

ELM GROVE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report 2025



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Introduction:

Elm Grove Primary School is committed to providing a high-quality education for every one of our children.

We believe all children, including those children identified as having 'special educational needs and disabilities' (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their very best and become confident individuals, preparing them for adult life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach will engender a sense of community and belonging in a supportive environment.

The class teacher is responsible as the lead teacher for the learning of every child or young person, including those with special educational needs and disabilities (SEND), supported by the Special Educational Needs and Disabilities Coordinator (SENDCo) & Senior Leadership Team (SLT) and support staff. In addition to this SEND information report, the SEND policy can be found at: <https://www.elmgrove.brighton-hove.sch.uk/information/policies/>

This policy details the approach to managing special education needs and disabilities according to the SEND Code of Practice (2015).

Special Educational Needs and Disabilities (SEND)

At Elm Grove we will:

- ✓ Work within the guidance provided in the **SEND Code of Practice 2015** and to use our best endeavours to make sure that a child with SEND gets the support they need.
- ✓ Ensure a child's potential areas of difficulty are identified and addressed at the earliest opportunity. Lessons should be planned to address identified areas of difficulty and to remove barriers to pupil achievement.
- ✓ Operate a 'whole pupil, whole school' approach to the management and provision of support for SEND where we identify and assess the special educational needs of pupils within our school as early as possible and use our best endeavours to make sure a child gets the appropriate support matched to their needs.

- ✓ Provide a SENDCo - who will work within the SEND policy.
- ✓ Do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.
- ✓ Ensure we focus on inclusive practice and endeavor to remove barriers to learning for children with SEND through appropriate differentiation of the curriculum, use of adult support when needed, use of any SEND resources and adaptations (such as Stability Cushions, iPads, Talking Tins, Theraputty), utilising the expertise of external professionals to provide further guidance and recommendations in order for children to be thoroughly supported in order to access and engage with the wider school curriculum.
- ✓ Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as our approach, as part of whole school improvement.
- ✓ Identify any patterns in the identification of SEND, using a range of assessment tools, monitoring and tracking data. This information will be used to inform provision.
- ✓ Ensure all relevant national guidelines are implemented effectively across the school.
- ✓ Ensure equality of opportunity for children with SEND and to eliminate prejudice and discrimination which is to do with their needs.
- ✓ Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

For pupils:

- ✓ Ensure the views, wishes and feelings of the child are discussed and considered when making decisions and to involve them in the planning and decision-making process. This can be done in a 'child-centred' meeting whereby the child is given the opportunity to express their views/opinions on what is going well and where they may need additional support.
- ✓ Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and foster good relations between disabled and non-disabled children.
- ✓ Ensure every child fosters a strong sense of self-belief and the 'I can' and 'have a go' attitude to all they undertake in school.

- ✓ Ensure every child is encouraged to play an active part in their education and learning. Through developing skills and strategies of self-assessment and becoming adept at recognising both their strengths and what areas of learning they need to improve upon, will help them to further develop levels of resilience and enable them to tackle greater challenges and experience further achievements throughout the school career here at Elm Grove and beyond.
- ✓ Enable children to move on from us with core functioning skills in English, Maths and Social independence to meet the demands of secondary school life and beyond.

For parents & carers:

- ✓ Work in partnership with parents / carers when setting targets for their children. This will include daily, termly and long-term targets and future outcomes as well as following advice from other support services to help with things in school and at home.
- ✓ Ensure parents are provided with the information and support necessary through forums and workshops from other services and agencies to ensure there are regular opportunities for information sharing, signposting to other services and support networks.

For staff:

- ✓ Provide support and advice for all staff working with pupils with SEND.
- ✓ Teachers will set high expectations for every pupil, whatever their prior attainment.
- ✓ Teachers will use appropriate assessment to set aspirational targets which are deliberately ambitious.
- ✓ Ensure that pupils with SEND are valued and perceived positively by all members of the school community and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
- ✓ Ensure that we can meet the needs of as wide a range as possible of children.
- ✓ Provide a range of training and learning discussion groups for all staff to enable them to support and positively engage with all pupils including those with SEND.

Identifying and Assessing SEND

The four broad categories of need, as outlined in the **SEND code of practice 2015** are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or physical needs**

While the four broad areas identify aspects of primary areas of need for children and young people, at Elm Grove School we identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. We also appreciate that there may be other factors (other than a SEND) which may have a direct impact on a child or young person not making expected progress, including:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Socio-economic background
- Being a Looked After Child/Previously in Care child
- Being a child of serviceman/woman

We also recognise that children can have a number of special educational needs that span across more than one main category of need and that for each need, a different approach or strategy may be required.

