

# Elveden C of E Primary Academy



## SEND information report 2021-22

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<b>NB: All logos are linked to websites, click for further information</b>	

## Teaching and Learning

### ***Inclusive classrooms***

Elveden is an inclusive school and we endeavour to do our best for all of our children. All of our teachers are teachers of children with Special Education Needs (SEND). They follow the school's SEND policy and all know ways in which to adapt their teaching and classroom organisation, so that all children with SEND needs are met.

**The SEND Code of Practice (2014) is the legal document which describes how schools should support children with SEND. According to that document:**

***A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age***

At Elveden, we also have a priority learners list. This is for children who may have a medical diagnosis or learning need that could potentially impact on their learning, however at this moment the child is not considered to have a special educational need. These children are monitored half termly alongside our pupils with SEND, by the SENCO, Governor for SEND and the senior leadership team.

### ***Bullying of children with SEND***

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children are either unaware that they are being bullied or struggle to communicate their experiences. The playground and school are always supervised during playtimes and lunchtimes by our play team and often class teachers and members of the senior leadership team are available to listen or intervene where there is any suggestion of bullying. At Elveden, we teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

In the academic year 2021-22, we had 0 complaints of bullying of children with SEND.

## **Identifying additional and special educational needs**

### ***Initial concerns***

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers regularly communicate any concerns they might have to the parents of the children they teach. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is not as anticipated. Initially, the teacher will use their knowledge of the child to make changes to their learning opportunities/environment, in order to see whether better

progress can be made. Often, this will solve the problem and no further action will be required.

Some children, however, need something which is '*different from or additional to*' the provision offered to the rest of the class. These children are often identified according to the latest Suffolk documentation which gives clear guidance as to when children have additional needs. With their parents' permission, these children are then discussed with the SENCO. If the SENCO and teacher together think there is an additional need, the parent is invited to a meeting and arrangements are made for initial, class-based, assessments. This is the first part of the Assess-Plan-Do-Review cycle, as set out in the SEND Code of Practice.

### ***Next Steps***

Most children on the SEND register are accommodated at 'SEN Support' (SENS). These children have targets, which teachers support the child to meet. These targets may focus on academic or SEMH or be a selection of both. The support given may take the form of an intervention, additional adult support, access to assistive technology or some change to their learning environment. The reasonable adjustments or support is individual to the child in order to help them to meet their targets. Termly meetings are arranged by the class teacher to discuss progress with parents. The child's successes are also celebrated via our online platform 'Tapestry' where parents get to see 'in the moment' evidence of progress being made.



### ***School –Based Assessments for Specific Needs***

Should a further assessment be required, the school has invested in comprehensive screening tools to be carried out by our trained staff. Where a child is over the age of 7 and has completed at least a half term in their class, we have used the online tool: **Specific Needs Assessment Profile (SNAP)**, which can screen for a wide range of developmental concerns and specific learning difficulties. SNAP has been used successfully this year to uncover specific barriers to learning. The tool has been instrumental in combining the views of the child, family and the class teacher, as requested by the SEND Code of Practice. The tool produces a thorough School and Home Report, which offer further explanations about the difficulties identified with recommendations for interventions and further reading with ways to support at home. Further to this school-based assessment, Lexplore is a new screening tool that has also been implemented this year. All Year 3 children were screened this year as they entered Lower Key Stage Two. One pupil was identified as having traits of a specific learning difficulty such as dyslexia or dyscalculia. In this instance, further investigations by qualified professionals were discussed, with the family. Alongside reasonable adjustments in class and support at home, the parents concluded that at this age

and stage the school had a solid understanding of their child's needs. In the academic year 2022-23, the school has chosen to continue to invest in this tool to support the identification of additional and special educational needs within the school.



In the academic year 2021-22, the school moved to a new screening and intervention tool for assessing pupil's understanding of spoken language. This is the Nuffield Early Language Intervention (NELI) Programme. This programme is backed by Elklan, Oxford University, Nuffield Foundation and the EEF.



