



**Let your light shine
Matthew 5:16**

by valuing who you are and believing in what you can be

Special Educational Needs and Disabilities

Annual Report to Parents 2024-2025

SEND Coordinator: Jackie Carter (Qualified Teacher holding NASENCO qualification)

SEND Governor: Jen Pearson

The aim of this report is to explain how Ellison Boulters CE Academy implements its policy for Special Educational Needs and Disabilities (SEND) which can be found on the Academy's website.

What are Special Educational Needs & Disabilities?

The Special Educational Needs and Disability Code of Practice states that:-

‘a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her’

‘for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools’

A disability is defined in terms of the Equality Act 2010:-

‘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’

Further information can be found in the ‘Special Educational Needs and Disability code of practice: 0-25 years’ June 2014 (updated January 2015). This can be found at:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

What does this mean at Ellison Boulters?

At Ellison Boulters we follow the Special Educational Needs and Disability Code of Practice 0-25 years.

We believe that every child is unique and individual.

We understand that some children will, at times, need more support than others.

We provide all children with appropriate support in their learning to make progress from their starting points.

We support children to shine their lights in many different ways, to share their various talents and qualities and to celebrate their successes.

Within a safe and inclusive environment, we support children to:

- achieve their best
- be confident
- feel valued
- lead fulfilling lives
- achieve their potential
- make a successful transition into secondary schools and beyond
- experience leadership roles and teamwork
- contribute to their community

Children who have special educational needs can fall into one or more of the following four broad categories:-

- Cognition and Learning
- Communication and Interaction (including Speech, Language and Communication and Autism Spectrum Disorder)
- Social, Emotional and Mental Health
- Sensory and Physical

Early identification

We believe that early identification of any special educational needs, is crucial to the wellbeing of all of our children.

We aim to attend all transfer reviews for all pupils with SEND transferring to us. This allows us to meet the parents and give us the opportunity to discuss the child's strengths and needs and allows for any additional resources, interventions or referrals to be made quickly. We also provide the appropriate intervention, e.g., small group support provided by support staff for pupils as appropriate.

If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the support they require will be 'additional to or different to' other children. In supporting children we will provide them with as much access to the full curriculum as possible.

Raising concerns

If parents have concerns about their child and think that they may have additional needs they should arrange to meet with either the class teacher or the SENCO to share and discuss them.

If school is concerned that a child may have additional needs then they will arrange to meet with the child's parents or carers; this meeting is usually held with the class teacher and the SENCO will attend if requested.

The Academy then works with parents and children to explore shared concerns and determine what needs to happen next. Concerns and actions are recorded and shared with parents.

The Academy's staff are alert to the fact that some children have additional needs and require additional support. Staff are observant, curious and concerned when children do not achieve, socialise or self-regulate in an age appropriate manner.

The Graduated Approach

Ellison Boulsters follows The Graduated Approach in supporting their children with Special Educational Needs.

A cycle of assess, plan, do, review is followed in building up a picture to support a child effectively.

Assess: a full assessment of a child's needs is made; there is a regular review of any monitoring or interventions or support already in place, advice and/or support may be requested from outside agencies.

Plan: targets are developed with pupil and parents, any adjustments, interventions and support needed are identified and arranged, expected outcomes are made clear, a date for review is set, all relevant adults are informed.

Do: the class teacher puts in place a range of strategies as outlined in the planning stage.

Review: the review must be completed by the agreed review date, effectiveness of the plan is reviewed, outcomes inform the 'plan' stage of next cycle, reviews will take place every autumn, spring and summer term.

Through use of the Graduated Approach, soft observational data and academic data, the Academy is able to measure progress against targeted concerns.

Supporting your child

Class Teachers plan Quality First Teaching for all children in their class. The Class Teacher is the person with whom you should make contact first if you have any worries or concerns about your child. Their responsibility is to use adaptive teaching strategies and tools to teach your child in the classroom and make judgements about your child's attainment. They will organise classroom support. They will also ensure that behaviour is monitored and your child is happy in school. Equally, if a teacher has concerns about your child, they will contact you.

Support staff teach and offer support to your child on a day to day basis. They may also offer focused support and intervention for learning, planned for by the Class Teacher and SENCo. Our support staff support within the classroom, support small groups and individual children.

The SENCo determines the strategic development of SEND policy and provision in school with the Headteacher and governing body. The SENCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND,

including those who have Education, Health and Care (EHC) plans. The school SENCo will monitor the progress of all children on the Special Needs Register in school. They will work with teachers to set effective targets for children on the register and monitor the effectiveness of interventions in the school. They will refer to External Agencies if necessary. The SENCo will attend one review a year for each child and chair meetings. They provide professional guidance to colleagues and work closely with staff, parents and other agencies. The SENCo will be aware of the provision in the Local Authority's Local Offer and work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The Academy has a named **SEND Governor**. The SEND Governor regularly meets with the SENCo to monitor provision in school and report to the full governing body.

