



SEN Information Report & Local Offer

November 2020

School Name: Emmer Green Primary School

Address: Grove Road, Emmer Green, Reading, RG4 8LN

Telephone: 0118 937 5464

Email: admin@emmergreen.reading.sch.uk

Website: www.emmergreenprimary.com

Ofsted Link: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109794>

Head Teacher: Mrs Tonia Crossman

SEN Governor: Sarah Phelps-Jones

Inclusion Leaders: Mrs Heather Bhagalee, Mrs Sarah Phelps-Jones & Mrs Clare Mayo

Contact: senco@emmergreen.reading.sch.uk

Dedicated SEN time: 9 days a week

Date of latest Accessibility Plan: October 2017

Date this report presented to/approved by Governing Body:

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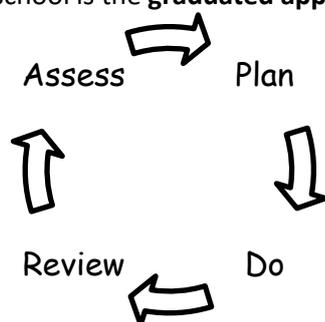
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Whole School Approach

If a learner is identified as having special educational needs (SEN), we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in the child’s SEN Support Plan, and in the school’s provision maps. These documents help us to regularly review and record what we offer every child or young person in our care and what we offer additionally. Annual discussion across the school as part of our

provision management process serves to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy July 2015)

Assess: All the information available from discussions between the class teacher, the parents/ carers and the child, assessment results and observations, plus input from any external practitioners working with the child or family, is taken into consideration when reviewing a child's progress and identifying whether they have a special educational need.

Plan: Barriers to learning are identified. Intended outcomes, annual objectives, short-term targets and details about what additional support will be provided (*provision*) are agreed between the class teacher, parents/ carers and child. Decisions are recorded within the child's SEN Support Plan, and form the basis for regular review meetings (held at least three times per year) between the class teacher, parents/ carers and child.

Do: The additional support, as agreed during the planning stage, is put in place. This may take the form of: catch-up interventions; the use of particular equipment, resources or strategies; support during particular lessons or at specific times of the day; personalised reward systems; modifications to the curriculum; and/or access arrangements for assessments. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. Intervention groups may be run by a teacher or a trained teaching assistant, or by an external practitioner where this is appropriate and has been agreed with parents/ carers.

Review: The child's progress is discussed at a review meeting involving the class teacher, parents/ carers and child (where appropriate). These are held at least 3 times per year, in order to evaluate the impact of the additional support that has been provided and then agree on new short-term targets to work towards and any changes to the provision that are needed.

Special Educational Needs at Emmer Green Primary

Children's special educational needs are generally categorised into the four broad areas of need and support detailed below (Reference: SEN Policy May 2018). Our current SEN profile shows that we have 6.7% of children receiving SEN support; 78% of these children have needs in more than one of the areas below.

1. Communication and interaction

- This includes children with delays in their speech and/ or language development, and children with an autistic spectrum condition.
- Provision may include: input from a speech and language therapist; delivery of a speech and/ or language programme; emotional literacy sessions or a social skills group; use of an individual visual

timetable or now/ next board; buddy systems; individual reward systems; support during break and/ or lunchtimes; and focused class activities during circle time or PSHE lessons.

- 41% of children currently receiving SEN support are identified as having SEN within the category of communication and interaction as their primary need.

2. Cognition and learning

- This includes children with specific learning difficulties (such as dyslexia, dyscalculia or dyspraxia), moderate learning difficulties, severe learning difficulties and Attention Deficit Hyperactivity Disorder (ADHD).
- Provision may include: individual or group booster sessions for reading, writing, spelling or maths; increased use of visual or practical resources; additional reading sessions; auditory memory activities; use of word mats and checklists; teaching assistant support during lessons; dyslexic-friendly books for reading at home; and maths or literacy interventions for specific year groups or needs (e.g. Nessy Learning Programme).
- 55% of children currently receiving SEN support are identified as having SEN within the category of cognition and learning as their primary need.

3. Social, emotional and mental health

- This includes children with anxiety, depression, attachment disorder and other social and emotional difficulties which can manifest themselves in withdrawn, disruptive or challenging behaviour.
- Provision may include: emotional literacy sessions or a social skills group; buddy systems; focused class activities during circle time or PSHE lessons; friendship rewards; individual reward systems; playground monitoring; support during break and/ or lunchtimes; input from CAMHS (Child and Adolescent Mental Health Service); input from the Behaviour Support Service; pastoral support from our Emotional Literacy Support Assistant; and thought boxes/ worry boxes.
- 0% of children currently receiving SEN support are identified as having SEN within the category of social, emotional and mental health as their primary need.

