SEND Information Report 2024/25

Name of School / Academy: MARY ELTON PRIMARY SCHOOL / FUTURA LEARNING PARTNERSHIP

Name of SENCO: David Hartshorn

Contact Details for SENCO: 01275 876432 email: senco@maryeltonschool.org.uk

Special Educational Needs and Disabilities (SEND)

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have

Special Educational Needs and/or a Disability (SEND).

This is known as the local offer. Further information about the Local Offer can be found on the North Somerset Council website:
https://nsod.nsomerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0

What kind of additional needs is provision made for at this school?

Mary Elton is a mainstream primary school with a wide range of vulnerable learners, including dyslexic, autistic, downs and other additional needs. Mary Elton encourages parents to share information with staff on entry to the school to enable the staff to provide the best possible support for the student's individual needs. Staff at the school work closely with parents to ensure that children's needs are identified at an early stage and then the most appropriate support is put in place. As well as mainstream provision, the school, on occasion, looks to alternative arrangements to suit individual needs. We understand that barriers to learning can exist in a number of different ways and that it is the responsibility of the school to do everything it can to reduce these barriers to learning.

What school policies are in place for the identification and assessment of pupils with additional needs?

Please see our school website for our policies.

How does the school know if children need extra help and what should I do if I think my child may have SEN?

The class teacher is responsible for the learning of all the children in their class. Through ongoing assessment and observations we are able to identify early if a child is having difficulties. We hold Pupil Progress Meetings three times a year. These involve discussions about every child in the school between the class teachers, members of SLT (senior leadership team) which will include the SENCO.

If there is a cause for concern about a child's progress then the class teacher will work in partnership with the school SENCO and parents to put in additional support when it is needed. The role of the SENCO is to advise and support the class teacher to ensure every child makes expected progress. If you have any concerns about your child's progress at school (related to reading, writing, numeracy, social and emotional development, behaviour, communication, physical development or sensory) then the first person you should speak to is the class teacher.

The teacher will be able to offer some support in the first instance and then involve the school SENCO if further support and advice is needed. The school will take a graduated (step-by-step) approach to putting in extra

provision and support. The SENCO works in close partnership with other agencies if further advice and support is needed.

How does the school make provision for pupils with additional needs (with or without an EHCP)?

Provision for the children is delivered through quality first teaching which includes: working in small groups with or without adult support and 1:1 support with an adult. All planning must include adaptations and scaffolds for learning as well as identification of SEND and pupil premium students. At Mary Elton we seek to actively involve parents in partnership with the school and therefore if additional support and/or funding is found to be needed from outside agencies, this will be done in close consultation with parents/carers and parents/carers and they will be provided with regular feedback.

Where needed, Home/School diaries will be used to ensure effective communication and meetings with parents are regularly convened.

Provision Maps can be used to support the children's learning, these are written by the class teachers (and form part of our SEND review process), the SENCO and class teachers monitor these termly and will make any changes needed in consultation with all parties to ensure child progression. Teachers and other members of school staff are able to discuss the students' needs with the SENCO and they can be referred on to other agencies as and when needed. For children with an EHCP, provision will be in line with the recommendations on the plan.

How does the school adapt the curriculum and learning environment for pupils with additional needs?

Mary Elton can deliver adapted and scaffolded learning in Maths and English in the classroom through quality first teaching. Group work is also used as an intervention to offer extra support for those with additional needs alongside specific 1:1 programmes. The programme for interventions is overseen by the SENCO who (along with class teachers) evaluates how effective these interventions have been. This is fed back to SLT and Governors. Pupil progress meetings are the forum for analysis, planning and discussion. The school has a range of different learning areas (including Forest School) aside from classrooms that are used on a daily basis for small group teaching.

The school has an Accessibility Plan.

Mary Elton's Accessibility Plan clearly outlines how we are:

1. Increasing the extent to which pupils with disabilities can participate in our curriculum

2. Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education we provide

3. Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

What additional support for learning is available to pupils with additional needs?

An initial assessment, carried out by the SENCO, will indicate the most appropriate support for your child. In consultation with the class teacher, SENCO and parents/carers, a plan of support will be agreed. This may include individual or group support, and will involve appropriate activities which will address the child's specific area/s of need. This will be monitored and reviewed in line with the SEND Code of Practice. We aim to work with the Futura Learning Partnership, the Local Authority, external services and specialist SEND advisors on relevant assessment, support and resources, to ensure high levels of achievement, effective learning, progress and personal development for all children regardless of any special educational need and disability.

What activities are available for pupils with additional needs in addition to those available in accordance with the curriculum?

All children are included on school trips wherever possible. Every effort is made to ensure equality of opportunities. If any additional support is required or risk assessments need to be carried out then this will be discussed fully with the parents/carers. There are extra- curricular clubs before school, during lunchtime and after school. Children with additional needs are welcome to attend these sessions. If additional support is needed then this will be planned in consultation with parents/carers. Additional support during break and lunch times is put in place when it is required. Specific children can have access to our Learning Mentor who has a designated room to offer additional support.

What support is available for improving the emotional and social development of pupils with additional needs?

Mary Elton has a Learning Mentor (who is a trained ELSA and THRIVE practitioner) who is accessible to staff and parents to support students struggling with their emotions or who have issues around friendships and home life. Mary Elton recognises the need to support students with these issues as they affect their learning ability. The pastoral team meet within hubs to discuss students; the school has a number of trained CP staff, so there is always someone on site to deal with any concerns. The First Aid Lead has a file on all of the medical requirements of each individual within the school with records referring to their individual needs. The school has a School Council which meets on a regular basis with a member of the SLT to discuss issues, concerns and future plans; it is made up of two representatives from each class from year 1 to year 6. No child is excluded from this process.