Support strategies and interventions at Ellison Boulters include:

- Support within the classroom
- Small group work
- Individual support
- Little Wandle phonics: Keep up and Catch up
- Reading Fluency
- IDL online programme for English and Maths
- Support at break time/lunch time
- Emotion Coaching
- ELSA (emotional literacy support)
- ELKLAN -speech and language
- Counselling
- First Move
- Sensory Circuits
- A Sensory Approach with appropriate support and strategies
- The Incredible 5 Point Scale
- Zones of Regulation
- Multi-sensory spelling
- Use of practical/ concrete resources
- Modelling and Scaffolding
- Revisiting prior learning and overlearning
- Adapted activities
- Forest School
- Learning/sensory breaks

Staff Qualifications and Development

Individual staff have had training in the following specialist areas:

- Autism Progression Framework
- Colourful Semantics (Speech and Language)
- Early Bird Healthy Minds Course
- Early Bird Plus Autism Course
- ELKLAN Speech and Language qualifications
- Higher Level Teaching Assistant
- Mental Health First Aid
- Multi-Sensory Spelling

- (National Award for SEN Coordination (NASENCo)
- Supporting Handwriting
- First Move
- Visual Disturbance affecting reading ability
- ELSA
- Dog Mentor Training

Staff have had training in:

- Restorative Practice
- Safe guarding
- Trauma Informed Practice
- Understanding and managing behaviour
- Positive Handling
- De-escalation strategies
- Supporting children with ADHD
- Tier 1 and 2 Autism training
- Handwriting
- Dyslexia awareness and strategies

External Agencies

At Ellison Boulters, we are fortunate to be able to have access to a range of external professionals to support your child in school if needed. These include:

- Specialist Teacher Team – Stacey Wilson-Smith
- Counselling: Mo Watson
- NeedBright Solutions –Anna Needham
- Working Together Team – Adele Sherrif
- Relaxation and mindfulness -Sarah Burnett
- Early Years transition Team- Carol Moore

Referrals to external agencies include:

- Community Paediatrics
- Team Around The Family (TAF) and Early Help worker (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHs)
- Healthy Minds
- Speech and Language Team
- Physiotherapy Team
- Occupational Therapy Team
- Grief and Loss Counselling
- Dyslexia Action
- Education Welfare Service
- GPs
- The visual processing clinic

- Educational Psychology Team
- Educational Psychologist - Dr Claudia Moss

Attendance percentage: September 2024 – July 2025

Whole School: 97%

Pupils with SEND (including EHC plans): 97%

No SEN 97%

Exclusions: 2 incidents

Accessibility

The school is fully accessible to wheelchairs and there is an accessible toilet. It is expected that teachers will ensure that all children can access the curriculum.

We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise. *Please see accessibility plan.*

We use technology to support children's learning, and use specific equipment, strategies and resources to support individual and specific needs.

Parents and Carers involvement

We pride ourselves on our positive relationship with our parents as we understand you know your child best. We work with parents to achieve best outcomes for their children through open communication, discussion and appropriate targeted support. Opportunities to meet and share concerns and progress include:

- Parents' Evening
- Drop-ins with the SENCO
- Review Meetings (3 times a year)
- Assessment or observation feedback that may be led by another agency
- Home school Communication Books
- Teacher feedback

Liaison with Primary, Secondary School Partners

At Ellison Boulters, we work closely with Pre-school and Secondary School to ensure a smooth transition. We aim to visit all of our feeder nursery schools before children come to our school so that we can see them in a familiar setting. We invite staff from the new secondary schools to meet with teachers from Ellison Boulters and parents to make sure that the strategies and personalised targets are shared. Extra visits may also be organised depending on the individual's needs. All paperwork will be sent with the child to the new school.

Budget Allocation: Notional SEN funding –**£73,494.00 for academic year 2024-2025****SEND School Profile**

During the academic year **2024 to 2025**, pupils with SEND made up 28% of the whole school population. (This data has been compiled in July 2025 for children who have been on learning support for at least one full half term in the current academic year.)

Number of pupils with SEN: 80

Academic year 2023- 2024	Academic year 2024- 2025
58	80
20%	28%

July 2025	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Receiving Sen support	5	8	17	13	12	14	11
EHC plan as well	0	0	1	1	1	2	1

Gender of Pupils on SEND Register:	Boys	Girls
KS1 including foundation	16	14
KS2	29	21
Total	45	35

Term of Birth for Pupils on SEND Register:

Autumn	Spring	Summer
22	17	41

Vulnerable Groups identified:

SEN	KS1	KS2
Pupil Premium /Looked after	5	2
Service children	0	0

July 2025