Identification of SEND

'A pupil has SEN 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'

Special Educational Needs and Disability code of practice 0 – 25: January 2015

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's monitoring system uses information from the following:

- Baseline assessment on entry to school in Reception

- Progress measured against national criteria (and/or other assessment criteria where appropriate)
- Progress towards targets
- Standardised screening and assessment tools
- Observations of emotional and social development (and the impact of this on a child's behaviour for learning)
- An existing Education and Health Care Plan (EHCP)
- Assessments by a specialist service such as Educational Psychology (EP/ Ed Psych) identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Consultation with locality SENDCO group
- Strengths and Difficulties Questionnaires (SDQ)
- Boxall Profiling
- YARC assessment
- Speech and Language Progression Tool
- Termly SEND/ Pupil Progress Review meetings
- Reports from services commissioned by Elm Grove School

Private Reports, Commissions and Tutors

(Please also refer to Section 15 of the SEND policy regarding the use of private advisors in-school)

At Elm Grove, we understand that being assessed and seen by state-run public services and specialists can often lead to varying waiting times for pupils. Due to this and other reasons, some parents/carers may choose to commission assessments through private organisations. Implementing recommendations through reports produced by these private organisations will be at the discretion of the school. We will endeavour to organise any support that is suggested within the current resources that are at our disposal. Elm Grove School may seek further guidance and clarification from the Local Authority in regards to matters relating to the use of private organisations and reports. We do recommend ensuring that any assessments/ consultations commissioned privately are done through appropriately regulated establishments that follow the WHO and NICE guidelines when providing any diagnoses.

We also understand that some parents/carers may employ a private tutor to help support and aid their children's learning out of school. We are keen to work in partnership but due to time restraints and ensuring our teachers have a protected workload where they can fully focus on the quality of their teaching and support that is put in place whilst at school - separate meetings, phone calls and communication between themselves and the tutor/parents/carers will not be possible to facilitate. Strategies that are used in a classroom environment to support learning often differ due to what is being taught and the nature of learning as part of a class cohort. If

there is a specific strategy or anything to note for a child that could help improve the child's learning at school, we'd love to hear about it and help integrate this as best as possible into their schooling experience so do pass any relevant information to the child's class teacher.

Information provided by the specialist services and professionals we commission (as per LA guidance), will help to identify pupils making less than expected progress given their age and individual circumstances and can be characterised by progress which:

- Is not in line with year group expectations.
- Has not matched or improved upon the child's previous rate of progress.
- Has not closed the attainment gap between the child and their peers.
- Widens the attainment gap.
- Indicates wider developmental and social or emotional needs.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. Children who are making expected levels of progress but who have Social, Emotional or Mental Health needs may also be identified as having additional needs.

Please be advised that if the school is unable to accommodate a request for a visit by a private practitioner or consultant, their decision in this matter is final. This applies both to in-school observations and to any 1:1 sessions with the pupil. The school is under no obligation to facilitate visits by non-Local Authority-commissioned services.

Managing pupils' needs on the SEND register

Where appropriate, children who are entered on the SEND register will have their progress more closely monitored via termly SEND meetings with the SENDCo and teacher, on a whole-class provision map or on their own Learning Plan (IEP) set up by the school.

If your child has a Learning Plan, targets are recorded as far as possible in a collaborative way with class teachers, external specialists/ advisers, the child and their parents/carers. Targets are stepping-stones to the future wider outcomes for each individual child. A review of the Learning Plan will be sent home at the end of each term with the targets reviewed and next steps for the following term added by the class teacher. There will also be a 'Parent/ Carer' review sheet sent home that you can complete and return to share your views/ opinions as well as your child's. Learning Plans may change during the school term if new information comes to light, interventions change, further advice from professionals is added, paperwork from external organisations is received (such as paediatrician letters) and thus the Learning Plans should be seen as a 'working document'. The process of reviewing targets for the child is ongoing. Information from assessment data helps to inform what progress the child has made against age related expectations and their targets can be set in line with any significant areas that need

supporting. It is also important to note that not all children on the SEND register have a Learning Plan.

Starting a Learning Plan

If your child is starting with their first Learning Plan, these will be issued at the start of each new term. (For example, if it is agreed that your child will have a Learning Plan put in place during the Spring Term, it will be issued at the start of the Summer Term as their first plan).

Due to the collaborative nature of Learning Plans, there may be a short delay of up to 4–5 weeks before they are shared with parents or carers. During this time, support and interventions will already be in place for your child, even if you have not yet received a copy of the plan. It is essential that SEND needs are carefully identified, planned for, implemented, and documented within these plans, and this process forms a key part of the teacher's responsibilities alongside their day-to-day classroom duties — which can sometimes contribute to slight delays.

Please feel free to email the teacher with any questions or concerns during this period, and we appreciate your understanding and patience as we work to provide the best possible support for your child.

