



## SEND Information Report Elloughton Primary 2023 - 24

A report detailing the SEND offer and arrangements made available for pupils and families at Elloughton Primary.

	Name and Role of Author: Hannah Stillings, Inclusion Manager
Name of Responsible Committee/Individual	Elloughton Primary Governing Body SEND Governor Clare Chaffe
Implementation Date Review Date:	Autumn 2023 Autumn 2024
This Report refers to the following Policies:	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Policy</li> <li>• Child Protection Policy</li> <li>• Behaviour, Rewards and Sanctions Policy</li> <li>• Intimate Care Policy</li> <li>• Inclusion, Equality and Diversity Trust</li> <li>• Medicines Policy</li> <li>• Assessment and Reporting Policy</li> </ul>

### East Riding of Yorkshire Local Offer:

To link directly to the East Riding's Local Offer website pages, click on the picture below or telephone 01482 396469

**SEND East Riding LOCAL OFFER** Feedback (01482) 396469

Search

[What is the local offer?](#)
[Who are we?](#)
[Coronavirus](#)
[Improvement Plan](#)
[SEND Area Inspection](#)

[Find a service](#)
[News & Events](#)
[Success Stories](#)
[Fantastic Feedback!](#)
[Strategies & Policies](#)

[Jargon Buster](#)

## About the Local Offer

The purpose of the local offer is to provide clear, accessible information about what services are available in the area for parents, children and young people aged 0 - 25 years with Special Educational Needs and Disability (SEND).

This is a major part of the SEND reforms which aims to transform the way children, young people and their families can access services and achieve their aspirations.

The local offer is available to those who do not have access to the internet by calling the Families Information Service Hub on (01482) 396469.

[Education](#)
[Health](#)
[Care & Support](#)
[Leisure](#)
[Money Matters](#)
[Adulthood](#)

Our approach to teaching learners with SEND.

At Elloughton Primary School, our SEND vision is:

**Elloughton Primary School believes passionately in the importance of inclusion and equality within our nurturing school. We strive to offer a stimulating curriculum where individualised needs are recognised and supported effectively and complemented with personalised learning experiences. Working collaboratively with families enables us to aim for the highest expectations where children are at the heart of their own learning journeys.**

We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive, nurturing culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

~~Due to Covid 19, the school's homeschooling offer has been developed in line with government guidelines and offers personalised, bespoke learning for all children with SEND via Class Dojo and Google Classroom online learning platforms. Children with SEND continue to have their needs met during periods of home learning through discrete personalised channels, regular phone calls and live teaching/ mentoring where appropriate. Children with EHCPs are welcome to attend school throughout any lockdown period following Government guidance. For more information on our approach, please see our teaching and learning policy which is available on the school website.~~

Our school improvement plan is about developing learning for all and details are planned into continued professional development (CPD) opportunities for all staff. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engaging in coaching and supervision.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age:

or (b) 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 in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide a provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome their individual barrier to their learning. Learners can face barriers at any point in their school lives for a variety of reasons. They may have been absent from school, they may have attended different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may have experienced a significant trauma or loss in their lives. At Elloughton Primary School we are committed to ensuring that all learners have access to appropriate learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for October 2021 shows that we have ~~7.8%~~ of children identified as having SEND and ~~4.6%~~ have an Education, Health and Care Plan.

### **Assessing SEND at Elloughton Primary School**

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Elloughton Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Team will also support the identification of needs and barriers to learning.

We have a range of diagnostic assessment tools available in school. For some learners we may want to seek advice from specialist teams. We have access to services universally provided by East Riding of Yorkshire Council, which are described on the [Local Offer website](#) and also through independent support services.

Elloughton Primary School ensures that the high quality intervention and provision remains in place to support all individual needs for children with SEND. Following social distancing and government guidance, this is predominately been delivered within phases from our HLTAs and specialist learning support assistants. Class teachers are working closely with their learning support assistant/s to provide high quality and stimulating interventions bespoke to each child’s needs.

The school employs a full-time trained Pastoral Support Assistant/ ELSA who supports children and families across the school. We also have trained staff in social, emotional and mental health needs - these staff work closely with the SEND/Pastoral Team and class teachers in order to provide appropriate emotional support for individual children.

## **What we do to support learners with SEND**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we at Elloughton Primary School are proud of our teachers and their development. Our teachers will use various strategies to adapt access to the curriculum, this will include using:

- Visual timetables
- Concrete and visual resources
- Nurturing approaches
- Writing frames
- I-pads, chromebooks or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Sensory approaches
- Appropriate assessment tools
- Adaptations to their classroom learning environments

The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on a Individual Support Plan which details the individual learner and describes small step outcomes and strategies as well as recording progress. We review and modify their Individual Support Plan termly and make changes as our learners develop and change.. We share it with the learner and the parents/carers at our termly review meetings where we celebrate success and progress whilst also identifying next steps.

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Elloughton Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, consider what will be the most effective way to support the learner. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress, success and next steps. If a learner has an Education Health and Care Plan (EHC plan), the same termly review conversations take place but the EHC plan will also be formally reviewed annually.

The SEND team monitors the impact of all interventions regularly to ensure that they are effective. At the end of each term, the SEND Team and Senior Leadership Team report to Governors using a document reviewing the attainment and progress of children with SEND.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors. We are also part of the local cluster moderation group (Year 2 and 6) so can ensure that our judgements stand up to scrutiny.

### **Other opportunities for learning**

All learners should have the same opportunity to access extra-curricular activities. At Elloughton Primary School we are offering a variety of additional activities and clubs. These will develop throughout the academic year as restrictions hopefully ease and can be found on our school website. We strongly encourage our SEND pupils to access extra - curricular activities to support their social and emotional well being.

The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.

' The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995 This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transitioning to a new class in school, having a new teacher, or moving on to or moving on from another school. Elloughton Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. The school has well-established and routine links with South Hunsley School and Sixth Form College and other secondary schools within the East Riding. Under the guidance of their SENCo, we work together to ensure appropriate support arrangements are made.

In addition to the standard induction day transition arrangements may include:

- Transitional annual review ( EHCP)
- Additional visits and meetings with parents and families
- South Hunsley or other Secondary schools staff visiting Elloughton Primary

Primary and secondary staff liaison (SENCo's, ELSA's, Teachers and Learning Support Assistants)

Additional SEND transition days (This is in accordance with each secondary schools transition programme for Year 6 to Year 7).

We also liaise closely with families and professionals to support all SEND pupils in selecting the current provision for their secondary school education and create transition plans related to pupils' specific individual needs. Our Pastoral support assistant will deliver sessions to all our Year 6 pupils around 'Managing Change' and will tailor specific work into learners ELSA sessions.

Early transition meetings are also held between the local Nurseries and the SEN Team to ensure a smooth transition into Elloughton Primary School. Early identification ensures appropriate support from an early stage and allows the continuation of effective provision. As children move to new classes within the school, we follow a structured transition process for those who we feel may need most support at this time. This involves carefully planned, direct and indirect contact with the new teacher and relevant support staff and provides opportunities for relationships to be built. Staff meet to discuss effective provision and strategies for individual learners and specific support resources are passed on.

### **Useful links**

[www.dfe.gov.uk](http://www.dfe.gov.uk)

[www.fish.eastriding.gov.uk](http://www.fish.eastriding.gov.uk)

<http://www.eastridinglocaloffer.org.uk/>