



OUR SCHOOL

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

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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

Our pupils will develop a love of learning through a curriculum that places inclusivity & diversity at its core.

Our children have access to a varied range of high quality experiences from which to stimulate their creativity and curiosity for learning including from different countries, cultures and periods in history.

Our curriculum

- enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development, and it recognises, encourages and celebrates all types of talent.
- ensures pupils leave EGPS with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.
- has three curriculum principles that underpin all that we do and our whole school ethos: communication, accessibility, diversity. These run alongside personal development and cultural capital

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 SEND

Support and may be placed on our Special Educational Needs and/or Disabilities 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

UNDERSTANDING SEND

Areas of need:

There are four broad areas of special educational need.

- Communication and Interaction – Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This maybe because they have difficulty saying what they want to, understanding what is being said or they do not use or understand social rules of communication. Children with Asperger's syndrome and Autism may have particular difficulties with social interaction.
- Cognition and Learning – Some children may need support for learning difficulties because they learn at a slower pace than their peers, even with appropriate

differentiation. This could be a moderate learning difficulty (MLD), a severe learning difficulty (SLD) or profound and multiple learning difficulties (PMLD). Some children may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and Mental Health difficulties – Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example, becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders

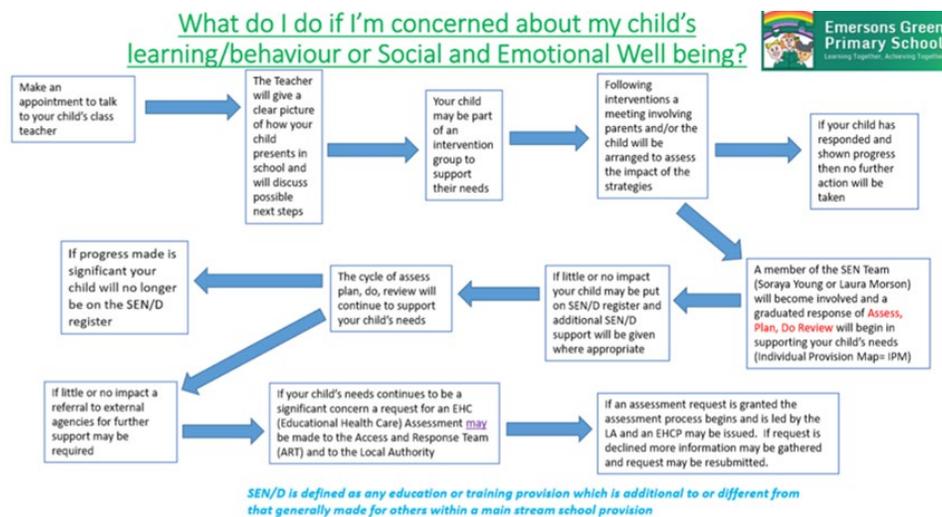
such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Sensory and/or Physical Needs – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and therefore modification is required. These may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Source: *Special educational needs and disability code of practice: 0 to 25 years. (DfE and DoH, 2015)*

The Process:

The chart below show possible routes through our schools approach to identification & support/provision for SEND however, just as each child is an individual so too is our cycle approach. The key to successful SEND provision is communication and collaboration between; family, school, professionals and most importantly the child.



The Graduated Response:

Throughout this document we refer to the graduated response, this is a tool by which we consider the varying levels of support/intervention provided within the school. Children move throughout the different phases/graduations of support throughout their journey with us, sometimes needing more and sometimes needing less. Our school website has a more detailed version of the triangle, this outlines possible actions or provisions at each phase.

FREQUENTLY ASKED QUESTIONS:

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, emotional and mental health. In addition to this, we formally assess 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. This will allow the school to offer additional support within the classroom and around school (Quality First Teaching).

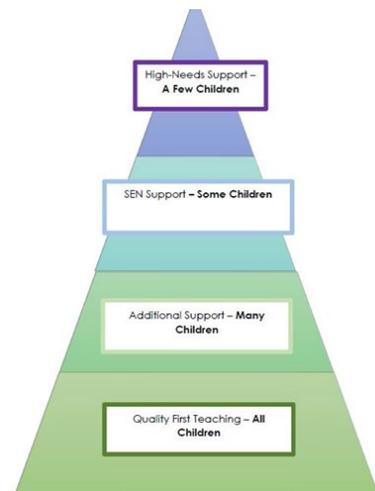
What should I do if I think my child has SEND?

In the first instance, you should arrange a time to talk to your child's class teacher about your concerns. They may carry

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

If your child has already been identified as having a Special Educational Need and/or Disability (SENS) before they join us, the SENDCO at their previous setting should contact the school and we will then liaise to support the transition between settings. We aim to ensure that the provision within our school meets the needs of your child and the move is as smooth as possible.

out some further observations or assessments, or may arrange for your child to have some support in a small group to



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

The school may also invite external agencies into school 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.

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 SENDCO/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 SEND, they will receive 'SEND School Support'. This

means there will be a plan for their support, drawn up by the class teacher in consultation with you and the SENDCO. 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/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/differentiated according to the needs of individuals or small groups of children.

How will I know how my child is doing?

If your child is receiving High Needs or SEND 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 SENDCO/Intervention Manager or 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 SENDCO/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 for my child's social, emotional and mental health?

At Emersons Green Primary School, a child's social, emotional and mental health

needs 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 in the first instance. They may then seek guidance from the SENDCo or Jo Chambers who is designated teacher for Social, Emotional and Mental Health.