This was used at Elveden to assess all children in Reception for potential Language difficulties. We also screened those in Y1 that were identified in Reception. We then put in place any recommendations the programme made. The outcomes were:

**Reception:** 15 children were assessed and 15 children successfully completed the NELI screening.

**Year 1:** 2 children were assessed and they both successfully completed the NELI screening, demonstrating progress from the previous year.

### ***Specialised Assessments***

Where school-based assessments have uncovered difficulties that may have a long-term impact, we will refer to external agencies with the necessary qualifications to perform specialist, diagnostic assessments or action plans. At Elveden, a diagnosis is not necessary to unlock the support that a child may need. Outreach services do not require a diagnosis to secure a successful referral. A diagnosis is not necessary to apply for special arrangements for a child who is to participate in standardised tests such as SATs. A diagnosis is not necessary to secure High Needs Funding.

Our SENCOs will talk through all next steps with parents/carers and the child (where appropriate), inclusive of the personal, family choice as to whether or not to pursue a potential diagnosis.

Where a child presents with traits of dyslexia, dyscalculia or visual stress, we may make a referral to a dyslexic assessment centre. This year we have made recommendations to 2 families, 1 of which felt that the school has a strong enough understanding at this stage and would not pursue a diagnostic assessment. The other child received a diagnosis of dyslexia.

Where a child presents with visual stress, we make recommendations for children to undergo an eye test and potentially a visual stress test at their chosen opticians. This academic

year, 2 children have been diagnosed as experiencing visual stress at their opticians, with reasonable adjustments made with overlays, appropriate coloured paper and tinted exercise books.

In a small number of cases, where all other avenues have been explored, the school has consulted with the Psychology and Therapeutic Services to secure advice from an Educational Psychologist. This year, there has been two children who have been referred to and supported by this service, alongside multiple agencies to support their complex needs.



### ***Education, Health and Care Needs Assessment***

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Children with EHCPs have a record of support and a termly Individual Support Plan meeting to discuss progress in the same way as children on SENS.

More information on SENs and EHCPs for parents can be found at:



In the academic year 2021-22, the school has supported 5 children who hold an EHCP. We also completed a referral for an Education Health and Care Plan Needs Assessment for another pupil and were successful in achieving this.

### ***Profile of SEND 2021-2022***

#### **SEND List 2021/22**

For the academic year 2021/22, Elveden maintained a Special Educational Needs and Disability (SEND) List to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP). 20 children were on SEND list, equating to **22.4% of the school population** from Reception to Year 6 (89 on role). This is an increase on the 15 children from the academic year 2019-2020 and a direct result of the drive on identification within the school and increased consultations with external agencies. This is allowed in part to children joining the school mid-year with SEND, families having heard of the school's reputation for SEND.



22.4% of all pupils is **above the national average of 15.5%**, as set out in the government's national statistics.

