

Who should I contact to discuss any concerns about my child?

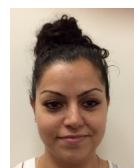
If you have any concerns about your child you should **speak directly to your child's class teacher first**. Depending on the outcomes of these discussions you may be directed to have a follow up meeting with the SENCO and/or the Year Group Leader.

Class Teacher She/He is responsible for providing high quality personalised teaching and learning that responds to the needs of all pupils, monitoring the progress of your child, identifying targets and organising provision to support your child in meeting those targets, completing SEN Support Plans to track progress, meeting with parents to discuss progress.

Special Educational Needs Coordinator (SENCO) and Assistant Head Teacher - Mrs Kriesler



Responsible for co-ordinating and monitoring provision for pupils with SEND and developing the school's SEND policy. She also provides support for staff to ensure they are meeting the needs of all pupils and liaising with outside agencies to access specialist support.



Acting Headteacher & Safeguarding Lead - Mrs Devecioglu

Responsible for the daily management of all aspects of the school including provision made for pupils with SEND.

Responsible for liaising with the SENCO, outside agencies and parents and carers regarding support for vulnerable pupils.



Curious Creative Compassionate

Elmwood Junior School

Meeting the needs of
pupils with Special
Educational Needs and
Disabilities Report
2023-2024

All Croydon schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life. We ensure the necessary provision is made for all pupils including any pupil with SEND (Special Educational Needs and Disabilities). In doing so we will fulfil the statutory duties and best practice guidelines set out in the Special Educational Needs and Disability Code of Practice: 0 - 25 Years (2014).

We care for them as much as you do

At Elmwood Junior School we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and appropriate expected outcomes, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. The school is proud to currently hold the Basic Skills Agency Quality Mark for teaching and learning in English and mathematics and the Inclusion Quality Mark.

What do we mean by special educational needs or disability?

As described in the Special Educational Needs and Disability Code of Practice: 0 - 25 Years (2014) 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SENCO can explain this process to you and show you how to find out more information. The SEND Information, Advice and Support Service (SENDIASS) can support parents and carers through this process, offering legally based, impartial and confidential information and advice.

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to provide support for pupils with SEND.

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help staff meet the needs of your child by reviewing, evaluating and developing provision for pupils who have the most complex needs.

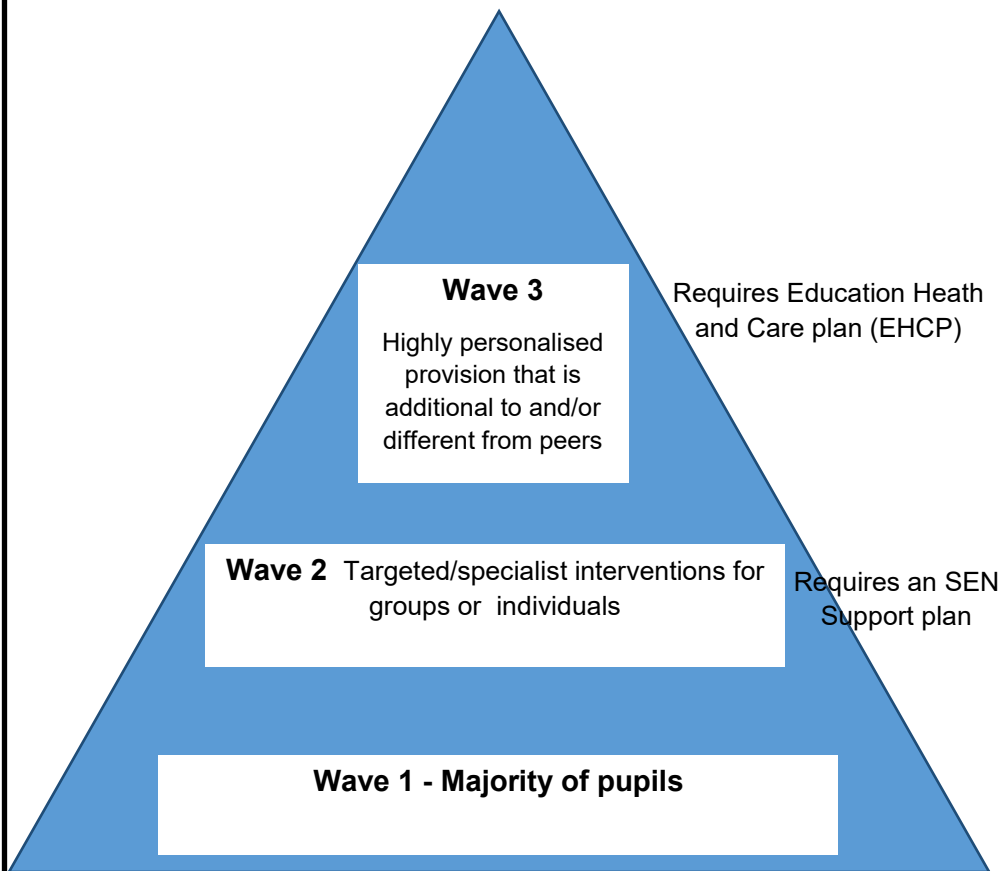
We have staff with specialised expertise, qualifications and training including:

