



# Elmbridge Primary School

## Special Educational Needs Information Report

### 2025-26



At Elmbridge Primary School, we aim to provide an inclusive welcoming school to enable all children to 'work and learn together'. Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs to ensure your child thrives in our mainstream setting to ensure pupils reach their individual true potential. Our school is fully accessible and whilst supporting our children we will also encourage independence skills.

We use a wide range of information and measures to closely monitor all children's progress and identify our pupils with SEND, working with a graduated approach to SEND to ensure early identification needs are supported.

This Information Report is produced in conjunction with parents/carers, pupils, governors and school staff and should be read alongside the school's [SEND policy](#) and the [Gloucestershire Local Offer](#) for SEND.

We hope the following information will explain the SEND provision at our school. If you require further information, please contact the school SEND Team:

#### **SEND Team**

Mrs Sue Pearce – SENDCO

Miss Kate Pembridge - SENDCO

#### **SEND Administrator**

Mrs Marion Eyre – [admin@elmbridgeprimary.co.uk](mailto:admin@elmbridgeprimary.co.uk)

The Governor with SEND responsibility is: Mrs K Rowland-Evans

#### **What is SEND?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

<p><b>What are the first steps our school will take if Special Educational Needs are identified?</b></p>	<ul style="list-style-type: none"> <li>✓ First and foremost, we will contact you, and discuss our concerns and, in partnership with yourself, decide how best we can support your child. We will endeavour to identify their specific barriers to learning and come up with strategies to overcome these. If appropriate, we will engage the services of outside specialists.</li> <li>✓ Our website has further details on our <a href="#">Graduated Response to SEND</a>, which recognises the clear steps we take as a school to identify pupils with additional needs.</li> </ul>
<p><b>What should parents/carers do if they think their child has SEND? How can they raise concerns?</b></p>	<ul style="list-style-type: none"> <li>✓ Please contact your class teacher, in the first instance who may also refer you on to the Special Educational Needs Co-ordinator (SENDCo), if you become concerned. At Elmbridge Primary School, the SENDCO is Mrs Sue Pearce. You can also contact Miss Pembridge, who is part of the SEND team</li> <li>✓ Your child’s class teacher will then provide any necessary intervention to support your child. The primary strategy for supporting children with special educational needs is through quality first teaching.</li> </ul>
<p><b>How will our school include parents and pupils in planning support?</b></p>	<ul style="list-style-type: none"> <li>✓ We strongly believe that when your child enters Elmbridge Primary School, they enter a partnership with all adults with whom they work – therefore, they are actively involved in all stages of their learning journey. All learning, including any support strategies or interventions are fully contextualised and discussed with your child. Personal targets are agreed, and success is celebrated when these are achieved. We also encourage productive partnerships with parents: We will contact you if we have any concerns, but also to notify you of any successes. At any point parents are encouraged to come in and speak to us, to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.</li> </ul>
<p><b>How will our school teach and support pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>✓ The class teacher will have the highest possible expectations for your child and all teaching is based on building on what your child already knows, can do and can understand. The teacher may put in place different ways of teaching so that your child is fully involved in learning in class. This might include things like using more practical learning or providing different resources adapted for your child. Teaching assistants are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with the SENDCO to develop specific strategies (which may be supported by staff from outside agencies) to enable your child to access the learning tasks. We may suggest that your child needs some additional individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place.</li> <li>✓ For children with an EHCP clear objectives and a plan to achieve these will be included within the EHC plan, and will vary from child to child, depending on their needs. Often these will include: <ul style="list-style-type: none"> <li>✦ Qualified teaching assistant support</li> <li>✦ Targeted support from teachers.</li> <li>✦ Providing assistive technology, where appropriate e.g. laptops</li> <li>✦ For children with emotional, social or behavioural issues, time set aside with an adult to discuss responses and develop key skills</li> </ul> </li> </ul>