Whole-Class Provision Map

A whole class provision map is drawn up by the SENDCo/ Inclusion Team and the class teacher. This allows the SENDCo and school staff to track interventions for the wider class (it is not available to be sent home and is used as a tool for school staff only.) The whole-class provision map outlines:

- A description of the intervention needed
- The member of staff who will be delivering the intervention
- The frequency of the provision – usually 10 - 12 weeks
- And the children who have or need to access it

The SENDCo liaises with the class teachers and allocates the delivery of intervention sessions to appropriate staff which could include Teaching Assistants, Inclusion Mentors or external specialists such as the school counsellor or Literacy Support Specialist (LSS). Teachers liaise with these staff to timetable these interventions and ensure that this dedicated time is protected, and the intervention takes place regularly. Support staff delivering interventions keep records of the sessions so that the SENDCo and class teacher can monitor the impact of interventions. Support staff delivering interventions complete relevant pre and post assessments for each group to track progress and monitor the children in the intervention.

Working in partnership with Parents / Carers:

Elm Grove actively seeks to work with parents/ carers and values the contributions they make. Parents and carers hold key information and have a critical role to play in their children's education. They have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with special educational needs are treated as partners and the school will keep parents/ carers fully informed of any SEND their child may have. It is essential that home and school work in partnership to identify and remediate needs.

Partnerships with parents and carers play a key role in promoting a culture of cooperation between parents/ carers and school. This is important in enabling children and young people with SEND to achieve their potential. To facilitate this process, we encourage parents/ carers to:

- Communicate regularly with their child's school (especially their class teacher) and alert them to any concerns they have about their child's learning or provision
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Have the opportunity to make their views known about how their child is educated, including being encouraged to attend Parents' Evenings (twice-yearly) where their child's progress is discussed with their teacher(s).
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Share their views when reviewed learning plans are sent home in order to ensure that future learning plans incorporate the views from home as well. This helps to ensure that the Assess, Plan, Do and Review process is collaborative.
- Attend Annual Reviews where their child has an EHCP.

Parent consultations take place twice a year and this allows class teachers and parents/ carers to discuss their child's progress and attainment. It is also an opportunity for parents to discuss any queries they may have relating to their child's SEND including current provision and interventions in place. Additional meetings can be arranged with your child's class teacher by contacting the school office on 01273 708004 or emailing on: admin@elmgrove.brighton-hove.sch.uk

If your child has a Learning Plan in place, a 'Review Sheet' will be sent home at the end of each school term. This gives a further opportunity for pupils and their parents or carers to feed back on their learning and progress over the last term. Reviews should be returned via email or to the school office marked 'FAO:S ENDCo'. This feedback helps us to shape future targets and provision for your child.

Staff are only permitted to report on observations of a child based on what they directly witness within the school environment. Any feedback provided to external therapists, agencies, or parents must be limited to factual, first-hand observations made during the course of normal teaching and supervision. Staff must not speculate, offer personal opinions or comment on matters outside their professional role or knowledge, in order to safeguard both the child and their own professional integrity.

We recognise that some children may mask their emotions, difficulties or behaviours while in school, presenting very differently from how they may behave at home. We understand that this can be distressing and challenging for parents, who may feel that the concerns they experience are not always immediately evident or acknowledged in the school setting. While we are committed to working proactively to identify and alleviate any factors that may cause anxiety or worry for a child and will make adjustments where possible, it is important to acknowledge that some children may continue to mask despite these efforts. In all cases, staff can only report on behaviours and needs as they are directly observed within the school environment, ensuring that

feedback remains accurate, factual and reflective of the child's presentation during the school day.

Observations and feedback on referrals and any SEND paperwork regarding a child's presentation in school are provided by the staff who work most directly with the child, typically the class teacher. While the SENDCo coordinates the collection of information, the primary source of observational and review data requested by external professionals is the class teacher or whomever works closely with that child daily, ensuring accuracy and consistency based on daily interactions.

Consulting children to be a partner in their learning

Pupils are at the centre of their learning and progress and we actively seek to include them in decisions based around their learning, progress and attainment. We achieve this by:

- Child-centred meetings
- Verbal discussions
- Regular check-ins with key adults
- Tick-box questionnaires
- Scaling (1-10)
- Pictures (such as a blob tree)
- Physical Gestures (thumbs up/down)
- Personalised signals such as coloured card to indicate something in class.
- Gathering the pupil's views at the end of term for those who have a Learning Plan
- Gathering pupil views at an Annual Review for a child with an EHCP
- Producing 1 page profiles with a child with complex needs
- School council meetings
- Producing 'Just Right' profiles with the child to help identify triggers and strategies to support emotional regulation.

