

**Principal:** Mrs J Fish

### School SEN Information Report

SCHOOL NAME	ELM ACADEMY		
TYPE OF SCHOOL	<p>Our school is located in Bournemouth. We are a mainstream school that provides education for pupils aged 3 to 11 years old. Children are welcomed into mixed ability classes, with an average of 30 children in each class.</p> <p>Our School is a fully inclusive school. We aim to ensure all pupils achieve their full potential; personally, socially, emotionally and academically in all areas of the curriculum..</p> <p>Our Nursery Staff make home visits to gain as much information as possible about your child before they come to school. If required they will pass on and discuss information to the Inclusion Team.</p>		
ACCESSIBILITY	<p>There are hand rails in place around the school for safe accessibility. Also Disabled toilets in KS1 and KS2. There is also wheelchair access to enter into KS1.</p>		
CORE OFFER	<p>We are able to implement all aspects of the Bournemouth LA offer.</p> <p><a href="https://www.bournemouth.gov.uk/childreducation/LocalOffer/LocalOffer.aspx">https://www.bournemouth.gov.uk/childreducation/LocalOffer/LocalOffer.aspx</a></p>		
POLICIES	The school policies are available on the website	SEN	COMPLAINTS
		SAFEGAURDING	DATA PROTECTION
		BEHAVIOUR	HEALTH AND SAFETY
		ATTENDENCE	UNIFORM

DISABILITY LEGISLATION	<p>The school is aware of and always endeavours to be compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010</p>	
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RANGE OF PROVISION	<b>AREAS OF STRENGTH</b>
	<p>The Inclusion Team have years of experience of Specialist Provision for pupils with SEND.</p> <p>Staff are supported through external agencies to deliver programmes as planned by Speech and Language, Learning support services, Paediatrician and Educational Psychologist, to ensure that professional support and advice is available to any staff or pupils who require it.</p>

	<p data-bbox="491 174 1264 210"><b>Specialist Facilities/Equipment to support SEND</b></p> <p data-bbox="491 255 1481 488">The school can provide specialist equipment when these have been recommended by medical professionals. The school has a wide range of supplementary resources to provide intervention for those children who are experiencing difficulties acquiring basic literacy and numeracy skills. Support is given to pupils who require personalised programmes of pastoral work. The school also offers and works closely with NHS SALT professionals to meet the needs of pupils on our SEN register.</p> <p data-bbox="491 564 1458 636"><b>Input from Educational Psychologists/Speech and Language Therapists and other specialist support services.</b></p> <p data-bbox="491 676 1487 878">Educational Psychologists work in school on a regular basis. Speech and Language Therapists visit the school to work with individual children. Where necessary the Hearing Impaired services are involved with individual children. Referrals are made by the school to the community Paediatrician or CAMHS when appropriate.</p> <p data-bbox="491 913 1053 949"><b>Breakfast and after school support</b></p> <p data-bbox="491 985 1391 1155">There is a Breakfast club on offer from 8-00 until 8-50. After school clubs are widely available to all pupils and are positively encouraged for pupils with additional needs. Extended schools sessions also can be used to support SEN targets. Provide opportunities for pupils to consolidate targets of learning.</p>
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INCLUSION	<p data-bbox="491 1227 1455 1299"><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p data-bbox="491 1339 1481 1711">Inclusion is fostered through our whole school ethos, promoting respect and diversity. All children are taught alongside peers in the classroom wherever possible. Quality first teaching is the basis for supporting all of our pupils, with teachers using affective differentiation to meet the needs of all learners. Additional support is planned, where necessary to ensure health and safety on school trips and to support individuals to get the most from these experiences. Visits are made by staff prior to an activity to ensure that the activities are accessible. Where appropriate additional adult support is provided to allow children with higher level of needs to access a trip.</p> <p data-bbox="491 1832 1394 1904"><b>What proportion of children currently at the school have SEND?</b></p> <p data-bbox="491 1948 1190 1984">12% of our children are currently on our SEN register.</p>
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<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p><b>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>Parents are invited in to termly parent consultations where the Inclusion Team are available. Teachers are available after school to speak to parents. Some children have a home school link book to ensure effective communication. Additional meetings to discuss provision are also offered to parents of children with SEND.</p> <p><b>How will the school prepare children with an SEN to join their next setting/school/college/stage of education or life?</b></p> <p>Liaisons between schools are well-established and begins early in the summer term. Additional visits can be arranged for the children. The use of photographs and social stories helps support those with ASD and speech and Language needs. All written records are passed on to allow the full history to be known. School transfer is also carefully planned for any children who require additional support with the change from one year group to the next. Transition programmes are arranged with the needs of individual pupils as and when required.</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p><b>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</b></p> <p>Where appropriate, pupils are aware of their learning targets and are involved in discussions about ways to work towards these. Pupils are involved in discussions about additional support that they will receive.</p>
<p>EVALUATING SEN PROVISION</p>	<p><b>How do you evaluate the effectiveness of provision made for children and young people with SEN?</b></p> <p>The academic progress of all children is monitored every half term. We have a designated teacher responsible for monitoring outcomes for all pupils outcomes. Pupil Progress meetings are held regularly to discuss pupils with SEND. Every intervention group have specific targets and progress towards these targets and are monitored to ensure effectiveness. Emotional wellbeing is monitored through the pastoral system. Concerns are discussed at year group meetings.</p>
<p>SEND CONTACT DETAILS</p>	<p><b>Name of SENCO</b> Jane McNiven - Vice Principal</p>

<p>CONCERNS AND COMPLAINTS</p>	<p><b>How can parents raise concerns or make a complaint about SEN provision?</b></p> <p>Our complaints policy can be accessed via the school Website. Complaints can be brought to the attention of the Inclusion Team or another member of the Senior Leadership Team.. However if there is an unresolved issue then a formal complaint can be made to the Governing Body and/or the Local Authority.</p>

<p>COMPLETED BY (Name &amp; Position)</p>	<p>J McNiven</p>	<p>Vice Principle</p>
<p>DATE COMPLETED</p>	<p>October 17</p>	
<p>UPDATE</p>		

