



Ellistown Primary School SEND Information Report

For pupils with Special Educational Need and Disability (SEND)

At Ellistown Primary School we strive to support all children to enable them to achieve at school. There is a shared expectation that all pupils including those with special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

| Intervention |
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| Access to learning and the curriculum |
| Strategies/programmes to support speech and language <ul style="list-style-type: none"> • Speech and language therapist advice followed by teaching staff • Access to experienced speech and language teaching assistants • Specific differentiation or modification of resources eg; use of symbols • Guided speech and language group work delivered by support staff following speech therapy advice • Speech therapist when EHC Plan specifically stipulates number of hours • Use of wave 3 intervention for small groups such as 'Talkboost' |
| Strategies to support/develop literacy inc. reading <ul style="list-style-type: none"> • Adapted tasks and resources • Focused, small group guided sessions including reading • Small group intervention programmes, for example focussing on comprehension or phonics • Access to Wave 3 interventions such as 'Fischer Family Trust Wave 3 Literacy', 'Nessy', 'Acceleread/Accelwrite' for targeted individuals who meet the criteria • Booster classes where appropriate in Year 6 • One to one sessions with the Special Educational Needs teacher • Opportunities for alternate ways of recording, other than writing such as 'Clicker 6', 'Talk-Tins', dictophones. • Access to a 'Reader Pen'. |
| Strategies to support/develop numeracy <ul style="list-style-type: none"> • Small group/individual support for example with additional practice for number bonds or tables • Flexible working groups within the classroom • Use of small visual apparatus to support kinaesthetic learners |



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| <ul style="list-style-type: none"> • Use of Wave 2 intervention materials for small groups • Use of Wave 3 intervention materials on a one to one basis such as 'Plus 1' and 'The Power of 2' |
| <p>Access to learning support staff</p> <ul style="list-style-type: none"> • In core subjects • In practical subjects • For group work • Homework clubs |
| <p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Some small group/individual withdrawals depending on need • Personalised activities as appropriate • Access to resources to aid learning such as small apparatus to help with counting in maths and 100 squares • We have a range of ICT equipment including ipads, laptops, cameras and recording equipment to support children in recording their work in different ways across the school environment • Access to Clicker 6 - talking text software to support literacy skills |
| <p>Strategies to support/develop independent learning</p> <ul style="list-style-type: none"> • Visual timetables for class/individual need • Our Working Walls have examples of teacher models to support independent learning • Homework club • Vocabulary displayed in classrooms • Word mats • Personalised activities • Scaffolded writing plans |

| Pastoral Support |
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| <p>Strategies to support the development of students' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • Small group programmes such as Talkboost • Elsa sessions • The Boxhall Profile • Lunchtime clubs such as Homework Club, Book Club • Access to Student Welfare Officer • Social skills groups • Lego Therapy • Quiet room available lunch/break time |
| <p>Mentoring Activities</p> <ul style="list-style-type: none"> • Nurture chats by Welfare Officer and Learning Support Staff • In class strategies such as talking partners are used |



- 'Buddy Corner' in the playground at lunchtime
- Peer Mentors

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support and visits to support the transfer to secondary school
- Elsa sessions
- Access to the Welfare Officer
- Regular contact and liaison with parents as necessary
- Open door policy
- 'Buddy Corner' at lunchtime
- Peer mentors
- Sensory room
- Sensory garden
- Clubs such as Gardening club, yoga, mindfulness

Strategies to support/modify behaviour

- All children are encouraged to follow 'The Ellistown Way'.
- Positive behaviour strategies (in line with the behaviour policy)
- The Boxall Profile
- Individualised 'Positive Behaviour plan'

Support/supervision at unstructured times of the day including personal care

- Break time – safe haven
- Lunch time – safe haven
- Trained staff supervising during break periods
- Reminding children to visit the toilet frequently
- Buddies play with younger children at playtimes
- Lunch time clubs
- Structured activities during lunch time play

Planning and Assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all
- Teachers also plan additional provision for small groups (Wave 2) and (Wave 3) to support learning needs
- Teachers assess pupils daily to see how they are accessing their learning. For pupils with SEND they apply the criteria for access arrangements for pupils taking externally marked or moderated tests
- SEND children will have a Pupil Profile which is annotated regularly by the class teacher



Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- All parents receive a full school report each year. If parents require a separate copy (for example with separated parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Sharing Learning sessions or open afternoons
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters
- For pupils with Pupil Profiles the SENDCO will contact parents termly to review progress and discuss new targets
- For pupils working with outside agencies parents will be invited into school to meet with these outside professionals to understand the nature of work taking place.

Access to medical care

- Care plans for pupils with medical needs
- Trained staff in basic first aid, care for pupils with epilepsy and anaphylaxis (epipens)

The following link will direct you to the Leicestershire County Council's Local Offer. This site brings together information with regards to a wide range of services and support available for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND).

http://www.leics.gov.uk/local_offer

For Complaints relating to SEND, please see our complaints procedure on the Ellistown Primary School Website.

September 2024