Supporting children to transition between phases

As children move through school, they will transition between year groups and then key phases.

Key phase transitions in the primary years are:

- Reception to Year 1
- Year 2 to Year 3
- Year 6 to Year 7

Some children with SEND will find these transitions unsettling and, in some cases, upsetting. We want to support successful transitions and there are processes in place to ensure that transitions are successful and allow children to be successful when they move classes. Some of the things we do to achieve this include:

- Additional visits to the new classroom/area of the school

- 1:1 meetings with the new Class teacher/ TA
- Pictures sent home of the new class and staff to familiarize with these areas at home too.
- Social stories to explain changes and transitions in a visual way – lots of children with social communication difficulties find these very effective.

Teaching and Learning

All Teachers have responsibility for:

- Teaching the range of pupils within their class effectively ensuring their individual needs are met across the whole curriculum including those with Special Educational Needs.
- Identifying children who may need additional support based on assessment data, previous strategies and quality first teaching.
- Meeting with parents and carers to discuss any new or ongoing SEND concerns.
- Communicating when a child has been placed on the SEND register and the reasons regarding this.
- Completion of appropriate SEND documentation which expresses concern(s) to the SENDCo.
- Completion of appropriate SEND paperwork as directed by SENDCo including additional information for referrals to services, reviews of learning plans and whole-class provision maps.
- Monitoring children's ongoing progress and attainment.
- Arranging any special arrangements to meet children's needs such as additional interventions.
- Keeping parents/carers informed of children's progress and attainment and any concerns and action to be taken/ taken already.
- Working alongside parents/carers to support and guide their child to achieve their full potential.
- Informing colleagues and those concerned with the child of any information imparted by parents/carers.
- Implementing individual program(s) as devised by themselves, SENDCo or an outside agency.
- Informing and directing support staff to implement any programs/interventions and the intended outcome of these.

All teachers hold Qualified Teacher Status and have completed the relevant training needed to teach in a school. Staff also receive regular training specific to teaching children with SEND to ensure that their knowledge and skills remain up to date and therefore provide the best education and support they can for the children in their classes. Additional training that staff have received in the last 3 years includes:

- Implementing 'Just Right' strategies to support children in the classroom
- Demand Avoidance Training
- Sensory Circuits
- Executive Functioning difficulties and support

- Foeatal Alcohol Spectrum Disorder
- Overview of Autism and how to support this in the classroom
- Supporting children with Down Syndrome in the classroom
- Supporting children with SEND in the classroom
- Y6 – 7 transition for children with Autism

A graduated approach to SEND support

Where a pupil is identified as having SEND (and therefore listed on the SEND register), action will be taken to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach** - which entails an **Assess, Plan, Do, Review cycle**. Each cycle lasts approximately one school term. This allows pre and post assessments of any interventions and provision to take place as well as giving an appropriate amount of time for additional interventions to have the desired effect and support the child.

Assess:

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. Detail outlining the child's difficulties and their strengths will be placed on the SEN Register/Vulnerable Pupil Register. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The SENDCo may undertake some additional assessments which could include a classroom observation(s) to further inform the assessment. Parents/Carers will be informed as to the outcome of any formal assessments undertaken. External services from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo will contact them, if advice is needed and consent sought with the parent/ carer. Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents/carers will be informed by the class teacher or the SENDCo.

Plan:

The teacher and the SENDCo will agree in consultation with any external professionals, the parent(s)/ carers, and where possible, the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a whole-class provision map, or in some cases, a Learning Plan provided by the school or outside agency. Whole class provision maps and Learning Plans are shared with appropriate members of staff who are working with the child. Parents/carers are able to

discuss interventions and provision including their child's progress with the class teacher in the first instance. If your child has a Learning Plan, parents/ carers are able to request a copy at any time by emailing the SENDCo but they will receive a copy at the end of each term detailing the progress of their child against specified targets and a review of these targets from the class teacher. This will help to support their child at home as well as give an opportunity to share comments to help shape their child's learning, progress, intervention and overall provision for the following term.

Every term the whole-class provision map is updated by the SENDCo, teachers and Inclusion Mentors to ensure that all children requiring additional intervention are supported appropriately. If parents and carers would like to discuss interventions, please make an appointment with the class teacher. Parent consultation evenings are also held twice a year allowing a chance to discuss any queries parents and carers may have.

Appropriate support and intervention will be selected to meet the outcomes identified for the pupil and will be provided by staff with sufficient skills, knowledge and training.