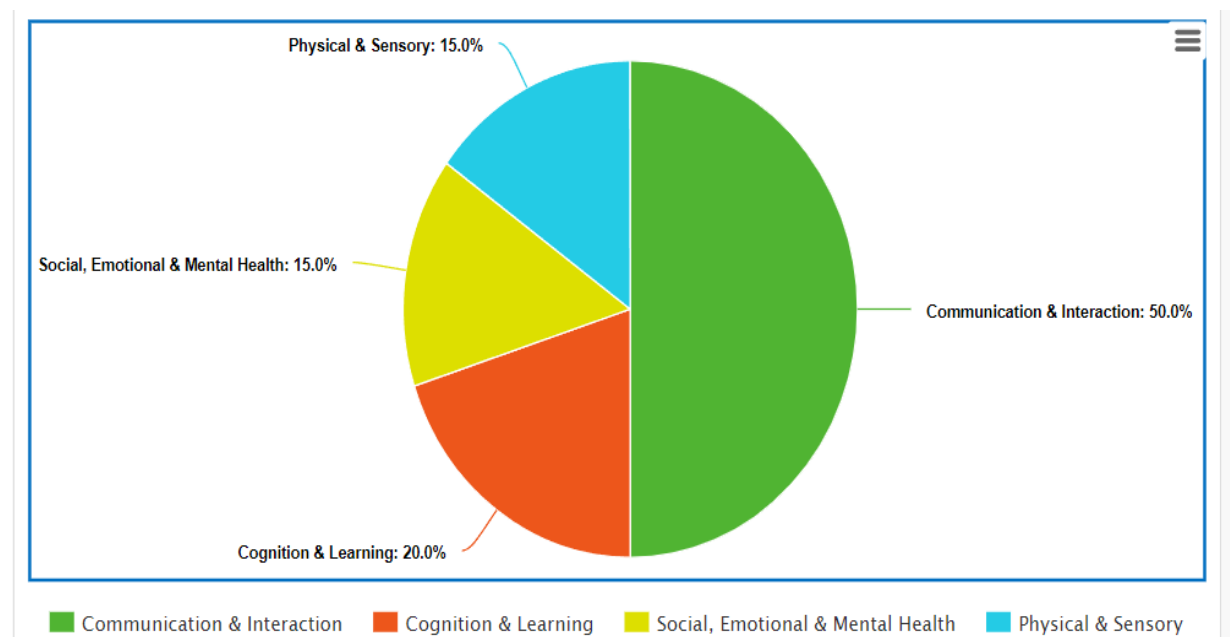
Of these children, 5 now hold **EHCPs**. This placed the total number of EHC Plans at **5.6% of all children**, more than **the national average of 3.3%**.

This is a decrease of two EHCPs on the previous year, where children have moved on to new schools.

The children with identified SEND fall within one or more of the **four broad areas** of need as outlined by SEND Code of Practice (DFE January 2015).

- **Communication and interaction**  
These can include: Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).
- **Cognition and learning**  
These can include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficult (SLD) and Profound and Multiple Learning Difficulty (PMLD).
- **Social, Emotional and Mental Health**  
These can include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Mental Health disorders such as anxiety or depression.
- **Sensory and/or Physical Needs**  
These can include: Visual Impairment (VI), Hearing Impairment (HI), Multiple Sensory Impairment (MSI) and Physical Disability (PD).

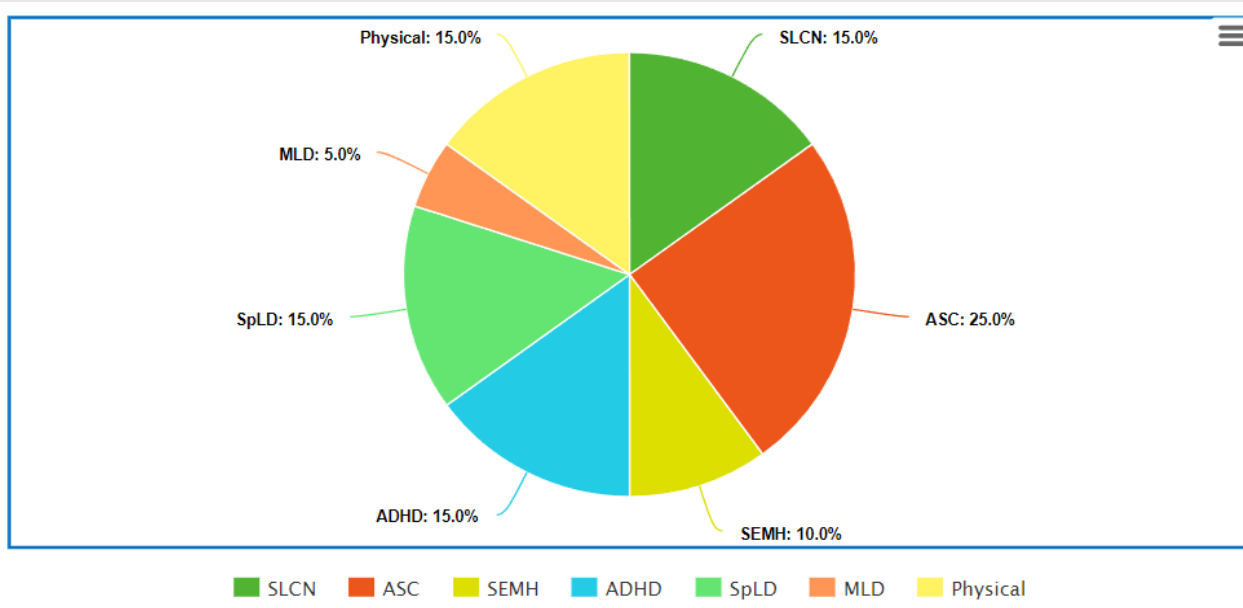
**Below is a chart demonstrating percentage of the broad areas of need at Elveden 2021-2022.**



At Elveden, communication and interaction continue to dominate the profile of need.