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

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 a Family Link Worker (Angela Knight) who may liaise with you, your child and class teachers in order to support a child's social, emotional and mental health needs, which may be

If your child has medical needs, they may have a Health Care Plan drawn up by the School Health Nurse/SENDCo. 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.

presenting at home or at school.

Should you require any further information or support in these areas then please contact the class teacher, SENDCO, Intervention Manager or Resource Base Team.

The school may also call in support from the local authorities:

- Educational Psychology Service
- Sensory support team
- Educational welfare officer
- Behaviour support team
- Play therapists
- 0-25 Team.

A parent's experience:

"Our experience of the SEND provision at Emerson's Green Primary has been excellent. Our child is autistic and the school have gone out of their way to make the school environment accessible. We have been assisted in obtaining a diagnosis and the school have made adaptations and special provisions (including prior to the diagnosis) to ensure that our child has been able to access school to the fullest of their ability. The school have demonstrated that inclusivity is at the heart of everything they do and it shows throughout the whole team of staff as well as in the attitudes of the children. We really could not have asked for a better primary school for our child."

A child's experience:

"I have lots of people who help me in school, sometimes with learning and sometimes with my friends. If I am worried about things I can talk to teachers I trust, I spend time with Mrs White every week, we play games, paint pebbles, make pom poms and I can talk about things that are on my mind. Mrs White helps me work out how to sort out my problems or explains things so I don't worry too much when something is new."

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, 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 as well as key signage. 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 staff 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 visits/meetings with the school prior to them starting.

If your child has been identified as having SEND by the pre-school, the Reception Class Teacher and/or SENDCO's will make links and discuss provision. We will also 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 SEND are met from within the school's overall budget.

Our story:

When our daughter started at Emerson's Green Primary she did not have a diagnosis and, at that time, we were not aware that she had special education needs. As she progressed it became clear to us that she needed additional support, although as she was excellent at masking her problems at school this wasn't always apparent. However, we were lucky enough to have an excellent teacher in year 5 who recognised some of the very subtle signs that she was struggling and assisted us in providing evidence for her to be put on the waiting list for an assessment for autism.

Although we were without a diagnosis the school put in place various adaptations to make sure that our daughter could access school. Her main difficulties were around sensory issues, anxiety and being able to socialise with other children. This meant that making it through the school gates became increasingly difficult. The SEND provision at Emerson's Green Primary was excellent however. They put a number of things in place to help our daughter access school. She had, for example, friendship buddies, additional exercise to help with masked emotions, time with the SENCO when she arrived at school to help ease her into class, adaptations for her SATS, relaxation of school uniform to ease the sensory issues, and many other adaptations. In addition to all of this, and just as important, we really felt that the team genuinely cared about our daughter and wanted her to have the best experience at school. Our daughter experienced help and support from the SENCO, teachers, teaching assistants, the office team and the senior management team – it really was a whole school approach.

As we reached year 6 we were concerned to have a diagnosis in place, not for her time at primary school, but for the future transition to senior school and for our daughter's own identity and understanding of herself. The school's SENCO, Mrs Young, understood why a diagnosis at this stage was so important to us and liaised with the Paediatrician and the Educational Psychologist to arrange an assessment. Our daughter received her diagnosis of autism, which has been hugely significant in her understanding of herself as well as assisting her new senior school to understand her needs going forward. As a family we felt fully supported by the school throughout this process.

Transition to senior school has been an anxious time for us all. Our daughter had developed really strong bonds with the team at Emerson's, particularly with Mrs Young who has been excellent at gaining her trust, so starting those new relationships was a little scary. However, Mrs Young went out of her way to ensure this transition was as smooth as possible by liaising with the new school, accompanying our daughter on her first day at summer school and obtaining a place with a local mentoring scheme that gives her weekly support throughout the school holidays and through the first term of the new school. Knowing that this amount of time and effort was put into a child that is leaving the school just demonstrates to us how much the school genuinely care about our daughter and her future. We really couldn't have asked for anything more.

The SEND provision we have experienced at Emerson's Green Primary School has been excellent. We feel that our daughter and our whole family have been supported during our daughter's time at the school. Our experience, and witnessing the experience of other SEND families, has proved to us that inclusivity is at the heart of this school and it is a shining example of genuine inclusivity for SEND children.

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 and/or disability 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 supporting your child's challenges. The IPM includes provision details and intended outcomes. This is reviewed regularly to ensure

that progress and provision in school is matching needs.

If it is felt that 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, everyone involved with your child will be invited to discuss their progress and plan future needs/provision.

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 SEND provision for your child there are three different routes;

- child has EHCP and allocated a resource base placement – Mr Watson/Mrs Chambers,
- child has an EHCP – Mrs Young,
- child is currently working at a school support level – Mrs Morson.

If you have a question or query about SEND procedures, please get in touch with Mrs Young as she is our SENDCo 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?

You are welcome to discuss such needs with school but you

should also make an appointment with your GP who

may refer you to the Paediatrician for further investigation.

The school health nurse team may be able to offer support

and the SEND team in school can make a referral for support.

If your child is diagnosed with medical needs then the school, with the support of families

and/or medical teams may create a Health Care Plan to ensure clarity of need and support in school.

We aim to build positive relationships with parents. We are open and honest with parents and hope that you will feel comfortable enough to do the same with us.

We are here to help you and your child so please feel free to chat to a member of staff, call or email the school and we will do our utmost to support.