<p><b>How does our school plan the support? How are our resources allocated and matched to needs?</b></p>	<p>Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Any pupils not making progress are identified and appropriate intervention strategies are planned. This will vary according to the needs of the child but could be extra one to one support or support in a small group. These interventions are planned by the class teacher with the SENDCO and may be run by one of our experienced teaching assistants. The aim of these interventions is to narrow the gap between where your child is and where they should be as quickly as possible.</p> <ul style="list-style-type: none"> <li>• Teaching Assistants, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted, daily if needed, to meet your child's learning needs.</li> </ul>
<p><b>What are Gloucestershire schools expected to provide from their budget?</b></p>	<p>The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:</p> <ol style="list-style-type: none"> <li>1. Universal services and mainstream funding which is the money schools receive to fund a place at school</li> <li>2. Targeted support – schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this.</li> <li>3. High needs funding or top-up funding is provided by the Local Authority. If your child has an EHC plan we will ensure that the provision specified is provided.</li> </ol>
<p><b>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?</b></p>	<ul style="list-style-type: none"> <li>✓ Your child's progress is continually monitored by his/her class teacher and teaching objectives assessed using a variety of systems.</li> <li>✓ His/her progress is reviewed formally every term and a judgement made in relation to their overall attainment in reading, writing and maths.</li> <li>✓ Pupils will be assessed as part of the DFE National Curriculum Assessments, which may include taking tests or using teacher assessment as appropriate for the individual pupil. (ie alluding that pupils may be disapplied if they are working below the level of the test).</li> <li>✓ Children identified as requiring additional SEND support will have a My Plan or My Plan + which identify both their needs and smaller outcomes which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed with parental involvement, three times a year and will be part of the parents' consultations and transition times.</li> <li>✓ The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting.</li> <li>✓ When specific interventions for support are put in place, these are monitored closely by both the class teacher and SENDCO to check that a child is making good progress. Where this is less than expected, provision will be adapted or changed.</li> <li>✓ Regular book looks, lesson observations and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</li> </ul>

<p><b>Who will be working with your child?</b></p>	<ul style="list-style-type: none"> <li>✓ Your child’s class teacher and the SENDCo will oversee and plan your child’s education plan. Depending on the intervention required your child may be working in a small group with support. A teaching assistant may support your child in some lessons or at certain times of the day. You will be informed of this and will often be invited to a meeting to share information.</li>   <li>✓ <b>The class teacher</b> is the first port of call for any enquiries parents/carers have about their children. Class teachers have a duty to; <ul style="list-style-type: none"> <li>✓ provide Quality First Teaching through an adapted curriculum to take account of the needs of the individual pupils</li> <li>✓ keep the SENDCo and Senior Leadership Team informed about any provision that is additional and different</li> <li>✓ seek advice and support for pupils for whom extra assessment or support is needed</li> <li>✓ keep parents/carers informed about the progress and needs of the pupils</li> <li>✓ Each class teacher is responsible for the whole curriculum within his or her own class. There are occasions though when our class teachers use their special talents with other classes.</li> </ul> </li>   <li>✓ <b>Teaching Assistants</b> work alongside the class teachers to support the Quality First Teaching, as well as additional and different provision and interventions for those with SEND.</li>   <li>✓ <b>The SENDCo</b> is responsible for overseeing the provision for all pupils with SEND and ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. This information is shared with all relevant staff, as and when appropriate.</li>   <li>✓ The SENDCo attends local cluster meetings and local authority training and SENDCo conferences, and disseminates training to the staff. Whole school training is given to staff as and when appropriate. Additional training is given to staff as and when appropriate.</li> </ul>
<p><b>How does a school ensure that the information about a pupil’s SEND is shared and understood by teachers and all relevant staff who come into contact with that child?</b></p>	<ul style="list-style-type: none"> <li>✓ The SENDCO and class teachers work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge. All of the information we have about your child’s SEND is stored electronically and is discussed with your child’s next teacher before the end of the summer term.</li> <li>✓ When a child is added to the SEND (Special Educational Needs and Disabilities) register, parents are required to sign a consent to share form, which indicates their consent.</li> </ul>