### Primary Need of SEN Support and EHCP (%) 2021-2022

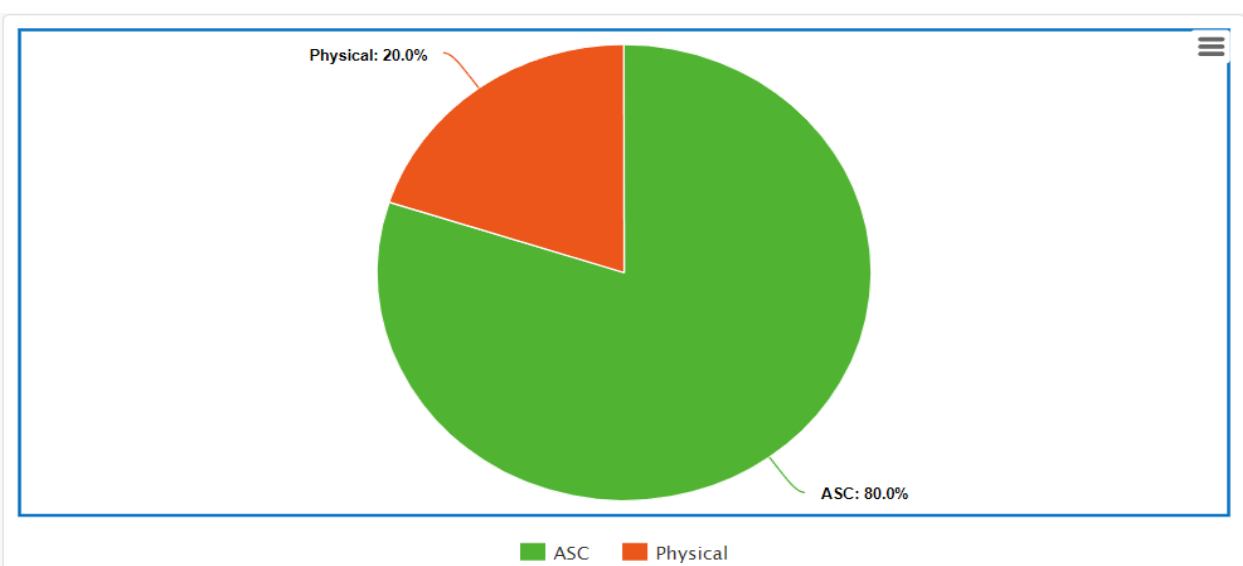
It can be clearly seen that children on the Autistic Spectrum represent the greatest primary need at Elveden, with 5 of 20 children holding the diagnosis or with diagnosis pending. However, children with ADHD, SpLD, Physical and Communication needs all present as the same portion of need. Every child at SEN Support and EHCP has received support from at least one external agency for intervention, recommendations, staff coaching, therapy or



diagnosis.

### Primary Need of Children with an EHCP at Elveden (%) 2021/2022

Of the 5 children in possession of an EHCP, there has been a mixture of complex needs. This includes one child with Moderate Learning Difficulties who has deferred a year and is supported by multiple health agencies. The remaining four each hold multiple diagnosis with co-occurring difficulties with Autistic Spectrum Condition.



### ***Working with children who are looked after by the local authority***

In 2021-2022, there were no children on the SEND register who are looked after by the local authority.

### ***Adaptations to the curriculum***

Children with SEND need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others, but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning.

In addition, whole school strategic planning supports children with SEND. This is laid out in more detail in the school's accessibility plan.

