



Supporting your child at Elvington CE Primary School

At Elvington we aim to provide a caring and supportive environment where every child achieves their full potential and becomes a confident learner. All pupils are valued equally and are given the opportunity to achieve the very best they can.

Sometimes children need additional support for some or all of their time at school. This booklet will inform you of the types of support available for your child. It will help you to understand who can help if your child needs additional support, and how this support can be accessed.

All pupils at Elvington receive 'Quality First Teaching'. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all children, with a curriculum matched to their needs. Children have access to different types of support in lessons, and often work in small groups or one to one with a Teacher or Teaching Assistant.

Our staff at Elvington are highly experienced and are trained to meet every child's needs. Your child's teacher will set appropriate targets and discuss these with you on a regular basis. Your child's teaching assistant will work closely with the class teacher to implement targets and support work set.

Special Educational Needs and Disabilities

How do we identify special educational needs and disabilities?

Our teachers carry out various assessments and routinely check that all children are making the required progress. If our teachers think your child may not be making the same amount of progress as other pupils, or are falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. Our SENDCO (Special Educational Needs & Disabilities Coordinator), Miss Collier, and your child's class teacher will talk to you about what additional needs your child may have.

We will work with your child to find out what is causing the difficulties. Your child may be placed on the SEND register and, as parents/carers, you will be informed of this. Support will be put in place to aid your child's learning. At every point in your child's learning journey, we will share with you what we find out and what we will do next. Our SENDCO will support you and your child's teacher to make the best provision for your child.

If you tell us that you think your child has a Special Educational Need or Disability, your class teacher will discuss this with you.

When a child has been identified as having SEND before they start at Elvington, we work with the people who already know about them and use the information available to assess how we can meet their needs at our school.

How do we involve pupils and their parents/carers?

Parents know their child better than anyone else and the relationship between the parents and the school is crucial in making sure your child reaches his or her full potential. Parents can expect to be involved in the assessment process of SEND and are regularly invited to review meetings where they can discuss the current level of support and help set new targets for their child. Children with SEND will have a personalised provision plan. This sets targets the child is working on and shows what provision we will put in place to help them achieve them, as well as how you can support them at home. .

Categories of SEND

- Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health, Sensory, physical or medical needs.

A multi-agency approach

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. This is called a 'My Support Plan' and is focused on what parents feel is important to them in order to help their child. This plan might involve the support of one or more of the different professionals with whom we work closely:

- Educational Psychologist
- Specialist Teachers and Teaching Assistants for hearing impaired, visually impaired, physical or medical difficulties, autistic spectrum
- Speech Therapists
- Specialist teachers from Enhanced Resources Provision, which include: behaviour support, speech therapy and Dyslexia support
- Primary Mental Health Workers
- School well being worker

What if my child has more complex needs?

If your child's needs are complex or severe, we may suggest that we ask the Local Authority for a Statutory Assessment. From September 2014, all children who have significant special needs requiring additional support beyond that provided by the school, will have an Education Health and Care Plan (EHCP) assessment. If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these.



How do we adapt the curriculum?

All staff are trained in using a range of strategies to support pupils, which means we are able to adapt to a range of Special Educational Needs & Disabilities. We strive to ensure that your child has access to a broad, balanced and exciting curriculum where they have a range of opportunities to learn and shine! We will make every effort to support your child's learning needs and will adapt and tailor the curriculum, if needed, to do this.

The curriculum may be adapted through:

- The content of lessons adapted to make it accessible and enjoyable
- Extra help from a teaching assistant in class.
- Different teaching techniques; e.g. pre-learning/post-learning, reinforcement work, different ways of presenting information, 'chunking' information/instructions into manageable amounts, talk partners....
- Small group or individual support out of class
- Alternative resources such as resource packs, individual work stations, ICT access, visual and audio prompts.
- Support to manage behaviour
- Specific Targets for each child which are set through Personalised Learning Plans that specify in detail what will be learned, how and who will help.
- Emotional or pastoral support from our trained ELSAs (Emotional Literacy Support Assistants)

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

If you would like to discuss any information contained in this document or have any other questions please do not hesitate to contact our SENDCO, Miss Collier.

Visit the Local Offer to find out what is available in York for children & young people with special educational needs/disability.

<http://www.yor-ok.org.uk/families>