

Elveden C of E Primary Academy



SEND information report 2019-2020

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NB: All logos are linked to websites, click for further information

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 all follow the school's SEND policy and know about ways in which their classroom organisation and their teaching may need to be tweaked to accommodate children with a range of SENDs.

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 alongside our SEND pupils, half termly by the SENCOs 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 they are being bullied or they struggle to communicate their experiences. The playground and school are always supervised during playtimes and lunchtimes and members of staff, often the class teachers and members of the senior leadership team, are always available to listen and intervene where there is any suggestion of bullying. The school's Welfare Officer, shared across our partnered school, is available to help resolve issues at the earliest possible time.

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 2019-20, we had no 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 talk to the parents of the children they teach and keep them informed about any concerns. 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 change something about the child's learning opportunities in order to see whether the child begins to make better progress. 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 opportunities offered to all children in 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 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. The support may take the form of an intervention, additional adult support, access to assistive technology or some change to their 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.

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 ways to support for both the classroom and at home.

This year, four children from Key Stage Two have been assessed using this tool. Two were identified as having traits of dyslexia. In both instances, further investigations by qualified professionals were discussed, with families concluding that at this stage the school had a solid understanding of their needs. The remaining two children were identified as having difficulties with attention, impulsivity and hyperactivity. Further support has been sought through health referrals for each child.

In the academic year 2020-21, the school has chosen to continue to reinvest in the tool and continue to use SNAP in identifying additional and special educational needs within the school.

For the academic year 2019-20, Suffolk County Council allocated a portion of a grant to funding **Language Link** for all schools. Elveden used this to assess all children in Reception, Year 1 and Year 2 for potential Language difficulties. We then put in place any recommendations the programme made. The outcomes were:

Reception: 15 children were assessed and 13 were clear. One child is in receipt of NHS Speech and Language Therapy, as a part of his EHCP for wider learning difficulties and medical conditions. The second child was found to need intervention within school. He has since been re-assessed and found to overcome his difficulties.

Year 1: 12 children were assessed, 11 clear and one identified as needing intervention. He has since left.

Year 2: 12 children were assessed, all of which were clear.

In the academic year 2020-21, the school will continue to fund the use of Language Link. This will be for the screening of all children in reception, re-assessments of children already identified and use of the extensive intervention programmes that are generated for each child necessary. Staff training has been booked for September 2020 to enable more staff to carry out the assessments and action recommended interventions.

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 refer through to the Indigo Dyslexia Centre. This year we have made recommendations to two families, both of whom felt that the school has a strong enough understanding at this stage and would not pursue a diagnostic assessment.

Where a child presents with visual stress, we make recommendations for children to under-go an eye test and potentially a visual stress test at their chosen opticians. This academic year, 1 child has been diagnosed as experiencing visual stress at their opticians, with reasonable adjustments made with overlays, appropriate coloured paper and tinted exercise books.



In a very small number of cases, where all other avenues have been explored, the school consults with the Psychology and Therapeutic Services to secure advice from an Educational Psychologist. This year, there has been one child who has been referred to and supported by this service, alongside multiple agencies to support his severe needs. This support will continue into the next academic year.

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 2019-20, two referrals were placed for an EHC Needs Assessment. In both instances, the referrals were successful with a Final EHC Plan in place for both children by the end of the year. A further child joined Elveden in September 2019 with an EHCP already in place.

Profile of SEND 2019-2020

SEND List 2019/20

For the academic year 2019/20, Elveden generated 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). 15 children were on SEND list, equating to **17.4% of the school population** from Reception to Year 6 (86 on role). This is an increase on the 9 children from the academic year 2018-2019 and a direct result of the drive on identification within the school and increased consultations with external agencies.



17.4% of all pupils is **above the national average of 15.5%**, as set out in the government's national statistics.

