includes termly pupil progress meetings
- lesson observations, learning walks, 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 to move into a new class or a new school and we 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 'Stay and Play' sessions with families
- close liaison with Early Years providers and outside agencies with regard to the specific needs of SEND pupils to be admitted
- smooth transition between Key Stages in school through 'Welcome to e.g., Year 3' presentations shared with families and with children on transition days
- annual school transition day, where children spend the day in their class for the following year
- annual PSHE transition lesson
- annual transition workshop for Year 6 pupils delivered by the county 'Primary Mental Health' team
- liaison with secondary schools, middle schools and special schools by teachers, SENDCO and head teacher
- visits from pastoral leads and SENDCOs at local secondary schools
- 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
- year 4 or year 6 pupils with EHCPs will have their phase change annual review for moving schools, preferable in the summer terms of Y3 or Y5 respectively or early in the autumn term. SENDCOs from the receiving schools are invited to these reviews.

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

- Termly review of intervention plans and pupil passports/SEND support plans, conducted with input from families, pupils and specialists where appropriate. These reviews are informed by ongoing 'monitoring' books.
- Termly pupil progress meetings include discussion of children with SEND.
- Termly 'Monitoring and Evaluation' timetable includes opportunities to quality assure provision.
- 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.
- Monitoring conducted by named governor for SEND.
- 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 adapted 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 is carefully planned across the school
- children with SEND are included in all trips and visits including:
 - annual Y4 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, with additional support where required
- breakfast club and afterschool club 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.
- Our school is 'Mentally Healthy Schools' Accredited at the Silver level.
- 'My School Nurse' support available to provide additional wellbeing support for families and pupils.
- Prefect and Sports Leader systems in school providing peer support for pupils.
- Trained Peer Mentors available to support children every week.
- 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 care experienced children.
- Psychological services can provide therapeutic interventions.
- Liaison with local 'Be You' team, with links to the Primary Mental Health team. These teams provide support and information for the SMHL and also provide regular assemblies and workshops for the children.
- Trained mental health and wellbeing lead.
- Mental Health and wellbeing policy which can be accessed through our website.
- We have an anti-bullying policy which can be accessed through our website.

- SMLH lead has training in 'Children's Mental Health First Aid' and 'Adult Mental Health First Aid'.

What training do staff have?

- all staff have child protection training
- staff have had trauma and attachment training
- nominated teachers and TAs are first aid trained
- 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 is a rolling programme of training around specific special educational needs
- there are staff trained in Read, Write Inc., Precision Teaching, Numicon, First Class in Number, etc.
- support staff with additional training in Speech and Language, Behaviour Management, ASD, Dyslexia and Talking and drawing
- mental health and wellbeing lead trained in 'Children's Mental Health First Aid' and 'Adult Mental Health First Aid'

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
- 'My School Health' nursing team
- local mental health support team, 'Be You' and Primary Mental Health
- Early Help Services
- social care services including ESLAC, children's social services, family support workers, Children's Centres to access family support and training for parents
- local schools and education providers

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, Acorns, the In It Together parent/carer forum and the Toby Henderson Trust.

Which other school policies link to SEND?

The following information and policies are all available on the school website under the 'Key Information' heading.

- Mental Health and Wellbeing
- Safeguarding and Child Protection
- Positive Relationships
- Relationships and Health Education

- Equality Objectives (2005-8)
- School Accessibility Plan and policy
- Anti-bullying
- Physical Intervention
- Attendance and Absence

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 Miss. Pink (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	22.4.2026
----------------------	-----------

Next Review	April 2027
--------------------	------------