



ELMS FARM PRIMARY SEND INFORMATION REPORT 2023-2024

THIS DOCUMENT IS document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

IT WAS DEVELOPED in 2023/24

IT WAS APPROVED by the Governing Body in May 2023

REVIEW: Annually

OUR SCHOOL'S APPROACH TO SUPPORTING PUPILS WITH SEND



At Elms Farm Primary School, we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early and make provision to support them and remove any barriers to learning.

SENCO

| Name of SENCO | Email address | Phone number |
|------------------|---------------------|---------------|
| Miss Clare Abell | cabell@elmsfarm.org | 0121 464 4634 |

SUPPORT FOR DIFFERENT KINDS OF SPECIAL EDUCATIONAL NEEDS



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COGNITION & LEARNING: *Children and young people who find learning, thinking and understanding harder than most other pupils. They may:*

- Take longer to learn new skills or concepts
- Have difficulty remembering their learning/words/skills
- Find it difficult to use letter sounds for reading/spelling
- Find it difficult to process tasks involving multiple steps, such as writing
- May need longer to think about their answers

To support pupils we primarily focus on good quality teaching in the classroom: teachers change what they are teaching or the way they are teaching in order to help the child or young people learn more with the rest of the class, they may assign additional adult support to pupils or smaller teaching groups, additional time may be given to complete tasks or tasks may be broken down into smaller steps.

In addition to this, we may provide:

- Targeted intervention teaching
- Access to a specialist teacher or cognitive assessments
- Support with programmes such as Nessy for spelling
- Use writing frames to support across the curriculum
- Meet with parents to discuss further support
- Support from Educational Psychology
- Tutoring or pre-teaching
- Use continuums to plan smaller steps of learning & progress
- Provide Phonics support
- Provide further resources to scaffold learning
- Monitoring of progress by SEND Co

COMMUNICATION & INTERACTION: *Children may find it difficult to talk, listen, respond or play with others. They may:*

- Find it difficult to say what they are thinking
- Find new words difficult to understand, remember or use
- Have difficulty talking as part of a group, or giving ideas in class
- May have reduced levels of interaction or vocabulary use
- Find social interactions difficult, or find it difficult to express what they are feeling
- Have difficulty understanding what other people mean, or understand new topics

Our school is part of the Voice 21 programme which is focused on providing opportunities for pupils to become confident communicators. Opportunities to talk and develop oracy are planned throughout the curriculum. Each curriculum subject has key vocabulary planned for specific teaching to enable pupils to develop their use of vocabulary and support their learning. Our staff support pupils by modelling talk, using sentence stems and correcting use of grammar. In the classroom, teachers may provide extra thinking time or prompts to support pupils.

In addition to this, we may also provide:

- | | |
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| <ul style="list-style-type: none"> • Vocabulary interventions • Speech/talk interventions • Support for home • Use signing or visual cues to support with understanding | <ul style="list-style-type: none"> • Access to a speech & language therapy assessment & support • Pre-teaching of vocabulary • Picture cards to support vocabulary development |
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SOCIAL, EMOTIONAL AND MENTAL HEALTH: Children can find it difficult to show/understand their feelings, solve problems in social situations or cope with changes in routine. They may:

- Find it difficult to express their wants/needs
- Avoid social situations
- Find it difficult to understand the behaviour of others
- Need support in making or maintaining friendships
- Struggle to express and cope with emotions which may present with different behaviours
- Appear anxious or stressed
- Have a set view, and find it hard to follow or understand rules

Our school rules reflect our values which are explored regularly in school. We have a clear reward system and a restorative approach which supports pupils to understand the consequences of behaviour. The Pastoral Team provide support throughout the school through engaging pupils in play to providing 1:1 support or interventions. Our EFPS Well-Being Bubble is available for pupils to help them to regulate. This is part of our focus on well-being, coordinated by our well-being lead. Elms Farm is a trauma-informed school.