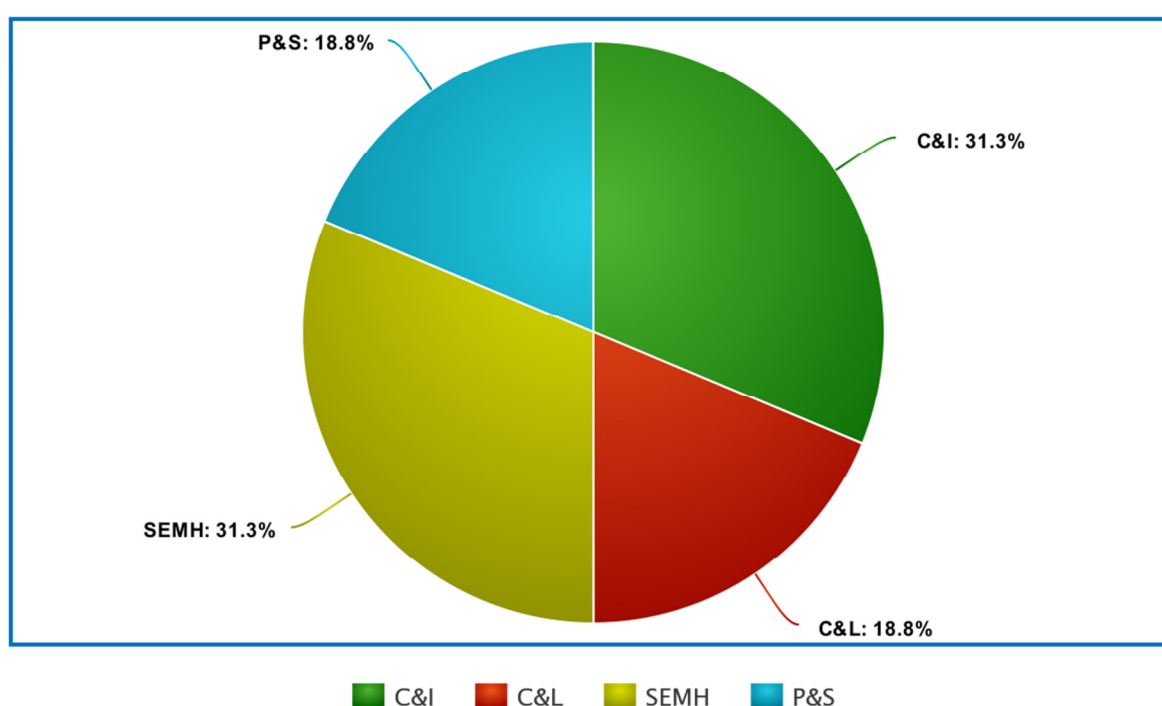
Of these children, **6 held an EHCP**. This placed the total number of EHC Plans at **6.99% of all children**, more than **double the national average of 3.3%**.

This is an increase of three EHCPs on the previous year. We anticipate this to increase in the academic year 2020-21 with a child set to join us in September 2020 with an EHCP already in place.

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).

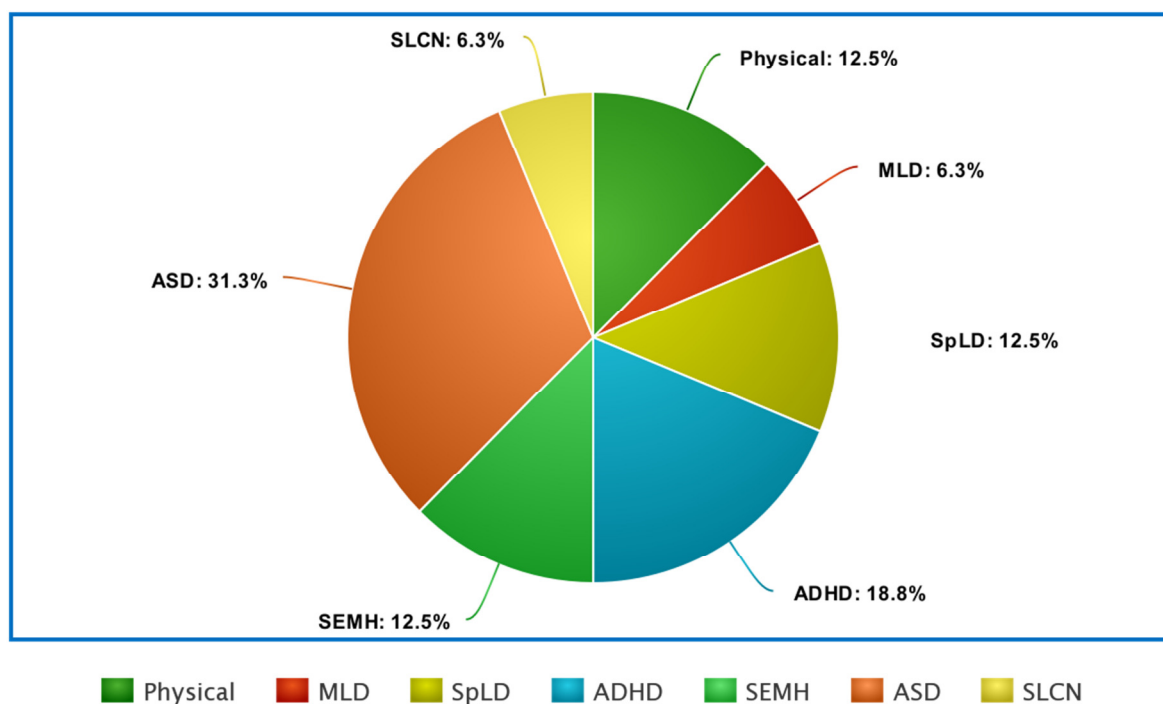
- **Communication and interaction**
These can include: Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).
- **Cognition and learning**
These can include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulty (MLD), 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 2019-2020



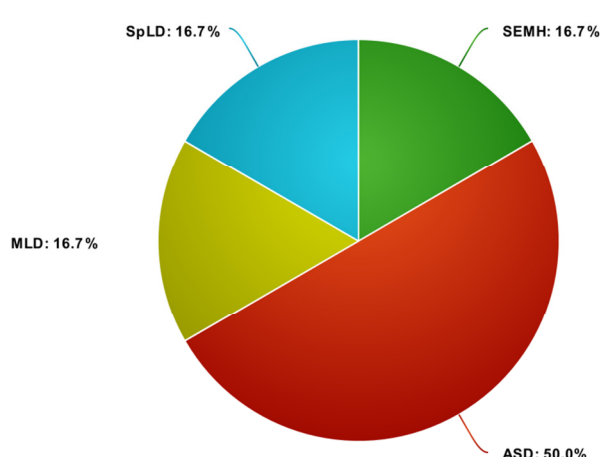
At Elveden, it can be seen that there is an even spread across the Four Broad Areas of Need. Further analysis of each child's primary need has shown more specific areas of need...

