

Eyres Monsell

Primary School

Special Educational Needs and
Disabilities (SEND) Information
Booklet 2024-2025

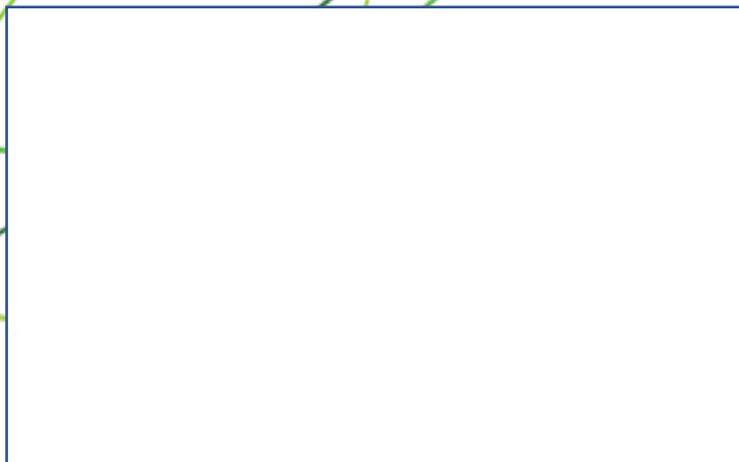
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What are special educational needs and disabilities?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. SEND can affect a child's behaviour or ability to socialise, for example pupils with autism may struggle to make friends. It can affect academic learning, for example a child may have reading problems because they have dyslexia. It can affect their ability to understand things or their concentration levels, for example because they have ADHD. It may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and Learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties



Our aims for pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development; this is central to our provision.

Who supports children with SEND at EMPS

Your child's class teacher has day to day responsibility for your child's welfare and learning. The SENCo, in conjunction with the class teacher and teaching assistants, will support the implementation of your child's pupil passport, should they need one, and will direct support to best help your child.

Additionally, as part of our Eyres Monsell offer, we have a pastoral team who support all of our families including children with SEND. They work together to ensure that your child's needs are met.

Special Education Needs Co-ordinator (SENCo)- Lucy Carlyle

As the SENCo, I co-ordinate the school's provision and oversee the day-to-day implementation of our SEN policy. I work



closely with external agencies to provide additional support to pupils. I work alongside families when exploring diagnosis, funding and EHCPs.

Student Mentor- Sita Dhiman

As a Student Mentor, I support pupils in developing coping strategies, assist in removing learning barriers and encourage good attendance. I work with parents to support their children in becoming confident and have a positive outlook towards school. I can support children with a range of interventions.



Family Link Worker- Carolyn Boddice

I offer family engagement to build relationships bridging the gap between home, school and other organizations that can offer support to bring positive changes. I offer support to improve family relationships,



enhance parenting skills, and matters that effect home lives for our families. Also, I give my time in supporting the children with their social and emotional wellbeing to enhance improvement and success.

Pastoral Deputy Head- Joseph Dowsing

Within my role, it is my responsibility to oversee the pastoral offer. I work closely with our pastoral team to ensure children have high levels of attendance, are happy and ready for learning. I offer behavioural support and guidance to class teachers and work closely with parents to promote positive behavioural change within school.



External Agencies at EMPS

As part of our local authority and National Health Service offer, we have a range of specialist agencies who can support us meeting the needs of children with SEN. For children to access these services, they require a referral and to meet the criteria for the additional support. If you feel like the support of an external agency is required, please speak to our SENCo.