Do:

The class teacher will remain responsible for meeting the SEND needs of the child. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. The BHISS support services such as the ASC Team, SEMH Team and Literacy Support Service (LSS) will also work closely with any support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching to assist with transfer of skills. Learners are encouraged to actively use skills and strategies from interventions across the curriculum. The school support services will support the class teacher in further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support. As part of the planning process it will be made clear whether the intervention is additional to, or instead of, their class provision. Teachers are responsible for appropriately differentiating the curriculum to allow children with SEND to access the curriculum at a level that is appropriate for them. Class teachers are also responsible for organizing any interventions throughout the school week. An example of differentiating the curriculum and school day for a child with communication and interaction difficulties could include using a first/next visual prompt board to structure the tasks throughout the day for the child, use of a stability cushion to allow for 'active' sitting and to develop proprioception understanding, additional sensory breaks to help the child process information and manage any sensory/ environmental demands they may experience. Another example of how teacher's may differentiate the school curriculum and day to meet the needs of a child with cognitive and learning difficulties could be the use of the teaching assistant to scaffold the child's understanding, simplified work tasks to complete, physical resources to manipulate and use in class, the use of an iPad or Laptop to assist the child with longer written tasks. These are just 2 examples of some of the ways that teacher's may differentiate the school curriculum and wider school day to meet the needs of children with SEND.

Review:

Reviewing progress and Learning Plans is the teacher's responsibility. Reviews take place generally at the end of each school term in readiness for the following term and any updated targets and support that need to be organised beforehand.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. Teacher's will review the agreed targets and provide comments (written and/or verbal) on the outcome of those set targets. This will feed back into the analysis of the pupil's needs. The SENDCo will monitor the review given from the teacher and then they will collaborate together with parent/carers and any other key professionals to revise support considering the pupil's progress and development, which may include a further cycle of Assess, Plan, Do and Review. For some children, the intervention will have removed the barrier to learning previously identified, and they will no longer need to remain on the school's SEND register. For other children, further advice, support or assessment from other professionals may be needed.

Learning Plans (also commonly known as IEPs)

A Learning Plan serves as a comprehensive tool to document and evidence a child's full range of needs over a period of time against individual targets. It allows us to investigate which strategies are most effective in supporting the child and to monitor closely their SEND requirements, including any emerging or heightened behaviours. By tracking responses to interventions and reviewing progress consistently, the Learning Plan ensures that the support provided remains appropriate and tailored to the child's evolving needs. This ongoing process allows us to make informed decisions, adapt strategies as necessary, and ensure that the child continues to receive the best possible support throughout their learning journey. It also helps to collate multiagency reports and guidance into one pupil-specific document.

Learning plans identify key targets and interventions and provision for selected pupils that:

- Have an EHCP
- Are on an EHCP pathway and need formal documentation of the graduated approach. The Local Authority currently requires at least 3 cycles of this before accepting a request to assess.
- Have a neurodevelopmental diagnosis or cognitive need of some kind (for example, Autism Spectrum Condition or Dyslexia) **and** may need increased additional provision to ensure full integration with the learning environment and curriculum access (not in line with BHISS reasonable adjustment recommendations or quality first teaching strategies).
- High-profile social, emotional and mental health needs (often behaviour needs) requiring additional provision to ensure full integration with the learning environment and curriculum access (not in line with BHISS reasonable adjustment recommendations or quality first teaching strategies).
- And other individual cases identified by the SENDCo, teachers or Inclusion Team with an increasing profile at school requiring multiple professional involvement.

A copy of the Learning Plan is emailed home after it has been reviewed at the end of each school term (paper copies can be requested). A 'Parent/ Carer Review' sheet will also be sent home to return back to the school allowing the opportunity for parents to share their views and comments on their child's learning and progress. This is part of our commitment to work in partnership with parents and carers in order to achieve the best outcomes for all children at school.

If a child has demonstrated significantly more than expected progress and there are no ongoing concerns regarding their integration or the delivery of education, a Learning Plan may be discontinued following its review. Similarly, if a child shows steady and sustained progress towards their targets for a minimum of two terms, the Learning Plan may also be concluded. All reviews are conducted by the class teacher or staff responsible for delivering the interventions, as they possess the most comprehensive understanding and evidence of the child's progress throughout the term. In reviewing Learning Plan targets, teachers consider a wide range of factors, all of which are rooted in careful observation and a thorough understanding of the child's needs, attainment, progress and personal qualities. If a Learning Plan is discontinued, class teachers will continue to provide termly progress updates to the SENDCo; however, a new Learning Plan will not be issued or sent home.

School request for an Education, Health and Care Plan (EHCP)

If a child has not made the expected progress, despite high-quality first teaching and a period of effective support and structured interventions implemented through the graduated approach (with a minimum of 3 cycles of a Learning Plan in place) and in consultation with their parents or carers, the school may consider requesting that the Local Authority carry out an assessment of the child's education, health, and care needs. This assessment helps determine whether it is appropriate to submit a request for an Education, Health and Care Plan (EHCP) for the child.