4. Sensory and/or physical needs

- This includes children with physical disabilities, sensory impairment (such as a visual impairment or hearing impairment) and sensory processing difficulties.
- Provision may include: input from a specialist teacher (e.g. Qualified Teacher of the Deaf); input from an occupational therapist or physiotherapist; delivery of an occupational therapy or physiotherapy programme; use of a weighted blanket, sloping desk, pencil grip, wobble cushion or sensory toys; increased use of visual or practical resources; use of adapted equipment; massage and sensory sessions; fine or gross motor skills activities; and interventions to support perceptual/ fine motor skills (e.g. Write from the Start) or handwriting (e.g. Handwriting Rescue, Speed Up!).
- 3.7% of children currently receiving SEN support are identified as having SEN within the category of sensory and/or physical needs as their primary need.

We have internal processes for monitoring quality of provision and assessment of need. These include a review by the Inclusion Leader of all SEN Support Plans, and class teacher and team leader review of all provision as part of the provision management process.

Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

- SEN Support review meetings involving the class teacher, parents and (where appropriate) the pupil. An initial meeting is held in September followed by three reviews during the year.

- Pupils receiving SEN Support are asked for their views about their progress and what they would like support with, and these are recorded within their SEN Support Plan.
- Parents' evenings are open to parents of all children and are held twice per year; parents are asked to sign up to see their child's class teacher but can also see the Inclusion Leaders if they wish.
- Parents can meet with the class teacher, Inclusion Leader, Emotional Literacy Support Assistant or head teacher on request.
- Parents of pupils participating in emotional literacy sessions or social skills groups are given weekly feedback and the opportunity to comment when each programme is completed.
- All pupils have a reading record book in which parents are encouraged to write comments and questions for the teacher.
- Home-school communication books are used for some pupils receiving SEN support, where there is a need for daily communication between the parents and the class teacher or learning support assistant.
- An annual parent questionnaire is sent out to all parents, and the results shared with parents and staff.
- All pupils in Foundation have a learning journey to document their progress throughout the year; this is shared with parents several times during the year and they are asked to contribute with evidence of progress they have seen at home.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
HB	Emotional literacy/ social skills/ mental health issues	Specialist
RM	Emotional literacy/ social skills	Enhanced
DB, AM	Using Makaton	Enhanced
HB	Numbers Count (development of early maths skills) & Reading Recovery	Specialist
YR, KM, PB	Success @ Arithmetic/ 1 st Class @ Number	Specialist
DB, JG, JB, JH, MP, JB, PB, JE, LW, JO, YD, HT, EH, RM, JW, JT, EM, YR, JO	Occupational Therapy Training, Advice and Support (OTTAS) – days 1 and 2	Enhanced
JW, EF, JO	Working with a child with a hearing impairment	Enhanced
RM	Understanding Sensory Difficulties/ Dyspraxia/ ADHD/ Understanding Asperger Syndrome	Enhanced
JT, EH, MP, EM, EC	Working with children with moderate to severe learning difficulties or ASD	Enhanced
RM	Massage therapy and sensory processing	Specialist
DB	Attention Bucket	Enhanced
EM	Intensive Interaction	Enhanced

SEN-specific training for staff is arranged as appropriate. Over the next year, we will be putting additional training into raising awareness about, and supporting, children with specific learning difficulties, speech, language and communication needs and sensory processing difficulties. We work in partnership with external agencies, such as Speech and Language Therapy and Occupational Therapy, to identify and deliver training relevant to the needs in our school.

Staff deployment

Considerable thought, planning and preparation go into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Each Foundation class has a full-time teaching assistant working alongside the teacher and a second teaching assistant for the majority of the week. There is a teaching assistant in each class from years one to six in the mornings. Part of their time is spent providing small group support during maths and English lessons and additional support such as extra reading sessions or a speech and language programme. A small number of children have paired or individual support from a learning support assistant during some or all lessons and playtimes, depending on need.

Classes in years one to six have allocated time from a teaching assistant during some afternoons each week for small group booster sessions. The Inclusion Leaders plan and oversee support for children with specific learning difficulties in Key Stage 2.

Our Emotional Literacy Support Assistant (ELSA) provides small group support for social skills and other aspects of emotional literacy, such as anger management, anxiety and self-esteem.