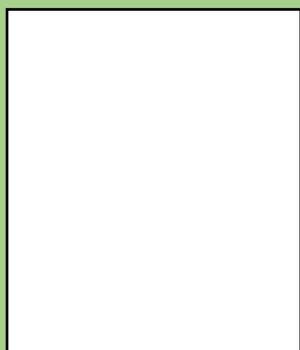
Social, Emotional and Mental
Health Link
Zoe Pedersen



Learning, Communication and
Interaction- Learning
Specialist
Samantha Marriott



Learning, Communication and
Interaction- Autism Specialist
Lucy Elliott



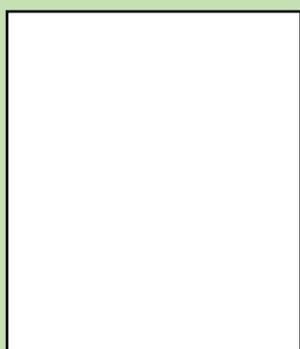
Early Years Support Team
Helen Hall



Educational Psychologist
Rita Dholakia



Speech and Language
Therapist
Laura Lineham



Vision Support Team
Grace Fitzgerald



Hearing Support Team
Antonia Pulsford

Mental Health Support
We access the NHS funded Mental Health Support Team in school. We have a range of different practitioners who support our school from this service.

How do we involve parents, carers and families?

We are a friendly and approachable school. We actively encourage partnerships with parents, for instance through our coffee mornings which focus on SEND support. Our aim is to inform and involve parents as much as possible in decision making and provide them with support, advice and access to services.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to take an active role in producing profiles for your child and setting outcomes.

How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to give their opinions and make choices about their support. All of our SEND pupils have pupil passports that are produced in conjunction with the pupil and family and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

We have reviews that allow us to capture the views of your child and give time for parents to reflect alongside the teacher on the progress and next steps.

What is our approach to teaching?

We are a supportive and nurturing school. We are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs.

We have a clear approach to training so that for each category of need we have staff with more in-depth expertise, staff with specific training and then all staff given training in a broad understanding of the difficulty. Our overall aim is to provide the highest quality of teaching for all pupils. We are inclusive and understand the need for adjustments and additional support in class for some pupils.

What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place.

Additional policies, including our intimate care policy, and policy for supporting pupils with medical needs also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

Our school procedures

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

Identification- This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified. If you have concerns, please arrange a meeting with your child's class teacher.

The stages include:

Early Monitoring- Where your child's teacher will work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class.

SEND Support Stage- Where the school's SENCo and class teacher will work with you to provide a plan for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will have targets that will be reviewed with you termly.

If additional support is required, an outside agency may become involved with your child, then the pupil passport is reviewed to help carry out the advice effectively.

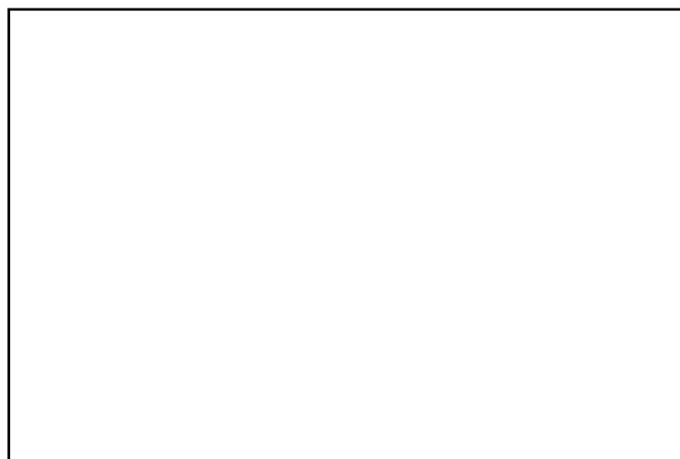
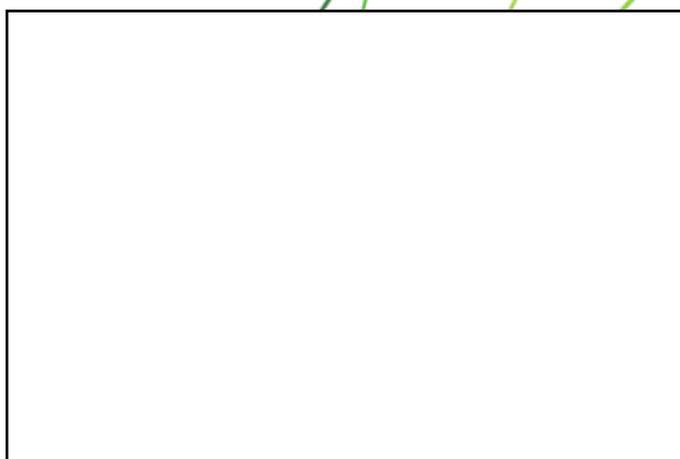
Education Health and Care Plan (EHCP) - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person centred review meetings each year to talk about their achievements and progress, and what is working and isn't working well.