An EHCP should be issued when the special educational provision needed to meet a child's needs cannot be reasonably provided from within the resources normally available to the school. The process of planning, delivering, monitoring, and reviewing support for a child with SEND will continue as normal while awaiting the outcome of the EHCP process.

It is important to be aware that EHCPs are subject to rigorous criteria set by the Local Authority, and applications are considered by a panel of LA professionals. EHCPs are designed to provide additional support for children with the most significant and complex needs in school and they are not easily secured.

Education, Health and Care Plan (EHCP)

A child who has an Education, Health and Care plan will continue to follow the four-part cycle as all children do with SEND support in place.

There will be an Annual Review (AR) meeting where all relevant stakeholders (pupils, parents/carers, class teacher, external agencies, Local Authority Case Workers) are invited to attend. This meeting is usually chaired by the SENDCo (unless the child is on a dual-placement) to review the appropriateness of the support and provision listed on the EHCP and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP, placement or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan (EHCP) have a legal right to request a personal budget, should they wish to do so. This allows parents or carers to directly commission the support outlined in their child's plan. If parents choose to pursue this option, the school will work closely with them to help make sure their child receives the most appropriate and effective support.

It is important to be aware that if a personal budget is requested, these funds are drawn from the child's funding allocation, which may affect the resources that remain available for the school to provide support during the school day.

(Please note that if an EHCP is issued part way through a school term, your child's Learning Plan will be updated the following term with the new EHCP targets that have been finalised.)

Interventions offered at Elm Grove

We provide a range of intervention programs to support all four broad areas of need, as defined in the Code of Practice. Brighton and Hove Local Authority has also produced a Local Offer which is available on the Brighton and Hove Council website at: <https://www.brighton-hove.gov.uk/easy-read-information-people-learning-disability/support-disabled-children-and-young-people>.

Here is a range of interventions that are currently offered in school:

- School Start - sound
- Talkboost
- Jump Ahead
- Phonics (from the Sounds Write Program)
- Spelling (from the Sounds and Syllables Program)
- Talkabout Intervention
- Better Reading Partners
- Speech and Language individual provision
- Physiotherapy/ Occupational therapy individual provision
- Bespoke timetables
- Inclusion Mentor support
- Busy Hands Fine Motor Intervention
- Social Skills support
- Sensory Circuits
- Lego Team Build
- Same-day Maths Intervention
- Soundcheck
- Phonics Again
- Active Listening Intervention
- Busy Hands Fine Motor Intervention
- Memory Magic
- Wordshark
- Nesy
- Number Sense

- Handwriting
- Enhanced Transition Y6 – Y7 in the summer term.
- Specialist Literacy Support teacher (LSS)
- MHST Worker
- BHISS SEMH specialist worker
- Educational Psychologist
- Speech and Language Therapist
- BHISS ASC specialist teacher
- Inclusion Mentor in-class support
- Inclusion Mentor 1:1 sessions

* Please note - not every year group has access/ is able to provide the above interventions. This list covers what the whole school offers across the board. For example, LSS does not see children on their caseload until Year 3.

Role and responsibilities of key SEND staff

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including children with SEND. The Headteacher and SEND Governor keep the Governing body fully informed and work closely with the SENDCo.

SENDCo

The SENDCo works closely with teachers, support staff and external professionals and has responsibility for the day-to-day operation of the SEND policy and for coordinating provision in-school for pupils with special educational needs and disabilities.

This involves:

- Collation of SEND materials
- Overseeing the records of all children with SEND
- Giving support to staff in the use of SEND materials
- Reporting to the Governing Body
- Working closely with the Headteacher, class teachers and support staff in prioritising children's needs
- Keeping staff informed of new developments
- Working alongside the class teachers to provide appropriate individual programs for children
- Ensuring that all individual programs are followed
- Supporting staff to communicate and work with parents and carers; providing strategies and recommendations as appropriate to help to support their children
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Reviewing children's targets on a termly basis and monitoring pupils' progress towards their targets

- Tracking the progress of all children termly to ensure that every child makes good progress throughout the year, identifying those children who are not and implementing support programs to aid their learning;
- Providing training opportunities for staff and core professional development to staff as and when needed in school;
- Attending Local Authority SENDCo forums and any training required.
- Completing statutory paperwork for the Local Authority as part of the EHCP process.
- Completing transition documentation for Year 6 pupils in preparation for secondary school.

