



# Elemore Hall School

<b>Document Title</b>	<b>SEND Information Report</b>
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<b>Review Due</b>	<b>August 2021</b>





## **Elemore Hall School SEND Information Report**

### **What is the Local Authority Local Offer?**

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

[www.countydurhamfamilies.info/localoffer](http://www.countydurhamfamilies.info/localoffer)

### **General Information**

Welcome to our SEND information page. Hopefully you will find everything that you need regarding our approach to SEND in this document, however if you require any additional information please look at the school website [www.elemorehallschool.com](http://www.elemorehallschool.com) or contact the school.

At Elemore Hall School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Elemore Hall School the Deputy Headteacher is the Designated Teacher for Looked after Children and has oversight of provision for all pupils, we also have a SENCO, together they ensure clarity and that all teachers in school understand the implications for those children who are looked after and have SEN.

At Elemore Hall School we ensure that all pupils, regardless of their specific needs make the best possible progress.

### **There are now four broad areas of SEND, these are:**

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn – ALL pupils who are on roll at Elemore Hall School have SEMH as their principal SEN

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## **School Admissions**

Admissions to Elemore Hall School are controlled by the Local Authority. The school can only admit pupils who are referred to it through Durham Local Authority Education department.

Click on the link below to see the school admission policy.

<http://www.elemorehallschool.com/wp-content/uploads/sites/246/2019/09/PUPIL-ADMIS-LEAV-PROCEDURES.pdf>

## **Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN**

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

## **Key Policies**

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below. Please check the website for the most recent version of these and other policies:

- Admission & Leaving Policy
- Equal Opportunities Policy
- Attendance Policy
- Anti-Bullying Policy
- Positive Management of Behaviour Policy
- Child Protection/Safeguarding Policy
- Pupil Health Policy
- Statement of Purpose
- Vision and values

## **Contacts**

The following are the main contacts for Special Educational Needs and Disability at Elemore Hall School:

Richard Royle is the Head Teacher

Derek Sayer is our designated SEN Governor:

Michael Hunter (Deputy Head) is our designated Special Educational Needs Coordinator. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Advise teachers on using a graduated approach to providing SEN support
3. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
4. Liaise with parents/carers of pupils (with SEN)
5. Liaise with and be a key point of contact for external agencies
6. Ensure that the school keeps the records of all (SEN) pupils up to date
7. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

### **Pastoral, Medical and Social Support**

Elemore Hall School provides extensively for the social development needs of its pupils. A description of how the school works can be found by looking through the school website: [www.elemorehallschool.com](http://www.elemorehallschool.com)

#### **Statement of Intent for Promoting Equality**

At Elemore Hall School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Elemore Hall School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

### **Types of SEND at the School**

At Elemore Hall School, we have experience of supporting children and young people with a range of need however the school is a specialist provision for pupils who have Statements of SEN or EHCPs where the principal need is SEMH.

### **Consultation with Children and Young People with SEND**

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with their Teacher Tutor and Personal Tutor and where appropriate the Deputy Head/SENCO.

The children have regular meetings with support staff to discuss their progress and support.

### **Junior Leadership Team**

The school has an active Junior Leadership Team consisting of a representative for each classgroup selected by their peers in a secret ballot. This is one forum for pupils to air their views, however every pupil has a personal tutor, all staff are accessible to pupils, there are meetings at the start of each day and on Friday late morning where pupils are encouraged to share their thoughts. At termly PAMs meetings pupils are encouraged to complete a questionnaire with their views.

### **Consultation with parents and carers of children and young people with SEND**

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly Progress and Achievement Meetings (PAMs) that parents/carers are invited to;
- Ongoing discussions with their child's Personal Tutor;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through the Annual Review of their Statement of SEN or EHC Plan.

At the PAMs meetings parents are encouraged to complete a questionnaire about their views.

## **Finance**

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Because ALL pupils attending Elemore Hall School have a special educational need, it follows that the entire budget is spent on trying to meet those needs.

## **Teaching, Learning and the Curriculum**

At Elemore Hall School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

Please click the link below to see the Teaching & Learning Policy

<http://www.elemorehallschool.com/wp-content/uploads/sites/246/2019/01/TeachingLearningPolicy2018.pdf>

## **External Agencies and Partnerships**

The school enjoys good working relationships with a wide range of external agencies who may support pupils and their families in a variety of ways.

The school has regular contact with professionals from CAMHS, Social Care, YOS, School Nursing Service, Educational Psychology, and Educational Welfare Service.

## **Compliments and Complaints**

Compliments are always greatly received and can be passed on either directly to staff, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our provision will be rare; however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

[Link to Complaints Policy](#)

[Link to Durham SEND Information, Advice and Support Service](#)

[Link to other support services websites](#)

## **Transition Arrangements**

We recognize that transitions can be difficult for a child with SEND (and their parents/carers) and take steps to ensure that any transition is as smooth as possible.

Please see our policy on **Admission and Leaving Procedures** for more details Education, employment, adulthood, independent living, and participation into society.

**Feedback**

We are always seeking to improve on the quality of education we provide for children and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

If you would like to comment please complete the on-line form in the 'Contact' section of the website or email the school at the following address: [elemore@durhamlearning.net](mailto:elemore@durhamlearning.net)