- | | |
|---|--------------------------|
| - Emotional Literacy Support Assistant (ELSA) | - Catch Up Maths |
| - Croydon Drop In Counselling/Therapy | - National SENCO Award |
| - Commissioned Speech and Language Therapist | - Restorative Approaches |

Removal from the SEN Register

If your child makes good progress and achieves the outcomes set, they may no longer require additional SEN support. If this is the case, you will be consulted first before your child's name is removed from the SEN register. Your child's progress will continue to be monitored regularly as part of the termly tracking for all pupils.

The needs of most children will be met through inclusive high quality teaching, with a curriculum that is adapted to meet the needs of individuals by the class teacher. Some children will require support that is 'additional to' or 'different from' their peers and may be at a targeted 'Wave 2' level or highly personalised 'Wave 3' level depending upon their need.



What if my child is not making progress?

If, despite an increased level of support, it is evident that the severity and complexity of your child's needs requires provision beyond that which can be offered by our own resources, an Education Health Care Plan may be requested, with your consent and input.

Learning together  *Achieving together*  *Bringing out the best in everyone*

Categories of SEN

In the SEND Code of Practice (2014), SEND and provision falls under four broad categories: communication and interaction, cognition and learning, social mental and emotional health and sensory and/or physical.

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

At Elmwood Junior School, children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following: liaison with previous school setting, concerns raised by parent/carer, child performing significantly below age-related expectations or equivalent, concerns raised by teachers, liaison with external agencies (such as speech and language therapist or educational psychologist, only with your permission) and use of assessment tools (such as Dyslexia Screener).

How do I raise concerns if I need to?

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Coordinator: Jenny Kriesler). Appointments can be made via email at jkriesler@elmwood-jun.croydon.sch.uk or over the phone through the school's main phone number : 02086844007.

What support will be offered to help my child?

The school offers many different forms of support. Primarily this will include quality first teaching aimed at meeting the needs of all pupils and in addition to this: in-class or out-of-class support, flexible groupings (including small group work), access to specific resources, mentoring, play therapy, speech and language therapy, emotional literacy and access to a wide range of outside agencies. Additional provision is organised by the class teacher and year group leader and is overseen by the SENCo. The nature and level of the additional provision is matched to and depends upon the needs of the child. The impact of SEN provision is reviewed on an on-going basis and is a 4 stage process: Assess, Plan, Do, Review.

What support from outside agencies does the school use to help my child?

The school works with a number of external agencies to seek to ensure that the needs of all children are fully understood and met. These include:

Agency	What do they offer?
Educational Psychology Service (Attached Educational Psychologist Clare Morgado)	The Educational Psychology Service offers individual assessment of children's needs and feedback to parents and carers. They also offer staff training, advice on intervention to promote inclusion, guidance about supporting access to the curriculum and offer support when making referrals to other services and requests for statutory assessment.
CAMHS (Child and Adolescent Mental Health Services)	CAMHS provides a comprehensive multidisciplinary service offering assessment and treatment for children with mental health or neurodevelopmental needs (such as ADHD, ASD), advice, training and consultation.
Speech and Language Therapy (NHS linked therapist Carmel Johnson and commissioned therapist Natasha Perera)	Speech and Language Therapy Services work with a large number of schools to deliver assessment and therapy to children with a wide range of speech, language and communication needs. Support may be offered at a universal level for all children, targeted group level or specialist individual level depending upon need.
Occupational Therapy (OT)	Occupational Therapy offer advice, assessment and therapy to children with physical, motor skills and/or sensory needs.
Outreach support from schools with specialist provision	Schools with specialist provision offer advice and support from specialist teachers relating to issues such as cognition and learning, speech and language and autism.