Inclusion Mentors

Inclusion Mentors are based in The Nest and/or Canopy. They work with children across the school as well as grow and nurture relationships with parents/ carers and their families. Some of the responsibilities that Inclusion Mentors have include:

- Monitoring attendance
- Advising and supporting staff with individual children and strategies to support them
- Relational mentoring sessions
- Running interventions across the school
- Liaising with therapists working with certain children
- Checking in with home via phone/email
- Signposting families to further support such as a Foodbank, Wellbeing Service, Triple P courses
- Gathering resources in school
- Meet and greet with identified children in the morning
- Check-ins with children throughout the day
- Organising coffee mornings
- Attending meetings with external professionals

Governors

The Governing body has appointed a SEND Governor, who evaluates the success of the education for pupils with SEND and who use their best endeavors in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND. The governors will take account of the SEND Code of Practice 2015 when carrying out their duties and will ensure that the school produces and publishes online its school SEND information report and SEND policy. The governors will also ensure that the school has arrangements in place to support children with medical conditions.

Evaluating our attainment for SEND pupils

Every year, we analyse the data we hold on attainment and progress at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying trends of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so and feeds into whole school development and improvement.

Termly pupil progress meetings are held which focuses on the progress of all children, with particular focus on English and Maths, including using data to inform future provision and learning. In addition to these meetings, termly SEND meetings take place between class teachers and the SENDCo in order to review all children on the SEND register, their progress, current interventions taking place, attainment, updating the whole-class provision map as well as identify any other children who may need some additional monitoring. Identifying this as early as possible, allows us to adapt provision to ensure that we meet the needs of the learners.

The SENDCo will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision of school support (K), EHCPs (E) as well as any pupils for whom an Education, Health and Care needs assessment has been requested. She will also report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEND Governor to discuss inclusion and current SEND concerns. The SEND Governor leads governor monitoring of the SEND policy.

Whole school monitoring by the Senior Leadership Team will include sampling of work, planning scrutiny, pupil conferencing and lesson observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff group and used to build upon successful practice and become priorities for whole school development.

We also undertake a yearly sociogram analysis of key relationships between peers in class so we can monitor social integration and development as well as identify pupils who may need further support with their social relationships.

Access

The school has a disabled toilet which can be used by pupils, staff and visitors. Due to the nature of the building, some parts of the building are not accessible to individuals with mobility difficulties. We can move classrooms to provide alternative teaching and meeting space when necessary. If there is a need for this, please let us know and we will be able to make suitable arrangements. There are ramps in the school grounds which allow access to the school hall and the restaurant.

School support services

Where a pupil continues to make less than expected progress or presents with ongoing barriers to their learning and school success, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will refer into other services and agencies for advice and support. The SENDCo liaises with specialists mainly from Brighton & Hove Inclusion Support services (BHISS) in areas of Educational Psychology, Language, Autistic Spectrum Condition Service, Social Emotional and Mental Health and the Literacy Support Service (LSS). Other outside agencies include the school Nurse, Wellbeing Service, NHS Speech and Language Therapy, the School Counsellor, Children's Diagnostic Services such as Seaside View and CAMHs as well as Social Care. We are a 'full buy-back' school which means we buy fully into the BHISS inclusion service allowing us to access a vast range of professionals and training.

Where a pupil continues to make limited or no progress over time—typically after at least three cycles of the graduated approach—or is working significantly below age-related expectations despite receiving evidence-based SEND support, the school will seek further input from external specialists. Parental or carer consent will always be obtained before any referral to an external agency is made. Referrals will be managed by the SENDCo, with supporting information provided by the staff member who knows the pupil best (usually the class teacher). Please note that referrals may be subject to waiting times set by the external service. Additionally, the school may require up to six weeks to collect all relevant information needed for the referral. Once external specialists are involved, any advice, outcomes, or recommendations will be shared with both the parents/carers and the relevant school staff, following the same process used for all SEND support.

In line with the SEND Code of Practice (2015), the SENDCo and class teacher will work in partnership with external specialists and the pupil's parents/carers to plan appropriate support. Where needed, a meeting may be convened to jointly consider evidence-based interventions, effective teaching strategies, and suitable resources or equipment that will support the pupil's progress. Outcomes to be achieved through this support will be clearly agreed and a review date set, ensuring alignment with the *Assess, Plan, Do, Review* cycle. The effectiveness of the support will be evaluated at the agreed review point, and adjustments will be made as necessary to better meet the pupil's needs.

A formal meeting may not always be required if the school already holds sufficient information and guidance to implement support effectively. However, the views and contributions of parents/carers are always welcomed and encouraged. Feedback can be provided at any time through meetings, telephone calls, or written communication (e.g. via email).

Please note that we do not oversee, influence or have the authority to alter the waiting lists or operational protocols of external services. While we will make appropriate referrals and provide guidance where necessary, we have no role in determining how these organisations deliver their services. This applies to services such as BHISS, the Wellbeing Service, CAMHS, and the Seaside View Child Development Centre.