Throughout the school we adopt a PSHE programme which is shared initially through school assembly. Mary Elton subscribes to the THRIVE programme of support for wellbeing and mental health and currently has two trained practitioners. https://www.thriveapproach.com/

The school is divided into four houses which include heads of house and members of the staff as well as team and house captains, all children can earn house points for a range of positive behaviours and achievements. The houses are also used for sporting and other recreational events including quiz competitions.

Who will be co-ordinating the support for my child at school?

The class teacher in close consultation with the SENCO will plan the provision for children with additional needs and will assess the impact upon the child's progress. The SENCO will have an overview of all the provision across the school. The SENCO will also be responsible for supporting the staff and providing training in different aspects of SEND as part of the continuing professional development. The SENCO has close links with other agencies and will plan advice from these experts when it is appropriate. The school SENCO is Mr David Hartshorn.

How will equipment and facilities to support children and young people with SEND be secured?

The school is on one level and there are a range of ramps in the exterior areas as well as steps so that it is fully wheelchair accessible. There are disabled toilet facilities in both main buildings as well as a disabled parking bay.

The school provides a range of programmes to support a variety of needs. If any additional equipment or resources are required to support the child then the school will look to purchase these (funding applications will be requested if the amount of support exceeds the school SEND budget). A number of iPads and other ICT equipment have specialist assistive technology software programmes attached.

How will parents of children with additional needs be consulted about, and involved in, the education of their children?

Parents are consulted through regular review meetings with their child's class teacher in the first instance. The class teacher and SENCO in consultation with the parents will discuss support for the child. The child will be at the centre of these conversations and if additional support is required then an individual support plan will be drawn up. The SENCO, Learning Mentor and members of the pastoral support team are available for meetings by appointment.

The school also provides opportunities for parent/child curriculum activities such as maths game afternoons and coffee mornings.

How will children and young people with additional needs be consulted about, and involved in, their education?

Pupil conferencing is provided to ensure that individuals are able to contribute their views and opinions in relation to their own provision within the school. Mary Elton is often the host institution for multi-agency meetings; this provides the child with a more secure environment to express their opinion.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with additional needs concerning the provision made at the school?

The governing body has a named governor who deals with any complaints or queries regarding the school's provision of special educational needs. The formal complaints policy can be obtained on the school website or from the school office.

How does the governing body involve other bodies, including health and social services, local authority support agencies and voluntary organisations, in (a) meeting the needs of pupils with additional needs, and (b) supporting the families of such pupils?

Parents are consulted to see if they would like the school to acquire extra support and advice for the child. Written consent is obtained and a referral is made to the relevant body. Support Services for Education provides support to the school through Educational Psychologists. (http://www.supportservicesforeducation.co.uk/).

The school will work closely with Speech and Language Therapists (SALT), CAMHS, Occupational Therapists (OT), social services, community paediatricians and school nurses. The school will explain the process of these assessments to parents and they will be invited to meet with the support agencies to discuss their child and the suggested support.

Please provide contact details of all support services for the parents of pupils with additional needs, including those for arrangements made in Clause 32 (advice and information for parents and young people).

Support Services for Education Tel: 0300 123 7365 Email: SSE@somerset.gov.uk Address: Cheddon Road, Taunton, TA2 7QP.

Educational Psychologists – Dr Guy Clayton – Senior Educational Psychologist (North Somerset) Tel: 01823 357000 Email: InclusionSENSupportServices@somerset.gov.uk.

Speech and Language Therapy – Drove House, Drove Road, W-s-M, BS23 3NT. Tel: Tel: 0300 125 6710, email: sirona.childservicesdroveroad@nhs.net

Community Paediatrician – Specialist Community Children's Services, Drove House, Drove Road, W-s-M, BS23 3NT. Tel: 0300 125 6740

Occupational Therapy – Weston Area Health NHS Trust, Drove House, Drove Road, W-s-M, BS23 3NT. Tel: 01934 881 306 Website: https://cchp.nhs.uk/cchp/explore-cchp/childrens-occupational-therapy/services-north-somerset

SEND and You – 3rd Floor, Royal Oak House, Royal Oak Avenue, Bristol, BS1 4GB Tel: 0117 9897725 https://www.sendandyou.org.uk/ email: support@sendandyou.org.uk

What are the school's arrangements for supporting pupils with additional needs in transferring between phases of education or in preparing for adulthood and independent living?

No child will be refused admission to school on the basis of his or her special educational need and/or disability. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Our EYFS staff will ensure close communication

between pre-school providers, and where appropriate link meetings are organised by the Local Authority. Children moving between EYFS, KS1 and KS2 classes, meet their new class teacher on planned transition days. Staff will meet for transition meetings to discuss the needs of the pupils. Children can also have additional visits to meet their new class teacher and may have an appropriately themed booklet containing photos of the staff, coat pegs, toilets etc. When moving from Primary (KS2) to Secondary (KS3), the class teacher meets and discusses the needs of the pupils with the receiving secondary school. Children with additional needs can have additional transition meetings to their secondary school. The children visit the school in a small group and meet the secondary school staff and are given an extra tour of the school. The staff responsible for SEND at the Secondary schools will liaise closely with our Year 6 staff, SENCO and Headteacher in order to ensure smooth transition.

Where is the local authority's local offer published?

Please refer to North Somerset's website to access the local offer.

https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0

Date of Report: 05/10/2024 Date of Review: 05/10/2025