In addition to this, we may also provide:

- Pastoral team support
- Emotional regulation sessions
- Support with family needs
- Provide animal therapy
- Play or music therapy
- Access to specialist services
- Refer to the STICK team
- Provide Malachi support

SENSORY AND/OR PHYSICAL NEEDS: *Some children can find their environment difficult to understand, they may find sensory processing difficult. They may:*

- | | |
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| <ul style="list-style-type: none"> • React strongly to the sensory environment • Have difficulty with fine motor skills such as handwriting or cutting with scissors | <ul style="list-style-type: none"> • Have poor coordination or fall over frequently-gross motor skills • Have visual or hearing difficulties • Have difficulty managing change |
|--|---|

Our staff are alert to the developmental stages of pupils and raise any concerns with the SEND Co for further advice/support. We provide resources such as fiddle toys, pencil grips or ear defenders when a need is identified. Behaviour incidents are analysed and our SEND Co or Pastoral Team may observe pupils to identify any triggers. Teachers consider seating plans and the equipment provided to support pupils in class. Our Well-Being bubble has an interactive floor to provide sensory facilities.

We may also:

- Provide targeted interventions such as handwriting or scissor skills support
- Provide access to Occupational Health Therapists or PSS for assessment or support
- Provide gross motor skills development interventions
- Make adaptations to the environment or provide specialist equipment
- Support with timetables or key tasks



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KEY MEMBERS OF STAFF & EXPERTISE

| Name of staff member | Area of expertise | Level of qualification (e.g. BA (Hons), MA) |
|--------------------------------|--------------------------------------|---|
| Emma Baxter Head Teacher | SENCo- Speech and language, dyslexia | NASENCo |
| Hari Sembi Deputy Head Teacher | EYFS | Early Reading and Phonics |
| Annabel Hall | SALT | Qualified Speech and Language Specialist |
| Lyndsay Steventon | OT | Qualified Occupational Therapist |

SECURING AND DEPLOYING EXPERTISE

Who is the lead person for SEND?

Miss C. Abell is the SENDCo at Elms Farm and is supported by a qualified SALT/OT and the Pastoral Team who are trained to deliver a range of interventions, such as: BIC, Restorative Justice and other mentoring therapies

Miss Abell can be contacted by visiting the school office or calling 0121 464 4634

The SENDCo is responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities
- Ensuring that parents and carers are involved in supporting their child's learning
- Keeping parents and carers informed of their child's learning
- Reviewing the progress of children with SEND
- Liaising with teaching staff, wellbeing team and external agencies that may support individual children
- Updating the school's SEND provision



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Pastoral Support:

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

We have a pastoral team dedicated to mentoring and supporting those children that are in need of additional support.

The Pastoral Team are available at break times and lunchtimes for children who wish to discuss any issues and concerns that they may have, they are responsive to pupil needs during lesson times.

The Learning Mentors run a variety of wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management

External Agencies:

We also work very closely with the following external agencies to ensure that we best meet the wellbeing needs of our pupils, these include:

Educational Psychologist Services (EPS)

Fran Weir: EPS provides tailored support for children with more significant and complex needs

Communication and Autism Team (CAT)

Julie Watchorn-Brennan: Pupils with a diagnosis of Autism

Pupil and School Support (PSS)

Jessica Jones: Pupils with difficulties in speaking, reading, writing or maths; by providing personalised learning pathways

School Nurse Team: bchnt.northeastsnteam@nhs.net

STICK Team (Mental Health): bwc.stickftb@nhs.net

Malachi Family Support Services: hayley.jones@malachi.org.uk

COBS: suegriffiths@cobschool.com



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EQUIPMENT AND FACILITIES

- Quality First Teaching
- Small group targeted intervention
- Individual targeted interventions
- Listening to the children’s and parent’s needs
- Working alongside external agencies where needed
- Well-being Bubble Room
- Interactive Flooring
- Well-being Wednesdays
- Sensory equipment i.e. wobble cushion, peanut, ear defenders etc.

IDENTIFYING AND ASSESSING PUPILS WITH SEND

How does the school identify pupils with SEND?

At Elms Farm Primary School children are identified as having special educational needs through a variety of ways. Class teachers will make regular assessment of progress for all pupils and identify those whose progress:

- If significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress or low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



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CONSULTING WITH PUPILS AND PARENTS

PARENTS

Talk to us:

Firstly, contact your child’s class teacher with any concerns. They may suggest that you make an appointment to see Miss Abell. We pride ourselves on listening to and building positive relationships with our parents/carers.

