

**Elmstead Wood Primary School**

**Meeting the needs of pupils with Special Educational Needs and  
Disabilities (SEND) Special Educational Needs Information Report**

**Reviewed – June 2021**

**Reviewed – March 2022**

**Reviewed – March 2023**

**Reviewed - March 2024**

**Reviewed - June 2025**

**Reviewed - October 2025**

Elmstead Wood Primary School is an inclusive school and can offer the following range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health needs or sensory or physical needs. The range of support offered will always be designed to promote pupils working towards becoming independent and resilient learners.

Our SEND Information Report has been co-produced with key stakeholders, including pupils, parents/carers, staff and governors via focus groups and surveys.

### **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Information and Guidance:**

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning.

They are responsible for:

- o Having the highest possible expectations for your child and all pupils in their class.
- o Planning for, delivering and evaluating high quality teaching which is adapted to respond to strengths and needs of all pupils.
- o Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child.
- o Putting in place specific strategies to enable your child to access all areas of school life.
- o Checking on the progress of your child and identifying and planning for any additional support.
  - o Contributing to devising class and individual provision maps to focus on the next steps required for your child to improve learning.
- o Applying the school's SEND policy.

If you have concerns about your child, you should speak to your child's class teacher. You may then be directed to the SENCO.

They are responsible for

- o Coordinating provision for children with SEND and developing the school's SEND policy
- o Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support offered to their child and how their child is doing
  - Consulted about planning successful movement (transition) to a new class or school
- o Liaising with a range of agencies outside of school who can offer advice and support to

SENCO Samatha Carnegie

Contact Number:

020 8857 1504

[admin@elmsteadwoodprimary.co.uk](mailto:admin@elmsteadwoodprimary.co.uk)

	<p>help pupils overcome any difficulties</p>
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<p>Head teacher Mrs C Lewis <a href="mailto:admin@elmsteadwoodprimary.co.uk">admin@elmsteadwoodprimary.co.uk</a></p> <p>SEND Trustee - Brian James</p>	<p>o Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</p> <p>She is responsible for:</p> <p>o The day to day management of all aspects of the school, including the provision made for pupils with SEND</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> <li>● Making sure the school has an up to date SEND policy.</li> <li>● Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>
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<p><b>Assessment, Planning and Review</b></p> <p>How can I find out about how well my child is doing?</p>
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All children's progress is tracked termly in pupil progress review meetings and is carefully monitored by teachers, SENDCo, subject leaders and Head Teacher. This progress is discussed with parents at least termly in scheduled parent's meetings and at other times if appropriate.

Teacher's planning is

regularly reviewed by subject leaders and members of the senior management team to ensure that all children are making expected progress.

Regular parent's meetings are held for all parents.

As part of ongoing monitoring by class teachers, SENDCo, subject leaders and the Head Teacher, pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities are identified. Parents will be consulted and their opinions sought and valued. They will then be involved at all stages in the identification, assessment and review process of their child's possible SEND.

After discussions with key staff and parents, additional support will be put into place which may include enhanced resources or equipment, targeted small group or individual teaching to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage where appropriate to their age. Key areas of learning or behaviour will be prioritised to be addressed by which progress can be measured.

Any additional support is documented in individual pupil passports. Actions agreed take into account each pupil's strengths as well as their difficulties. This documentation will be shared with parents and their opinions sought and valued.

Review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be recorded.

Where external agencies are involved, their advice and recommendations are included in any planned provision.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time; rest breaks or the use of a scribe or

word processor. The SENDCo will inform you about eligibility and applications for these arrangements.

**Curriculum and Teaching Methods (including groupings and interventions)**

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

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. We make the following adaptations to ensure all children's needs are met:

- Adapting and scaffolding learning to ensure all children are able to access it, for example, by grouping, partner work, teaching style, content of the lesson, etc.
- Weekly planning takes into account individual children's needs and requirements.
- Adapting our resources and staffing
- Using recommended aids, such as word processors, coloured overlays, visual timetables, pencil grips, etc.

**Intervention**

**Access to learning and the curriculum**

Access to learning support staff:

- In all year groups
- Regular intervention programmes
- Flexible to meet the needs of the current cohort of children.
- Delivered by trained staff and line managed by subject leaders, senior management team and the SENDCo.
- Where necessary and appropriate staff are trained to meet the individual needs of all children.

The school caters for the needs of children requiring additional support due to: specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD) and strategies and programmes are detailed below.