### ***Looking after children's social and emotional well-being***

We recognise children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar teaching assistant, through a social skills intervention, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.

This academic year so the school has invested in staff training to increase awareness and put support in place for children and staff alike. We have invested in creating another **Mental Health First Aider (MHFA)** and an **Emotional Literacy Support Assistant (ELSA)**. Teachers can complete an ELSA referral for pupils who they feel require additional support with emotional literacy or SEMH. Our SENCo has also recently acquired her **Senior Mental Health Lead (SMHL)** award and we have trained three members of our team as Wellbeing Champions.



This year has seen the introduction of **Zones of Regulation**. This self-regulation programme was initially to support children with SEND who require support with SEMH and may be using behaviour as a form of communication. However, due to the success of this intervention for children with SEND, this is now become a whole school programme to use for self-regulation and emotional literacy across the school community.





Should a child need more specialised support in managing their emotional wellbeing and mental health, a referral can be placed through to the **Children and Young People's Emotional Wellbeing Hub**. This is done jointly with parents if appropriate. This academic year we have supported three families with accessing this service.



Should we need more support with strategies to use in school, we engage outside services such as Specialist Education Services (**SES**) and apply for acceptance on to their core offer for children at risk of exclusion or school refusal. This year we have had one child supported on the Core Caseload for severe SEMH needs. A further 3 children were supported through the traded Annual Package.



### *Evaluating the effectiveness of our work with children*

All of the work we do with our children is carefully monitored. Overall progress is discussed at half termly pupil progress meetings and any causes for concern are highlighted.

Interventions and programmes purchased and deployed by the school are evidence-based.



All staff are asked to complete intervention monitoring sheets, which record the progress made by individual pupils, the effectiveness of the intervention and the impact of the adult delivering. Thus allowing us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective.

Overall, the majority of children with SEND made personal progress and met the individual targets that had been set for them.

In addition to these programmes, the school offers all children regular opportunities to attend 'Forest School' at a woodland site within walking distance, built in conjunction with the Elveden Estate. All children also have the opportunity to engage in our Outdoor Play And Learning (OPAL) during every lunchtime.



### ***Access to extra-curricular activities***

Elveden offered a range of extra-curricular activities, both during and after school. Children on the SEND register were actively encouraged to attend clubs, which enable them to learn new skills and to develop confidence. **90%** of children on the school's SEND attended extra-curricular clubs. **100%** of children had represented the school competitively in the Forest Heath Sports Partnership by the time they reached Year 6. **100%** of children with SEND can swim 25m by the time they have reached Year 6. **100%** of children had attended instrument-specific music lessons from Key Stage Two, inclusive of the cello, flute and recorder. Every child on the SEND register was given a significant role in the school productions, all of whom have had either lines or actions to perform with stage time.

Teachers are asked to complete half termly tracking of the extra-curricular activities that children participate in, ensuring they are encouraged at every opportunity. They are also required to track wider school participation, responsibilities, and trip attendance to ensure maximum participation in wider school life. Where a child is not participating, we have worked closely with families to help them overcome worries and barriers so that they can fully participate.

### ***Working with Parents***

The school operates a Person-Centred approach to involving children in their education. All children on the SEND register, and any other child that it is felt appropriate, completes a One Page Profile at least annually. This pupil passport record information about the pupil, what is important to them, how best to support them and the views of all adults (inclusive of parents) who work with them.

Some children may also have an individual support plan, which will establish three SMART (Specific, Measurable, Achievable, Relevant and Time-Based) targets to focus on desired outcomes for the term. The ISP is updated half-termly in a meeting with the parents, class teacher and child if appropriate. At the meeting, the child's progress towards their targets is discussed and necessary support identified. Tapestry is also used as an online portal to share pupils' success and progress with their parents and carers. In addition, parents are invited to share their views on the school's provision via an annual questionnaire and some face to face meetings where invited.



### ***Working with Children***

All children in the school, including those with SEND, have targets which they work towards and the school feedback policy explains how teachers give children feedback to help them to move towards their targets.

