



Emersons Green Primary School SEN/D Information

At Emersons Green Primary School, we are committed to providing high quality education to every child. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEN/D), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life where and when they are able.

We are a friendly and fully inclusive school, which takes account of all areas of additional need including the academic, physical, social, emotional and mental health needs of a child. Our practice and policy at Emersons Green Primary School is compliant with the Code of Practice (2015) and our SEN/D policy and Information Report has been written in collaboration with all our stakeholders and is reviewed annually and published on our website.

We have a specialist provision, in the form of our Resource Base, which is designated for children who have Visual Impairments and/or Physical Disabilities. The role of our Resource Base is to facilitate and support full inclusion into the mainstream classes.

For children, with more complex needs or other identified needs, an Education, Health and Care Plan (EHCP) may have already been issued or a child may be undergoing an EHCP Needs Assessment before they start school. We recognise that children can also experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support his/her needs at that time.

Once a child is identified as having difficulties in accessing learning or in experiencing barriers due to their social, emotional or mental health needs the school will support them through a variety of strategies. The child may then be recognised as receiving SEN Support and may be placed on our Special Educational Needs register. The Information below aids to support you in understanding how we at Emersons, support your child's additional needs. Please also refer to our 'Graduated Response', which can be found on our website.

Frequently asked questions regarding SEN/D and SEN/D provision at Emersons Green Primary School

How does the school know if a child needs extra help?

Your child's class teacher continually assesses how they are progressing with their learning in all areas of the curriculum and in their social and emotional wellbeing. In addition to this, we formally assess our children's progress in reading, writing and maths three times a year.

If a child is working below expected levels or is making slower than expected progress, we will consider whether they may need extra help and your child may be discussed during a Pupil Progress Meeting (PPM) with a member of the senior leadership team in order to support their needs within the classroom and in and around school (Quality First Teaching).

Every teacher in our school is a teacher of SEN and if at any point a teacher feels that a child may need extra SEN support/provision the school's Special Educational Needs Coordinator (SENCo), Soraya Young or Laura Morson (Intervention Manager) may also become involved.



If your child has already been identified as having a Special Educational Need (SEN) before they join us, the SENCO at their previous setting should contact the school and we will then liaise to support the transition between settings and aim to ensure that the provision within the school can meet the needs of your child.

Pupils who access the schools Resource Base will be closely monitored by the Resource Base Team (Soraya Young, Patrick Watson and Jo Chambers) and in regular contact with parents to ensure that needs are being met.

The school may also invite external agencies to observe or assess individual children's needs; these may include Occupational Therapists, Educational Psychologist, Speech and Language Therapist and occasionally more individualised professional support where necessary.

What should I do if I think my child has SEN?

In the first instance, you should arrange a time to talk to your child's class teacher about your concerns. They may carry out some further observations or assessments, or may arrange for your child to have some support in a small group to target an area they are finding difficult.

If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the school SENCO/Intervention Manager (Soraya Young and Laura Morson).

How will I know that the school will support my child?

If your child is in The Resource Base they will access 'High Needs' support (see school's Graduated Approach)

If your child has been identified as having SEN, they will receive 'SEN School Support'. This means there will be a plan for their support, drawn up by the class teacher in consultation with you and the SENCO's.

The plan will contain targets, strategies and resources that will be used to help your child achieve them.

The plan will be reviewed and shared with you and your child at least three times a year. This forms part of the Assess, Plan, Do, Review process (Graduated response) identified within the Code of Practice (2015).

How can the curriculum be matched to meet my child's needs?

When class teachers are planning their lessons, they think about the needs of all the children in the class.

They may adapt and differentiate their plans in order to enable all pupils in the class to access the lesson and make progress in skills and knowledge.

The aim is for all children to work on the same topics, but learning outcomes or resources may be adapted or differentiated according to need for individuals or small groups of children.

How will I know how my child is doing?

If your child is receiving High Needs or SEN Support then you will be invited to meet with your child's class teacher at least three times a year to review their progress and their targets through the Individual Provision Map (see graduated response).



The SENCO/Intervention Manager/Resource Base Team may also come to these meetings in order to support the provisions and reasonable adjustments that may need to be made in order to help your child make progress.

How will you help me to support my child's learning?

There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum.

In addition, your child's class teacher or the SENCO/Intervention Manager/Resource Base Team may be able to suggest ways and strategies to help your child at home with specific areas of need including reading, writing, spelling, maths and social skills or behaviours.

What support will there be to support my child's overall social, emotional needs and wellbeing?

At Emersons Green Primary School, a child's social and emotional needs and well-being are at the forefront of our provision. If you are concerned about your child's social, emotional or mental health needs then please arrange to meet with your child's class teacher, the SENCO or Jo Chambers who is designated teacher for Social, Emotional and Mental Health.

At playtimes and lunchtimes there are staff on duty to ensure that all children are kept safe and interact with their peers and that they are supported to enjoy their playtimes.

Some members of staff are trained in First Aid and are always on duty at break times, lunchtimes and throughout the day.

If your child has medical needs, they may have a Health Care Plan drawn up by the School Health Nurse. This plan may include the specific needs of the child, administration of medication or medical techniques that may need to be known.

Annual Epi-Pen and Epilepsy training is provided for all staff. Please see our Policy on Medical Needs for further detail.

There are forms to complete in the office should you wish staff to administer medication to your child.

What specialist services or expertise can be accessed by the school?

All staff who work at the school have training and expertise in meeting the needs of pupils with Visual Impairments and Physical Disabilities.

