



Special Educational Needs Information Report (2026-2027)

Elmtree Infant and Nursery School

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It is compliant with Schedule 1 of the Special Educational Needs and Disabilities Act (2014).

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*



- A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at Elmtree Infant and Nursery School

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Through our regular monitoring of the progress and development of all children throughout their school years enables the identification of any need for additional support.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child’s learning or inclusion, then please initially discuss these with your child’s class teacher. This then may result in a referral to the school SENCo whose name is Mrs Dowling who you can contact via the school office on; office@elm.odbst.org.



Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, the SENCo, external professionals such as; Occupational Therapists, Specialist Teacher Service etc
 2. ongoing assessment of progress made by pupils with SEND,
 3. book looks and planning reviews to ensure consistency in planning,
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.



4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

At Elmtree Infant and Nursery school each child has the opportunity to identify their abilities and strengths, their personal targets and aims and how the school can support them to do this. As our children are at an early stage in their educational career this is guided with adult support. These views can form parts of an SEN Support Plan, an EHCP or an Annual Review as part of the EHCP process.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' attainment and progress levels and scaffold accordingly ensuring progress for all children in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. We use Universal Provision and reasonable adjustments to adapt to the children's needs.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external professionals.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find a home-school communication book a useful tool to use to communicate with school staff on a more regular basis. This can be arranged in liaison with the class teacher and SENCo.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01494 771474.



10) How will parents be helped to support their child's learning

- Please look at the school website. It can be found at www.elmtreeschoolandnursery.co.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter, in Parent Curriculum Leaflets and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. An SEN Parent Voice will be sent out each year to support us in finding out how well parents feel the school has supported their child's needs. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

Elmtree school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. At Elmtree we use the Jigsaw programme of study to support in the teaching and learning of PHSE.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team.
- Nurture Group Interventions aim to support improved interaction skills, emotional resilience and wellbeing.
- Social Skills groups and interventions are provided for children who find outside classroom times challenging.
- The school has adopted the Zones of Regulation to support children in identifying and talking about their feelings.

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school and parents and if appropriate, the pupil themselves and the school nursing team.
- Staff who volunteer to administer and supervise medications, will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.



14) What specialist services are available at the school?

- The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last year school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on: .

- How to support pupils on the autistic spectrum
- How to support children with Sensory processing Needs in school
- How to support pupils with behavioural difficulties – Step On and Step Up Training
- How to use Cued Articulation – Katrina Kerrigan

Enhanced training has been provided on:

- Leading ELSA (Emotional Literacy Support)
- Rainbows support group
- Draw and Talk Therapy
- Attendance at the termly SENCo Update

In addition to this:

- The school has regular visits from SEN specialist teachers and the Behaviour Support Team (PRU) who provide advice to staff support the success and progress of individual pupils.
- The school's Speech Language Therapist; Katrina Kerrigan is in school weekly to assess and plan support for targeted pupils.
- The SENCo has termly advice clinics with a link Educational Psychologist. Giving the opportunity to discuss children anonymously and adopt any advice given.
- The SENCo has termly KIT meetings with the EHCCo (EHC Co-ordinator) to understand progress of children awaiting assessment for an EHCNA.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

- Unfortunately, due to the nature and restrictions of the Elmtree School site it has been agreed with the Local Authority that Elmtree is not able to offer wheelchair access to the main school. The nursery is situated on a ground floor which can be accessed by a ramp in the outdoor area. Please see the School's accessibility policy and plan to find out how the environment and curriculum has been adapted to support those with a disability.

18) How will the school prepare/support my child when joining or transferring to a new school?

- Arrangements exist to support children in their transition into pre-school, main-school and junior placements. The SENCos plan additional transitional support for pupils with known SEND according to need and parental preference. This may include;
- visits to the pre-school setting, home visits,
- the development of transition books for pre-school settings prior to entrance,
- additional settling sessions for children at different times of the day,
- graduated entry,
- meetings with staff from other settings or other professionals and transition reviews meetings.



The SENCo meets with the junior school SENCos in the summer term to plan appropriate transitional support. Where additional support is required, the Elmtree SENCo will endeavor to provide the appropriate support in order to create a smooth transition.

Transitions for children with EHCPs in Yr.1, parents of children with an EHCP will be invited to meet with the SENCo to discuss parental preference for junior school. Buckinghamshire County Council request parental preference for junior school placements in the summer term of Yr.1. The SENCo will arrange for transition reviews and support parents in completing the relevant paperwork.

19) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. In class, adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
 2. Out of class support (relationship building, social, emotional skill development,)
 3. Small group intervention to enable catch up (subject or targeted at additional need)
 4. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
 5. Provision of specialist resources or equipment (use of ICT, Widgit symbols, Makaton, visual timetables etc.)
 6. Access to wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 7. Access to support from in-school sources e.g. ELSA, Draw & Talk Therapy, Rainbows Intervention Programme.
 8. Implementation of strategies from support agencies e.g. Pupil Referral Unit; whole school outreach.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

20) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.



- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?)

- This will be through:
 - discussions with the class teacher, SENCo or senior leadership team member,
 - during parents' evenings,
 - meetings with support and external agencies.

22) Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:
 - Your child's class teacher,
 - The SENCo,
 - The Headteacher,
 - For complaints, please contact the School Governor with responsibility for SEN. Their name is Ms S. Woodcock. They can be contacted via the school office.

23) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

24) Information on where the Local Authority's Local Offer can be found.

- Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services.

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>
- Supporting pupils at school with medical conditions Sept 2014.
<http://preview.tinyurl.com/nrv8wxy>
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>



Reg 51	REQUIRED INFORMATION (THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGULATIONS 2014 – SCHEDULE 1)	
☐	1	The kinds of SEN that are provided for
☐	2	Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) (<i>mainstream schools only</i>)
☐	3a	How the effectiveness of the provision made for pupils with SEN is evaluated
☐	3b	Arrangements for assessing and reviewing pupils' progress towards outcomes This should include the opportunities available to work with parents and young people as part of this assessment and review
☐	3c	The approach to teaching pupils with SEN
☐	3d	How adaptations are made to the curriculum and the learning environment of pupils with SEN
☐	3e	Additional support for learning that is available for pupils with SEN
☐	3f	How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN
☐	3g	Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying
☐	4	Named contacts within the school including the SENCo for when young people or parents have concerns
☐	5	The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
☐	6	How equipment and facilities to support children and young people with SEN will be secured
☐	7	Arrangements for consulting parents of children with SEN and involving them in their child's education
☐	8	Arrangements for consulting young people with SEN and involving them in their education
☐	9	Arrangements for handling complaints from parents of children with SEN about the provision made at the school
☐	10	How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families
☐	11	Contact details of support services for parents of pupils with SEN
☐	12	Arrangements for supporting pupils moving between phases of education and preparing for adulthood
☐	13	The school's contribution to the local offer and where the LA's local offer is published