Health, Emotional and Social Development

At Elm Grove we are a secure-base attachment aware school and have The Nest facility. The Nest is run by Inclusion Mentors and overseen by the SENDCo and Headteacher. This space provides a safe-space for all pupils in school but meets the needs of children on the SEND register by providing:

- A safe space
- Mentoring sessions
- A place to regulate emotions and behaviour
- Explore wider curriculum activities such as cooking as part of relational sessions with a mentor
- A team of trusted adults

- Group interventions
- Co-regulation of emotions and behavioural expectations.
- Toast Club

We understand that persistent negative behavior is often a form of communication and typically a sign that we need to look more closely at a child's underlying needs. If a child's behavior is of concern, the class teacher or a member of the Inclusion Team will share their concerns with parents/ carers inviting them to help support a positive outcome for their child at school. We may also use the expertise of the BHISS team of professionals to observe the child in school and use their recommendations to support them furthermore. Please also see our behavior policy, which can be found at: <https://www.elmgrove.brighton-hove.sch.uk/information/policies/>

If further advice and support is needed, we work alongside families and the Social, Emotional and Mental Health team from BHISS. We may also consult with our Primary Mental Health Worker.

Other ways that we support children emotionally and socially at school include:

- Playtimes are staffed by adults that know the children and their needs
- Inclusion Mentors are often present outside during play times to help model and support children if they need.
- Worry Box
- School Council who are pupils selected from each class that take wider school concerns to the head teacher to resolve ensuring a clear pupil voice.
- The Nest is open during playtimes and lunchtimes for children to seek support and a safe space if needed.

Our attachment lead in school is Sam Barfoot, who is based in The Nest and is one of the Inclusion Mentors. Sam has completed her attachment-aware training and works closely with the families with children who were Previously in Care (PiC), looked-after and/or in care, under Special Guardianship or now adopted. We understand the importance of developing a positive relationship with the child's guardians and family by a member of the Inclusion Team. This is often done by maintaining weekly/ daily communication with home, regular PEP (Personal Education Plan) meetings, access to The Nest as a safe space, weekly Inclusion mentor sessions as well as running termly parent/guardian events (such as a coffee morning) to bring the wider community together.

The Designated Safeguarding Lead (DSLs) is Sam Barfoot (Senior Inclusion Mentor) and James Waring (Deputy Headteacher) is the Deputy Safeguarding Lead.

If any member of staff has any concerns regarding the welfare of any child in school then this will be reported to either the Designated Safeguarding Lead or the Deputy Safeguarding Lead who may contact Front Door for Families for further advice and support. The parent/ carer will be kept informed of any referral and communication.

If parents/ carers would like further support then we recommend contacting Amaze. Amaze is a local charity that gives information, advice and support to families of children and young people

with special educational needs and disabilities (SEND) in Brighton & Hove and Sussex. We also support young people with SEND up to 25. The website for Amaze is: <https://amazesussex.org.uk/> and their phone number is: 01273 772289.

Concerns and Complaints

Please see the 'Communication Flowchart' for a more comprehensive understanding on how to raise a concern regarding your child. This gives you a step-by-step guide to do this effectively.

If you feel you would like to raise a formal complaint, please see the below guide to doing so:

1. If a parent or carer has a concern about the provision their child is receiving or the early identification of a special educational need - they should (in the first instance), discuss it with the child's class teacher first. Please follow the **communication flowchart** guidelines to doing so.

2. If you still have concerns after meeting/ speaking with your child's class teacher and a period of monitoring for improvements and changes, please contact the SENDCo (Carla Kemp) by calling the school office on 01273 708004 or emailing on: carlakemp@elmgrove.brighton-hove.sch.uk

3. If the issue still cannot be resolved, the parent can raise their concern with the Head Teacher.

4. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office and the school website.

Links for Parents and Carers

The Inclusion Team is made up of:

- Mr Massey – Head Teacher
- Mrs Kemp – SENDCo
- Mrs Sam Barfoot – Senior Mental Health Lead and Inclusion Mentor
- Mrs Sadie Mockford – Inclusion Teaching Assistant

The Inclusion Team can be contacted by emailing: inclusionteam@elmgrove.brighton-hove.sch.uk

The SENDCO can be most easily by email at carlakemp@elmgrove.brighton-hove.sch.uk, alternatively please do call the main school office on 01273 708004.

The school's Local Offer of SEND provision can be viewed at <https://www.brighton-hove.gov.uk/easy-read-information-people-learning-disability/support-disabled-children-and-young-people..>

Additional information about Inclusion at Elm Grove can also be found on our website: <https://www.elmgrove.brighton-hove.sch.uk/inclusion-at-elm-grove/>