<p><b>What role will the child's teacher play?</b></p>	<ul style="list-style-type: none"> <li>✓ All teachers are teachers of children with SEND and your child's class teacher will plan to include everyone in their lessons. Class teachers ensure work is provided at the appropriate level for children to access their learning and make good progress. The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.</li> </ul>
<p><b>What expertise does our school and our staff have in relation to SEND?</b></p>	<ul style="list-style-type: none"> <li>✓ All teachers at Elmbridge Primary School are teachers of pupils with SEND. The SENDCO's role is to support class teachers in planning for children with SEND.</li> <li>✓ The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND needs, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.</li> <li>✓ Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Advisory Teaching Service.</li> <li>✓ TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. □ Teaching assistants work under the guidance of class teachers.</li> <li>✓ The SENDCo holds the NASENCo award. The SENDCo holds a Masters Degree in Inclusive Education. The SENDCo works for the Advisory Teaching Service, alongside her role at Elmbridge</li> </ul>
<p><b>What intervention programmes does our school run for pupils with SEND and how are they delivered?</b></p>	<ul style="list-style-type: none"> <li>✓ Interventions are tailored to the needs of individual pupils. We use programmes to support these interventions. However, your child will usually have a personalised intervention to ensure that support is accurately matched. Interventions may be delivered by teachers or teaching assistants on a one to one basis or in small groups.</li> <li>✓ The following is a sample of the interventions that take place at Elmbridge Primary School: <ul style="list-style-type: none"> <li>○ Language for Thinking</li> <li>○ Precision teaching</li> <li>○ The Fizzy programme</li> <li>○ 1:1 Reading</li> <li>○ Power of 2</li> <li>○ Enrichment groups</li> </ul> </li> </ul>
<p><b>What is an EHCP?</b></p>	<ul style="list-style-type: none"> <li>✓ An Education, Health and Care plan, is a document which sets out the education, social and health care needs of a child or young person who will require extra support in school, beyond that which the school can provide.</li> </ul>
<p><b>What teaching strategies does our school use for children with learning difficulties?</b></p>	<ul style="list-style-type: none"> <li>✓ We use a range of strategies to make teaching and learning as inclusive as possible and these include a range of strategies for working with pupils with:</li> <li>✓ The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate. We also seek advice and equipment from outside agencies as and when the need arises. Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, visual resources.</li> </ul>

<p><b>How does our school provide support to improve the emotional and social developments of our SEND pupils? (pastoral, medical, social support available) What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>✓ We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate emotional and social development</li> <li>✓ All classes follow a structured Wellbeing curriculum (my Happy Mind) to support this development. However, for those children who find aspects of this difficult we offer:</li> <li>✓ Year Group Pastoral TAs provide bespoke individual and group support for pupils.</li> <li>✓ Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This may include the use of specific programmes e.g. Socially Speaking, Volcano in my Tummy, all programmes are delivered by teaching assistants or the SENDCO</li> <li>✓ A range of extra-curricular groups, some open to all pupils, others by invitation only</li> <li>✓ Nurture groups to develop children social, emotional and mental health.</li> </ul>
<p><b>Which other services do we use to provide for and support our pupils?</b></p>	<ul style="list-style-type: none"> <li>✓ We have access to a range of services and we work closely with many other services, for example: <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Educational Psychologists</li> <li>• Advisory Teaching Service</li> <li>• Family support workers / parent support advisors</li> </ul> </li> </ul>
<p><b>What access to our SEND pupils have to facilities and extracurricular activities available to all children?</b></p>	<ul style="list-style-type: none"> <li>✓ All pupils are encouraged to participate in a wide range of extracurricular activities and we strive to ensure these are accessible to every pupil and we will modify activities as necessary.</li> <li>✓ Our pupils with SEND will have the opportunity to take part in Panathlon events across the year organised by the Gloucestershire Schools Sports Network.</li> </ul>
<p><b>How will parents/carers know how well their child is doing?</b></p>	<ul style="list-style-type: none"> <li>✓ We ensure that parents feel as involved as possible in their child’s learning. We have two Parent Consultations evenings in the year, usually in November and March and a written report is sent home to parents in July.</li> <li>✓ Parents of pupils on the SEND Register will be offered the opportunity to attend a ‘My Plan review meeting’ at least 3 times a year. Feedback on the intervention and support given to individual pupils is shared as well as updating the outcomes on the My Plan.</li> <li>✓ Pupils with an EHCP plan will have their plans reviewed 3 x a year which will include a more formal ‘Annual Review’. The SENDCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have.</li> </ul>
<p><b>How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another</b></p>	<ul style="list-style-type: none"> <li>✓ We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We work closely with other schools, pre-schools and Secondary schools to ensure a careful transition plan is arranged when your child moves school. Parents are always involved in this process and are often supported by the Advisory Teaching Service. Additional visits are timetabled and planned for specific needs.</li> </ul>