PUPILS

Talk to us:

Elms Farm provides a relaxed and open environment. Pupils are taught who they can talk to in school about any concerns or difficulties they may have. Our SEND Co maintains good relationships with all pupils but ensures that pupils with additional needs feel listened to, they are encouraged to talk about their work and progress termly. The Pastoral Team lead on 1:1 discussions and/or group discussions.

INVOLVING KEY STAKEHOLDERS

How is the governing body involved in supporting families of children with Special Educational Needs?

We have a designated governor with responsibility for SEND who liaises with the SENDCo to ensure that the Governors are informed about provision, progress and well-being of our children with SEND.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

If you want to discuss any issues with our SEND Governor, contact the school office to arrange an appointment.

PROGRESSING TOWARDS OUTCOMES

Who are the best people to talk to about SEND?

We always encourage you to speak to your child’s class teacher about any concerns you may have about your child. However, if you have a specific concern about your child’s learning, special educational or additional need then the SENDCo, Miss Abell, will be available to speak to you.

The SENDCo is a teacher who is responsible for supporting members of staff, parents/carers and pupils in meeting the additional needs of all children. They have specialised training in co-ordinating SEND across the school.

Complaints about the SEND provision in our school should be made to Miss Abell – SENDCo in the first instance. You will then be referred to the



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school's complaints policy. We do everything we can to resolve any issues. Our school and Governing Body take complaints seriously and will act upon these on an individual basis.

Parents and carers can find out more about Birmingham Local Authority's local offer [here](#).

Further information on our school's policies relating to SEND can be found [here](#).

TRANSITION SUPPORT

How will the school support pupils with transitions?

During transition times we ensure plans are in place to make your child feel safe and secure. We always involve the parents or carers and their child. We ensure there are opportunities to answer any questions they may have.

When starting at our school we may:

- Arrange visits to our school for the child to meet the class teacher
- Contact staff at the child's previous setting
- Provide a suitable transition programme depending on their needs
- Involve external agencies when necessary
- Provide information to the adults working with the child
- Assess each child's current skills and levels on entry, which build on previous settings

TEACHING APPROACH

We support children through Quality First Teaching

This means that the teacher has the highest possible expectations for all children in their class, regardless of their ability

- All teaching is based on building on what your child already knows, can do and understands
- Different ways of teaching are used so that your child is fully motivated to be involved in their learning
- Learning is personalised to suit each individual child
- Your child's progress is monitored to ensure that the teaching and any additional resources meet their needs



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ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

How will the curriculum and learning environment be adapted to my child's needs?

We make the following adaptations to ensure the needs of all pupils are met:

- Differentiating our curriculum to ensure all pupils are able to access it
- Allowing longer processing time for instructions and tasks
- Using recommended aids such as laptops, visual timetables, task boards
- Adapting resources and staffing
- Adaptations to the school environment where possible and specialist equipment used
- Providing a safe space for sensory breaks for pupils who need it
- Additional support from teaching assistants or support assistants for pupils with more complex needs
- Support pupils who have personal care needs

INCLUSIVITY IN ACTIVITIES

How is my child fully included in activities outside the classroom?

All pupils have access to extra-curricular activities such as clubs, educational visits and a range of well-being activities/roles across school. Where appropriate, reasonable adjustments will be made to ensure children with special educational needs are included in these activities. For educational visits where necessary we may:

- Provide additional support to meet their needs
- Create a social story to support them with changes to their routine



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SUPPORTING EMOTIONAL AND SOCIAL DEVELOPMENT

What support will there be for by child's overall wellbeing?

Pastoral Support:

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. We have a pastoral team dedicated to mentoring and supporting those children that are in need of additional support.

- The Pastoral Team are available at break times and lunchtimes for children who wish to discuss any issues and concerns that they may have
- Daily check ins and nurture
- Wellbeing areas around the school environment
- Dedicated equipment to support well-being i.e. interactive flooring
- The Learning Mentors run a variety of wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management
- External agencies may also be sort for support and advice