How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This take place each term and you will be able to book a longer slot if required. At the meeting we will review your child's progress based on the outcomes and targets that you agreed together. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. Our SENCo works alongside school leaders to undertake purposeful, and connected, monitoring of all of our SEND procedures and provision to check its effectiveness. This includes observing lessons and looking at work in books.



SEND and Behaviour

At Eyres Monsell Primary, our Behaviour Policy, which includes guidance on expectations, reward and sanction is understood and adhered to by all staff. We strive for high expectations of behaviour for all of our pupils. We support our children with their behaviour through a range of strategies including small group social skill intervention, thrive and ELSA. Individual support or behaviour plans are put in place where necessary. We have several safe spaces around school that support children as necessary. Children can go there when they feel they need time or support.

Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers adapt learning and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.

Equal access to all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives. Our reward systems are based on following our school rules, allowing all children to feel a sense of achievement

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.

Supporting pupils transferring

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. We can arrange additional support for their high school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local high school. We will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for high school and nursery.



Responding to concerns and worries

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office. If you would prefer, you can email Miss Carlyle, SENCO@eyresmonsell.leicester.sch.uk or call through the office.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the SENCO or the pastoral deputy as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor has a wealth of experience in working with children and families and would be happy to help. Our governors can also help with complaints procedures.

Further information

In school you can get further information and advice from our members of staff.	
Advice on all SEND related issues for your child or access to services.	Lucy Carlyle SENCo senco@eyresmonsell.leicester.sch.uk
For advice on additional concerns about issues with SEND.	Joseph Dowsing Deputy Headteacher Arran Smith SEN Governor Contactable through the school office
For advice on emotional well being and mental health	Carolyn Boddice Family Link Worker Contactable through the school office.
For advice on attendance	Joseph Dowsing Deputy Headteacher Contactable through the school office
Out of school you can additional support and advice from a number of services	
Support for Dyslexia	Leicestershire Dyslexia Association https://ldadyslexia.org.uk/ Enquiries@lda-dyslexia.org.uk
Support for Autism	The Autistic Society https://www.autism.org.uk/
Support for Mental Health	Child and Adolescent Mental Health Service Mental Health Central Access Point 0808 800 3302 Young Minds- Parent Helpline https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/ 0808 802 5544
Support for ADHD	ADHD Solutions https://www.adhdsolutions.org/ 0116 261 0711
Support for General Health	Public Health School Nurse Eyres Monsell Children's Centre

	0300 300 3001
Support for Parents of Children with SEN	SENDIASS https://sendiassleicester.org.uk/ 0116 482 0870
Local groups for children with SEND	
Eyres Monsell club for young people https://www.eyresmonsellcyp.co.uk/service/our-sessions/	Inclusion Group Age: 8-18 Days: Monday and Wednesday Time 4:30pm-6pm Cost: £2.50
ADHD Solutions https://www.adhd-solutions.org/	Offer a number of events throughout the holidays for children with ADHD. They also offer workshops and support groups with can be attended.
Goldhill Adventure Playground https://www.goldhilladventureplayground.org/the-inclusion-group	Goldhill offers an inclusion group for children aged 5-18 with additional needs. They are open 3-6pm after school and offer a holiday play scheme.