<p><b>school/educational establishment?</b></p>	<p>✓ Year 6 staff and the SENDCO liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. We make sure that all records about your child are passed on as quickly as possible. Towards the end of the summer term the children changing schools take part in ‘taster days’. The children visit their new school for all or part of the day with their peers. These visits allow pupils to get a ‘taste’ of their new school. Extra transition visits are arranged as necessary</p>
<p><b>What special arrangements are made for exams?</b></p>	<p>✓ We follow the guidance provided for special access arrangements for statutory assessments.</p>
<p><b>How accessible is our school to pupils with SEND?</b></p>	<p>✓ There is a dedicated disabled parking space in the car parks at both sites. Elmbridge Primary School is a two- storey building and is accessible for wheel chair users using the specially installed lift in the Junior building. We have accessible toilets and there are hand rails in some toilets. All steps are highlighted in yellow or white with grab rails on internal stairs. Please refer also to our <a href="#">Accessibility policy</a></p>
<p><b>Where can I find the SEND Policy?</b></p>	<p>✓ Please see the school website <a href="#">policies</a></p>
<p><b>What role do the governors have? What does our SEND governor do?</b></p>	<p>✓ The governing body have a responsibility to develop a strategic vision of provision for pupils with special educational needs, to ensure that the all the needs of our pupils are met. The SEN Governor should lead this vision and raise awareness of SEN within the governing body. He ensures policy is put into practice, by meeting with the SENCO and monitoring standards achieved by our SEN pupils. <b>The SEND Governor for the school is Mrs. K Rowland-Evans</b></p>
<p><b>What can you do if you are not happy?</b></p>	<p>✓ Most concerns and complaints can be sorted out quickly by speaking with your child’s class teacher and this is the course of action that should be undertaken first. Please see our <a href="#">complaints policy</a> for further details.</p>
<p><b>How can parents/carers arrange a visit to our school? What is involved?</b></p>	<p>✓ Please contact the school Reception on 01442 523623 to make an appointment to visit the school or meet the class teacher or the SEND team. The SEND team can also be contacted through the admin team at school: <a href="mailto:admin@elmbridgeprimary.co.uk">admin@elmbridgeprimary.co.uk</a></p>
<p><b>How does our school manage the administration of medications?</b></p>	<p>✓ If you have a child with medical needs, we will work with you to meet his/her needs. You will be required to complete and sign a consent form so that we can administer medicine, and you will keep school informed about any changes in your child’s condition or medicine.</p> <p>✓ We already have some staff trained to administer medication to pupils with complex medical needs, and the majority of staff are trained in basic First Aid training. We contact you immediately, if there are any concerns and significant changes regarding your child’s condition. Medicine is stored in a locked cabinet away from pupils. If necessary, we produce an individual care plan to ensure your child’s needs are met.</p>

<p><b>How does our school help with personal care when this is needed?</b></p>	<p>✓ If your child needs help with personal care we will complete a care plan with you to ensure staff are aware of your child's exact needs and what we need to do to meet those needs in school</p>
<p><b>Who can you contact for more information?</b></p>	<p><b>Special Educational Needs and Disability Information Advice and Support Service (SENDIASS Gloucestershire)</b> Provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.  <a href="http://sendiassglos.org.uk/">http://sendiassglos.org.uk/</a></p> <p><b>The family Information Service (FIS)</b>  <a href="http://www.gloucestershire.gov.uk/fis">www.gloucestershire.gov.uk/fis</a></p> <p><b>Glofamilies Directory</b>  <a href="http://www.glofamiliesdirectory.org.uk">www.glofamiliesdirectory.org.uk</a></p> <p><b>The Local Offer</b>  <a href="http://www.glofamiliesdirectory.org.uk">www.glofamiliesdirectory.org.uk</a></p>