How will the school help my child when they join or leave the Junior School?



How will the school help my child move to a new class/school?

Children and young people can become particularly anxious about 'moving on' or joining a new school so we seek to support successful transition:

When moving to the Junior School:

The SENCOs from both the Infant and Junior schools will meet to share information about special arrangements and support that your child has been receiving. Where appropriate your child may make prior visits to the Junior school to become more familiar with the surroundings and staff.

When moving to another school:

We will contact the school SENCO and share information about special arrangements and support to help your child achieve. We will ensure that all records are passed on as soon as possible.

When moving between year groups:

A meeting will take place to share information with the new class teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school:

Our SENCO and Year 6 group leader will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful provision currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become more familiar with the new setting and to reduce any anxiety.

How will I know how well my child is doing?

You are welcome to make an appointment with the class teacher or SENCO at any time throughout the year to discuss how your child is doing. Depending on the Covid-19 situation, this may need to be over the phone. We can offer advice on how to support your child at home. Your child may have an SEN Support Plan that will include individual expected outcomes and provision which will be discussed with you each term and you will be given a copy. We will seek your and your child's views when the plan is reviewed and a new one is created. If your child has complex SEND they may have an EHCP (Education Health and Care Plan), in which case a formal meeting will take place to discuss your child's progress and the plan will be reviewed at least annually.

What arrangements are made to enable my child to participate in the full school curriculum and extra-curricular activities?

As a fully inclusive school we expect all of our pupils to participate in every aspect of school life and access all of the curriculum. To ensure this, all necessary provisions will be put in place to support every pupil's individual needs. We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life. Depending on the specific needs of your child a more personalised access plan or medical plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

What access arrangements are available for tests and examinations?

For some pupils special arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. The class teacher or SENCO will talk to you if it is felt that your child would benefit from these arrangements.

The full range of local support available to support both your child within and outside of school can be found in the **Croydon Local Offer** for pupils with SEN: <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Where can I seek support and guidance?

Organisation and website	What do they offer?
SEND Information, Advice and Support Service (KIDS—SENDIASS) www.kids.org.uk/croydon-sendiass	SENDIASS is a statutory service which aims to provide free, confidential, impartial advice, guidance and support to parents of children with SEND.
PiPs (Parents In Partnership) www.pipcroydon.com/	PiPs is an organisation run by parents which promote the effective partnership between school and home and offers practical guidance and advice to parents of children with SEND.
Family Lives www.familylives.org.uk Helpline: 08088002222	Family Lives offer a range of support for families through their 24 hour helpline, email support, online chat, face-to-face support groups and workshops.

Accessibility Plan

The school's Accessibility Plan outlines how Elmwood Junior School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. It will contain relevant actions to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, facilities and services
- Improve the availability of accessible information to disabled pupils.

The Accessibility Plan is available on the school's website.

How can I find out about how well my child is doing?

4. The impact of any additional support, detailed in the SEN Support Plan, will be reviewed termly and you will be invited to be part of this review.

In some cases, it may be necessary to increase or change the level of support to help your child make progress. This may involve using in-school assessments or seeking further assessments and advice from specialist agencies such as the Educational Psychology Service or Speech and Language Service. Referrals to such services will only be made with your consent.

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

Identify needs & assess

1. If there are concerns that your child is not making progress the class teacher/ SENCO will discuss these with you. or you can raise concerns with the class teacher/ SENCO. Following discussions, further assessments may take place.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional assessment and support.

Review

Your child

Do

Plan

How will the school plan to meet these needs?

2. Targets and actions to help your child progress and remove barriers to learning will be identified and recorded by the school in a SEN Support Plan. This will take into account your child's strengths as well as areas of difficulty. Through discussions with parents and carers it will also identify ways in which you can help your child at home. The SEN Support Plan will form the basis of regular formal and informal reviews. Your child's views about their learning and progress will be sought to contribute to the plan.

How will teaching be adapted to meet the needs of my child?

3. Our teachers are skilled in adapting their teaching to meet the diverse range of individual needs in each class through Quality First Teaching. This means that teachers provide differentiated activities to support access to the curriculum, ensuring that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunity for both ability and mixed setting to maximize learning opportunities for all. Additional adults are used flexibly to support groups and individuals with their learning and development, often with input from outside agencies such as Speech and Language Therapists, if appropriate.

Details of the additional support offered to your child will be included in their SEN Support Plan which will be reviewed each term.