**Strategies/programmes to support speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD) where appropriate:**

- Support strategies put in place both as part of everyday class based teaching and as additional group or individual support if appropriate.
- The school employs a Speech & Language Therapist and Speech & Language Assistant to work each week with identified children
- Speech & Language Therapist support and Speech & Language Assistant – small group & 1:1
- Speech & Language Therapist advice disseminated to & followed by teaching staff
- Speech & Language assessments, reports and advice
- Specific adaptations and modification of resources.
- Support with introduction of new vocabulary e.g. for a new topic.
- Mind maps for pre-learning of concept and topic words
- Range of visual support including class and individual visual time tables & use of Widgeit program
- Photo-stories & social stories
- Small group programmes to develop social skills.

**Strategies to support specific learning difficulties (SPLD), moderate learning difficulties (MLD) where appropriate**

Strategies to support/develop literacy including reading

- Additional phonics groups, phonics booster groups & phonics tuition
- Additional reading groups for children requiring additional support.
- Small group intervention programmes to enable children to 'catch up' if they are not making expected progress.
- Fresh Start intervention
- Small group writing intervention groups
- IDL Program for literacy skills
- Focussed marking/feedback

Strategies to support/develop numeracy

- Small group intervention programmes
- Small group intervention programmes to enable children to 'catch up' if they are not making expected progress.
- A range of manipulatives e.g. numicon are available in each year group to support the teaching of maths
- Focussed marking/feedback
- Times Tables Rock Stars and Numberbots

**Strategies/programmes to support social, emotional and mental health difficulties (SEMH)**

- Small group programmes to develop social skills.
- Small group programmes to develop self esteem
- Pupil Support Lead (PSL) sessions
- Check-ins
- Whole school 'star of the week' continually reinforced through assemblies
- Regular 'celebration of success' opportunities, such as achievement certificates & Head Teacher certificates
- Pastoral support/Behavioural support plans
- ELSA sessions
- Photo-stories & social stories
- Visual prompts for support
- Meet and greet at the beginning of the day/access to a quiet space

#### Strategies to reduce anxiety/promote emotional wellbeing

- Transition support, visits and events, for example, stay and play in the preceding summer term for children starting in reception the following September and meet the new teacher
- Transition support for identified children before they return after the summer break
- Regular contact & liaison with parents
- Reduced or modified time-table if appropriate.
- 1:1 play therapy sessions
- Use of a home/school contact book if appropriate.
- Photo-stories & social stories especially for transition from one year group to another

#### **Strategies/programmes to support vision impairment (VI); hearing impairment (HI); and physical disabilities (PD)**

Accessibility – support for children with physical disabilities:

- Adaptations to the physical environment of the school, such as, ramps, accessible toilets, and Information Communication
- Physical aids to access education e.g. chrome books, posture cushions, sloping desks, pencil grips, rulers with handles and special scissors.
- Sound Field Systems fitted in classrooms and the hall
- Sensory Support Service advice and recommended resources
- OT Service and recommended resources
- Physiotherapy Service Advice and recommended resources

Strategies/support to develop independent learning

- Alternative methods for recording
- Talking tins
- Visual timetables for class & individuals
- Now & next boards
- Range of visual support and visual scaffolds
- Regular 'celebration of success' opportunities
- Success criteria used in every lesson
- Timers to help children with time keeping.
- Resources clearly labelled and accessible in all classes.

Strategies to support and promote positive behaviour

- School reward system
- School Behaviour policy.
- Lunchtime supervisors trained to deliver positive playtimes – OPAL Scheme
- Extra play resources for playtimes to ensure that all children are occupied – OPAL Scheme
- Positive Behaviour Support Plans
- Mentoring opportunities
- Class Dojo

Strategies to promote behaviour in pupils which shows care and consideration for others and respect for the environment.

- Secure and stimulating setting in which children can feel comfortable and happy with their learning.
- Promote an inclusive ethos through anti-bullying assemblies, anti-bullying week, e-safety day and regular visits by the Local Community Police Officer to Year 6.

- The school will always address any bullying issues that arise. For more information refer to the Anti-Bullying Policy on the school's website.

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

- Access to 'Quiet Lunch' provision
- Lunchtimes are part of all children's entitlement to the best quality provision and lunchtime staff attend whole school training during INSET days so that they can promote the positive ethos of the school as set out in our School Behaviour Policy
- Where necessary and appropriate staff are trained to meet the individual needs of all children including those that need personal and/or medical care.
- Timings of the day can be flexible to ensure that personal care is delivered when and where necessary.
- Access to break time play equipment - OPAL resources

What personal and medical care is available within the school?