Our school staff also has a wide experience of meeting the varying needs of pupils with a range of special educational needs.

We also have two Family Link Workers (Angela Knight and Sue Pope) who may liaise with you, your child and class teachers in order to support a child's social, emotional and wellbeing needs, which may be presenting at home or at school.

Should you require any further information or support in these areas then please contact the school office, SENCO, Intervention Manager or Resource Base Team.

The school may also call in support from the local authority's Educational Psychology Service and 0-25 Team.

Specialist services through the NHS and through the Access and Response Team may also be accessed in the form of a Single Assessment for Early Help (SAFeh) or a request for help in a particular field.



What training have staff supporting pupils with SEND had, or are they having?

Staff supporting pupils with SEN/D are given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.

All staff have annual training from the school nurse on medical needs, so that they are aware of emergency action to be taken for pupils who have conditions such as epilepsy or severe allergies.

All staff have training every two years on the safe positive handling of children, so that they are able to assist children with physical disability.

How will my child be included in activities outside of the classroom?

A number of clubs run after school. If your child needs individual support, school staff will aim to provide this (although this cannot be guaranteed). If your child uses Local Authority transport to get to and from school then attending after school clubs can be challenging, in these situations you may be required to collect your child from school without the aid of LA transport.

Some clubs are run by outside agencies/professionals. Therefore, it is advised that you talk to the club leader about your child's specific needs. Please ask at the office for details should you require any specific information.

There are curriculum trips for every class. These are carefully planned to ensure that every child can be included if it is appropriate to their needs.

Year 5 & 6 children may take part in residential visits. The venues for these are carefully researched to ensure that the accommodation and activities are suitable for everyone.

All pupils in the year group are invited and the activities are inclusive. If your child has any additional needs these will be discussed prior to the trip and a risk assessment or behaviour plan may be discussed. This again will be done on an individual needs basis.

How accessible is the school environment?

The school is built on one level with a fully accessible 'POD' at the side of the field. There are three accessible bathrooms, all with changing beds.

The school is designed to have a lot of natural light. Every classroom has window blinds.

All the corridors and classrooms are carpeted, in order to reduce the noise levels to meet the sensory needs of the pupils and walls are painted with contrasting colours to support pupils with Visual Impairments.

All doors have braille labels. Every classroom has a visual timetable to support all pupils and equipment in classrooms is labelled using both words and visuals.

The playground and school field are accessible for wheelchair users.

How will the school support my child in starting school and moving on?

The Reception Early Years Team (EYFS) aim to visit pre-school settings to meet with preschool settings and children in the Summer Term. There is a meeting for parents of all new Reception children in June and the children are invited into school on two afternoons during the summer term. This is part of our induction process for all new reception starts. Some children might need more support in starting school and may have additional induction settings or meetings with the school prior to them starting.



If your child has been identified as having SEN, the Reception Class Teacher and/or SENCO's will make links with your child's pre-school setting.

We will meet with you to discuss your child's needs and how we can support your child to settle into school.

When your child is due to move onto Secondary School, we will make links with the school so that we can share information and begin the transition process from primary to secondary school.

All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis.

Some pupils may benefit from additional visits to their secondary school and we will support and arrange this on an individualised basis and put in additional support such as individual visits to their secondary schools supported by Emersons staff.

How are the school's resources allocated and matched to pupils' SEN?

The school may receive additional funding from the Local Authority to support children who have an Education, Health and Care Plan (EHCP).

This funding is linked to the individual EHCP outcomes and may aid in providing additional staff, equipment or resources to support each child's individual needs.

The needs of other pupils with SEN are met from within the school's overall budget.

The school follows a graduated approach to supporting pupils based on their needs. (please refer to 'Emersons Green Primary School's Graduated Response')

How will I be involved in discussions about and planning for my child's education?

If your child has a special educational need you will be invited to meet with your child's class teacher and/or the SENCO at least three times a year.

Your child will have an IPM (individual provision map) which is a tool to aid in supporting your child's challenges. The IPM includes provision details and intended outcomes and is reviewed regularly to ensure that progress and provision in school is matching the pupil's needs.

If it is felt that the provision is not meeting needs the school and the family may wish to request an EHCP Needs Assessment form the local Authority. (please refer to 'Emersons Green Primary School's Graduated Response')

If your child has an Education, Health & Care Plan, there will be an Annual Review Meeting when everyone involved with your child will be invited to discuss their progress and plan for their education.

You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views through a variety of means to reflect their need.

Who can parents contact for further information?

Your first point of contact for any concerns is your child's Class Teacher. If you have a query about SEN provision for your child there are three different routes;

- child has EHCP and allocated a resource base – Mr Watson/Mrs Chambers,
- child has an EHCP but is not allocated to the resource base – Mrs Young,



- child is currently working at a school support level – Mrs Morson.

If you have a question or query about SEN procedures, please get in touch with Mrs Young as she is our SENCo and has strategic oversight.

How are children admitted to the Resource Base?

Decisions about Resource Base admissions are made by the Local Authority. The Resource Base is for pupils who have an Education, Health and Care Plan which identifies a Visual Impairment or Physical Disability as their primary need.

As part of EHCP Needs Assessment or Annual Review for an Education, Health and Care Plan you can express a parental preference for the primary school that you would like your child to attend.

Parents are very welcome to visit the school to see if you feel it could meet your child's needs.

What to do if I feel my child has a Medical Condition that may be impacting their learning?

Discuss with school but you can make an appointment with your GP who may refer you to the Paediatrician for further investigation.