Finance

Our notional SEN Budget for the financial year 2020-21 is £161,626. This allocated amount of funding will be spent on the provision detailed above (including the employment of teachers, teaching assistants and learning support assistants to deliver support and interventions, and the purchasing of resources and equipment), and also on buying in specialist support such as educational psychologist time.

We work with the following external partners:

- Child and Adolescent Mental Health Service (CAMHS)
- Children's Action Team (CAT), including Primary Mental Health Workers (PMHS) and Family Workers (FW)
- Cranbury College Outreach Service (CCOS) – sometimes called Behaviour Support
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- School Nurse
- Speech and Language Therapist
- Teacher of the Deaf (Sensory Consortium Service)
- Play Rangers at Reading Play

Information about these services, and contact details, can be obtained from the Reading Services Guide (<http://servicesguide.reading.gov.uk>) or via the school's Inclusion Leaders. Information on Occupational Therapy, Physiotherapy, Speech and Language Therapy and CAMHS can be found here: <https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/>

Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

Admissions

We follow the Local Authority's admissions arrangements for all pupils, including those with special educational needs and/or disabilities.

School Partnerships and Transitions

We are part of the North Reading Schools Partnership, which involves regular collaboration and training focused on inclusion.

This year, we worked with our feeder partners to welcome 0 children with special educational needs. We supported 4 children with special educational needs or disabilities to transition to the next phase or stage of their education.

Our approach involved:

- Due to COVID restrictions, phoning staff at the nursery/ secondary school to discuss individual children's needs.
- Attending annual review meetings on Microsoft teams, where relevant.
- Arranging additional transition visits.
- Arranging extra transition meetings with the SENCO at the secondary school.

Complaints

We follow Reading LA's complaints procedure. A copy of the complaints policy can be obtained from the school office and is also published on our website.

This year we have had no complaints.

Challenges this year

Challenges for our school have included:

- The logistical and financial impact of training staff;
- The logistical and financial impact of supporting young children with high needs;
- Managing the specific needs of children including those who are not toilet trained, those who are aggressive towards others and those who run away.
- Managing the specific needs of pupils who are non-verbal with high sensory seeking behaviours;
- Managing the needs of children whilst waiting for a specialist placement to be agreed.
- Adapting home learning during school closure for high needs and vulnerable children.

We intend to address this through:

- Revised therapeutic plans and further input from the Behaviour Support Team;
- Development of aspects of the curriculum to be more inclusive and relevant for pupils with SEN;
- Staff training on particular areas such as Attention Autism, Intensive Interaction, PECS workshops and specific learning difficulties.

Special arrangements in relation to COVID-19.

From September, the government announced plans for all children to return to school on a full time basis. Following the guidelines provided by the government, which can be found here (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>), Emmer Green Primary will be providing the following:

- Children will be taught in 'pods' linked to their key stage, for example:
 - Reception, Year 1 and Year 2
 - Year 3 and Year 4
 - Year 5 and Year 6

Each pod will have set teachers and teaching assistants assigned to it.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in the Special Educational Needs at Emmer Green Primary section above.
- Interventions will take place within pods. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Therapeutic Plans should they need one.
- SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via Microsoft Teams or Telephone call.
- EHCP annual reviews or meetings will be held via Microsoft Teams
- Outside agencies will begin providing interventions within school or online via Zoom/Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Emmer Green Primary will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Regular contact with children via Microsoft Teams or a Telephone call, to ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEN support plans.
- Class teachers will use remote education resources, such as Oak National Academy, where applicable. This will complement the other education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and the email facility allows for private conversations to be had between staff and parents. The Inclusion Team can be reached at: senco@emmergreen.reading.sch.uk

In addition, the school has an emotional support email for those parents and children who would like advice. Emotionalsupport@emmergreen.reading.sch.uk

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary following the usual graduated response process detailed above.

Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as

the Inclusion Team where relevant. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- refining our process for the identification of pupils with SEN;
- enhancing provision for pupils with SEN;
- managing the provision for the growing need of speech and language difficulties;
- further developing peer support between all staff in the teaching of those children with specific needs.

Relevant school policies underpinning this SEN Information Report include:

- Teaching and Learning Policy
- Inclusion Policy, which encompasses:
 - Special Educational Needs (SEN) Policy
 - English as an Additional Language (EAL) Policy
 - Vulnerable Pupils Policy
 - Children in Care Policy
 - Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Frequently asked questions

What should I do if I think my child may have special educational needs (SEN)?