Primary Need of SEN Support and EHCP (%) 2019-20



It can be clearly seen that children on the Autistic Spectrum represents the greatest primary need at Elveden, with 5 of 16 children holding the diagnosis or with diagnosis pending. Equally, children with Social, Emotional and Mental Health difficulties and children with difficulties with attention, hyperactivity and impulsivity make up a significant proportion also. Every child at SEN Support and EHCP have support from external agencies and Elveden.

Primary Need of Children with an EHCP at Elveden (%) 2019/20



Of the 6 children in possession of an EHCP, there has been a mixture of specific to severe needs. This includes one child with Moderate Learning Difficulties who has deferred a year and is supported by multiple health agencies. A further child has a Specific Learning Difficulty supported by multiple outreach services. A third child with severe Social, Emotional and Mental Health needs is supported by multiple services.

Children with a diagnosis of Autistic Spectrum Condition account for 50% of EHCPs. This is **above the national average of 30%** and continues to demonstrate a very high profile of autism within the school when compared to the national average.

Working with children who are looked after by the local authority

In 2019-2020, 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, the school has invested in an independent Counsellor, through which six children accessed group therapies and four on an individual basis. They cover a range of interventions that can be delivered in a group basis or an individual basis, depending on the desired outcomes for the child.



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 one family with accessing this service.



Should we need more support with strategies to use in school, we engage outside services such as County Inclusive Support Services (CISS) 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.



In addition to these programmes, the school offers all children regular opportunities to attend 'Forest School' at a woodland site within walking distance of the school, built in conjunction with the Elveden Estate.

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.

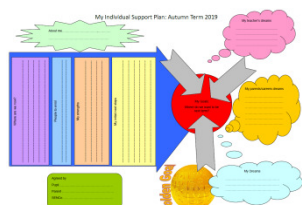
Access to extra-curricular activities

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. **100%** 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 had attended instrument-specific music lessons from Key Stage Two, 3 of which went on to have lessons outside of school in piano, keyboard and guitar. 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. This has been the Nativity for Reception and Keys Stage One at the Elveden Estate *Church of St Andrew and St Patrick*. For Key Stage Two this was their summer production at the Elveden Village Hall.

Teachers are asked to complete half termly tracking of the extra-curricular activities that children participate in, ensuring they are encouraged at every opportunity. With the measures necessary during the COVID-19, all but home learning clubs have been suspended until safe to resume, in line with government guidance.

Working with Children and 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, which enables them to record information about 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.

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. To overcome the barriers of COVID-19 Lockdown, videos, photograph booklets and enhanced transition meetings were held.

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 accessed through the partnership with Forest Academy, to perform monitoring, learning walks, assessments, referrals and annual reviews.
- A third colleague will be completing the SENCO award in the next academic year, placing a SENCO on site full-time for Elveden.
- Three teachers trained in the delivery of Forest Schools at our nearby 'Forest School' woodland site.
- School wide Elklan 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 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 school 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.

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 2019-2020 we were successful in **securing £23,500**.

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

Suffolk County Council announced that 62% of applications in the autumn term 2019 High Needs were successful, at Elveden **we had 100% success rate**, securing all we applied for.

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.

Measures Taken During COVID-19

For the duration of the Lockdown period, March-April, Elveden Academy arranged school spaces with Forest Academy (their partnered school) for all children with an EHCP, as required by the government. Of the 6 families of children with EHCPs, 1 child chose to send their child to Forest Academy, where Elveden staff were working. This child was then accommodated at Elveden once more in June, when all year groups were able to be welcomed back to school (53% of school).

Children that remained at home, both with and without EHCPs on the SEND register, were provided with:

- Frequent welfare calls from the class teacher, welfare officer, a SENCO or a headteacher.
- Access to individually assigned online learning through Purple Mash, Lexia, and MyMaths.
- Access to daily videos, posted on the YouTube Channel 'Miss Edmeades Supporting SEN', from the partnered school, Forest Academy.
- Access to weekly paper packs, that could be submitted for marking and written feedback.
- Support to liaise with specialist services during lockdown through the organising of Virtual meetings with CISS, Speech and Language Therapists, SENDAT Outreach and Family Services where performing EHC Needs Assessments virtually.

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- Lisa Bird

SENCo: Zoe Huff

Visiting SENCo: Claire Edmeades

SENCo in Training: Zoe Maguire

Head teachers: April Grimes and Lorna Rourke

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