- Identified staff trained in paediatric first aid available for pupils throughout the day
- Individual Health Care plans for pupils with a medical need
- System for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans and following all relevant training.

Planning, assessment, evaluation and next steps

- Regular reviews with Parents
  - Pupil progress reviews - SLT & staff
  - All lessons and homework to take account of individual needs and scaffolded
- Class Provision map identifying children's needs and interventions in place

### **Transition Support**

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

#### **When moving to another school:**

- We will contact the School SENDCo and share information about special arrangements and support that has been made to help your child. We will ensure that all records are passed on as soon as possible

#### **When moving classes in school:**

- EYFS / Reception transition – The SENDCo will attend the EYFS / Reception SEND/Safe Guarding Transition day
- Transition support for EYFS children includes visits and events including stay and play in the preceding summer term for children starting in reception the following September and meeting the new teacher

- Transition support for children moving to the next year group includes a meet the teacher session and an information sharing meeting will take place. Additional visits and social stories may also be used.

#### **Year 6/7 Transition:**

- Y6/Y7 transition – The SENDCo will attend the Primary/Secondary SEND/Safe Guarding Transition day to discuss the specific needs of children and the nature and level of support which has had the most impact.
- Y6/Y7 transition – In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

#### **Staffing Expertise**

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

Our SENDCo, holds the National Award for Special Educational Needs Co-ordination.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our Speech & Language Therapist and Assistant Therapist offer advice regarding strategies, resources and support for our children with a range of Speech and Language Difficulties including ASD.

School training also includes Read Write Inc; Word Aware training; Prevent Duty; Inset training on teaching and learning policy and OPAL Training – Outdoor Play & Learning Programme.

Our SENDCo engages with local opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support children with SEND.

The SENDCo also shares advice and guidance from the half termly Spring Partnership Trust SENCO Forum meetings and LBB SENDCo forum meetings to develop provision for children who have additional needs.

#### **Increasing accessibility - getting about**

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum, such as posture cushions / crossguard pencil grips
- Software to support learning – IDL literacy and numeracy

- Chrome books used to support children with difficulties in recording.

### **Partnerships with External Agencies**

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

The school works with external agencies as available and appropriate to seek advice and support to ensure that the needs of all children are fully understood and met. These include: ●

Educational Psychology Service

- Sensory Support Service – HI & VI
- Speech and Language Therapy Service
- Occupational Therapy
- Community Paediatric Service
- Child & adolescent Mental Health Service (CAMHS)

- Bromley Y
- Bromley Mentoring Service
- MENCAP Young Carers
- Bromley Children's Project

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports ● SENDCo or other involved staff will attend meetings with outside agencies whenever possible. ● SENDCo will pass on any reports from outside agencies to class teachers and discuss with them implications for teaching.

- Reports requested from the school by any outside agency will be completed by the member of staff who knows the child best, which is usually the class teacher. However, the SENDCo will be available to discuss the report, she will review it before it is sent and ensure that copies have been taken for the child's file.
- The SENDCo will be available to attend parent's meetings.
- The SENDCo is available to speak to parents at other mutually convenient times.

Further information on policies and SEN Information can be located on the school's website: ● Bromley Local Offer – see below

- Behaviour Policy
- Accessibility Plan
- Anti-bullying Policy
- Supporting Pupils with Medical Conditions (copy available from school)
- Admissions Policy

**Other agencies which offer support and advice to parents include:**

- **Bromley Local Offer** – This website provides information on local services and support available for families including children and young people aged 0 – 25 years with special educational needs or disabilities.

<http://www.bromley.gov.uk/localoffer>

- **Information, Advice and Support Service (IASS)** This service offers impartial, confidential information advice and support for parents/carers of children with SEN. It offers independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.

<https://bromleyiass.org.uk>

- **Bromley Parent Voice**

[www.bromleyparentvoice.org.uk/](http://www.bromleyparentvoice.org.uk/)

**Who do I talk to if I am unhappy with my child's support or progress?**

- If you are unhappy with your child's support or progress, speak to the class teacher in the first instance.
- SENDCo - Sam Carnegie  
[admin@elmsteadwoodprimary.co.uk](mailto:admin@elmsteadwoodprimary.co.uk)
- Head Teacher – Mrs C Lewis  
[admin@elmsteadwoodprimary.co.uk](mailto:admin@elmsteadwoodprimary.co.uk)

- If you have a complaint, please follow the Complaints Procedure which can be found on the school website. All complaints are taken seriously and dealt with fairly.