All children including those with SEND are regularly invited to complete a short 'What I feel' questionnaire in order to capture a snapshot of children's views about learning, friendships, opportunities to access extra-curricular activities and their feelings of being safe in school. These are collated and considered, alongside the parent questionnaires, when we draw up the next SEND action plan.

As part of their one page profile and their individual support plan, children are asked to think about their futures, although we know these are likely to change. We want all of our children to have high aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

Reasonable adjustments are made for all children on the SEND register where possible. In some cases other policies including our behavior policy and SEND policy may be followed to ensure that all children in school are being supported.

### ***Working with Families***

Working with families this year has proved a significant challenge, given the worldwide coronavirus pandemic. Practice up until this point included working closely with families, holding regular meetings to ensure that we are giving the whole family the best support we can. Where needed, we may call upon our safeguarding and welfare officer for support or other outside agencies.

### **SEND administration**

#### ***Transition arrangements***

Transition into our school, from our school, and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc.

#### ***Involving outside agencies***

Outside agencies worked with during the year were mostly from Suffolk County Council or the local health authority: Educational Psychologists, County Inclusive Support Services, ADHD Service, Special Educational Needs and Disability Access Trust, NHS Speech and Language Therapists, Child Development Centre, paediatric diabetes specialists, school

nursing service and occupational therapists. In consultation with parents we would refer to outside agencies where it was felt appropriate.

The school is a member of the Mildenhall SEN hub which is a collaboration of 10 local primary schools working together to support children with SEND. We benefit from sharing information and resources, networking meetings, annual conferences and the support of the Hub coordinator.

### ***Training and expertise of staff***

All of our teachers are teachers of children with SEND and have a broad understanding of the needs of children with SEND.

Specifically, the school has:

- Two qualified SENCOs across the partnership with Forest Academy, to perform monitoring, learning walks, assessments, referrals, and annual reviews.
- Three teachers trained in the delivery of Forest Schools at our nearby 'Forest School' woodland site.
- School wide Eklán certification for supporting speech and language
- Appropriate staff trained in behaviour and the law and physical de-escalation to match individual children with risk assessments for difficult and dangerous behaviour.
- Two teaching assistants trained in Language Link.
- One Emotional Literacy Support Assistant
- Two members of staff qualified in Level 3 'Understanding Dyslexia' (delivered by Suffolk SEND Dyslexia Outreach Team)
- One Mental Health First Aider
- One teaching assistant working with the Thurston Pyramid for mental health.

All of the staff have been provided with information regarding a wide range of SENDs and how they can adapt their teaching to support these. Staff receive training that is appropriate to their role in school. This may be delivered by staff in school or by other agencies.

Both SENCOs from the partnered schools provide additional information and support to enhance teachers' knowledge and expertise. In addition, staff have access to a library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SENDs. If necessary, we can call on additional services to support our work with the children.

Our SEND Governor is a retired Headteacher of a special provision school and works very closely with the school and SENCOs to ensure that SEND occupies a prominent place with the whole school approach to supporting all children. This year saw the introduction of half termly SEND Governor reports to ensure frequent reviews and refining action plans to drive SEND at Elveden to have high expectations and aspirations.

### ***Funding***

Elveden receives funding from the Department for Education, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding) from Suffolk. In 2020-2021 we were successful in **securing £25,300**. At Elveden **we had 100% application success rate**, securing all we applied for.

This is monitored closely against the SEND register, knowing precisely how much is allocated to each child and how it is spent.

This money, along with a portion of Pupil Premium funding, has largely been invested in additional adults for classrooms with the highest need. It has also funded a significant programme of CPD and additional resources.

### ***Complaints Policy***

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

Step 1: informal discussion with class teacher

Step 2: informal meeting with head teacher

Step 3: formal written complaint to head teacher

Step 4: referral to governing body or the local authority

### ***Strategic management***

Below is a list of people in the school who are particularly concerned with the organisation of SEND in the school. They can all be contacted via the school office:

SEND governor- Lynne Proudlock

SENCo: Zoe Maguire

Head teacher: Lorna Rourke

The way in which we identify and work with our SEND children is clearly explained in our SEND policy.