Speak to your child's class teacher about your concerns. They will discuss your concerns with the Inclusion Leaders, and may suggest you meet with the Inclusion Leaders too. They may also ask you to complete screening questionnaires, make some notes about your concerns or try different strategies at home. The Inclusion Leaders may observe your child in class or carry out screening assessments to gather more information about your child's strengths and weaknesses and to identify any areas they may need support.

How does the school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/ carers, external agencies, teachers, the pupil's previous school/ nursery or the pupil themselves.
- Screening assessments, completed when a concern is raised, indicate gaps in knowledge and/ or skills.
- Whole school tracking of attainment outcomes indicates the pupil is not making progress at the expected rate or is working significantly below the level of their peers.
- Observation of the pupil indicates that they have additional needs.

How will the school support my child? How will the curriculum/ teaching strategies be adapted to my child's needs?

Differentiation and reasonable adjustments, such as special equipment or adaptations to tasks, are used in every classroom. School staff may seek advice from external professionals, e.g. a speech and language therapist, if appropriate. Academic support may be through adaptation of activities, in-class support or

intervention programmes (booster groups). Other needs, such as speech and language, emotional, physical or medical needs, may be supported through adaptation of activities, in-class support, intervention programmes (e.g. social skills groups) or implementation of therapist-set programmes.

How is the decision made about what type and how much support my child will receive?

Children's progress from entry through to year 6 is tracked using a variety of methods, including termly assessments. Pupil Progress meetings are used to decide on the best provision, in consultation with parents and other practitioners. Support is regularly reviewed and interventions are delivered according to need.

How will I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy, in addition to two parents evenings per year and a written report to parents at the end of the year. If appropriate, we can arrange regular contact between home and school. We offer curriculum information evenings for parents, to help families understand what learning is expected and how they can best support their child, and we send curriculum plans home. Your child's teacher can offer advice on how to support learning at home.

What support will there be for my child's overall wellbeing and to help them develop their independence?

Parents' first point of contact is their child's class teacher, who has overall responsibility for the pastoral care of every child in their class. Our teachers work alongside other practitioners, such as Health or Social Care, where appropriate. We have an ELSA (Emotional Literacy Support Assistant) who can provide additional individual or small-group support for children's emotional or social needs, under the direction of the Inclusion Leaders. Pupil voice is encouraged through the school council and other forums. Children in years 5 and 6 are offered extra responsibilities, such as being a buddy for a child in Foundation, or being a library assistant.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities; additional support or equipment is used where needed to achieve this. We ensure we have sufficient staff expertise so that no child with SEND is excluded from any school provided activity. Parents are consulted in planning for trips or outside activities, where there are concerns about safety or access.

How accessible is the school environment?

We value and respect diversity in our school and every reasonable adjustment possible is made to ensure the needs of children, parents and staff are met. The majority of classrooms are on one level, and the modular buildings have access via ramps. Classes can be moved from the upstairs part of the school, to enable access for children with mobility difficulties. We have a disabled parking spot within our staff car park, for parent use. Our Accessibility Plan describes the actions we have taken to increase access to the environment, the curriculum and to printed information and is available to read on our school website.

How will the school prepare and support my child when joining or transferring to a new school?

- Parents are invited to attend a tour of the school before applying for a place for their child.
- The inclusion leaders or head teacher will meet with parents to discuss their child's SEN, if requested.
- Transition booklets (photo stories) are offered to all new starters in Foundation, and to older children where appropriate.
- Foundation staff offer a home visit to all new parents before their child's start date; for children with SEN they also visit the child in their current setting.
- Parents of children starting in Foundation are offered an information evening, with the opportunity to meet and talk to the head teacher, inclusion leaders and Foundation staff.
- All children are invited to visit their new class before their start date; children with SEN may be offered additional visits.

- Extra transition arrangements can be made for children in year 6, to prepare them for the move to secondary school.
- The inclusion leaders can arrange for parents of children in year 6 to meet staff at the receiving secondary school, if requested.
- All relevant paperwork is passed on to a child's new school when they leave, and their needs are discussed with the receiving school's SENCO, where appropriate.

How are parents involved in the school? How can I be involved?

We have an active PTFA (Parent, Teacher and Friends Association) which runs events for parents and pupils in addition to fundraising activities. Parents of children with additional needs are invited to join our SEN Parent Support Group. Parent voice is encouraged through surveys, and through feedback at events such as curriculum evenings. Our governing body includes parent governors.

What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?

We have a variety of leaflets and information displayed in our entrance hall. Our inclusion leaders will support families to access services, including through the Local Offer (also known as Reading Services Guide: <http://servicesguide.reading.gov.uk>). Information about specific services is passed on to parents as appropriate.