Ellison Primary Academy

SEND Statement

Review Date: April 2026 **Next Review Date:** April 2027

Key contacts:

- **SENDCo:** Janine Oakley
- **Headteacher:** Lorna Pateman
- **SEND Governor:** Dave Woodcock

At Ellison Primary Academy, we are committed to developing a caring family of creative, critical and collaborative learners.

We believe that every child is unique and deserves to feel valued, included and supported to achieve their potential. We are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are able to access learning, participate fully in school life and experience success.

At Ellison, SEND is everyone's responsibility. Class teachers, support staff, senior leaders, the SENDCo, parents, carers and external professionals work together to identify needs early, remove barriers and provide support that is responsive to each child.

Our provision supports pupils across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How does the school identify children with SEND?

Some children start school with needs that have already been identified. When this happens, we work closely with families, previous settings and external professionals to make sure the right support is in place as early as possible.

Other children may develop or present with additional needs during their time at school. We identify these needs through a range of information, including:

- Everyday classroom observations
- Teacher assessments
- Pupil progress meetings

- Work in books and learning outcomes
- Discussions with parents and carers
- Information from previous schools or settings
- External professional advice
- Medical information
- Changes in behaviour, attendance, engagement or wellbeing
- Pupil voice

Early identification is not about labelling a child. It is about making sure that children receive the right support at the right time.

If parents or carers have concerns, they should speak to their child's class teacher in the first instance. They may also contact the SENDCo for further advice.

What should I do if I think my child has SEND?

If you are concerned about your child's learning, communication, behaviour, emotional wellbeing or development, please speak to your child's class teacher.

The class teacher may:

- Discuss your concerns with you
- Review your child's progress
- Consider what support is already in place
- Make adjustments within the classroom
- Speak to the SENDCo for further advice

Where appropriate, the SENDCo may observe the child, complete further assessments, meet with parents or seek advice from external agencies.

Parents and carers know their children best, and your views are an important part of the identification and support process.

How will school staff support my child?

Most children's needs are met through high-quality adaptive teaching and ordinarily available provision within the classroom.

At Ellison, adaptive teaching is central to our approach. This means teachers adapt learning so that pupils can access lessons and make progress from their individual starting points.

This may include:

- Clear modelling and explanation
- Scaffolding and guided practice
- Visual supports
- Practical resources
- Adapted recording methods
- Additional processing time
- Flexible grouping

- Movement or regulation breaks
- Communication supports
- Sensory-aware classroom approaches
- Targeted adult support where appropriate

If a child needs support that is additional to or different from what is normally available, they may be placed on the school's SEND register. This will be discussed with parents and carers.

Children receiving SEND support may have an Individual Education Plan (IEP), a One Page Profile or other support arrangements depending on their needs.

What is the graduation approach?

Ellison follows the graduated approach outlined in the SEND Code of Practice.

This is:

Assess

We gather information about the child's strengths, needs, progress and barriers to learning.

Plan

We agree what support is needed and what outcomes we are working towards.

Do

Support is put in place by teachers, support staff and, where appropriate, external professionals.

Review

We review whether the support is working and decide what needs to happen next.

This cycle helps us make sure that support is purposeful and responsive to the child's needs.

How will the curriculum be matched to my child's needs?

All pupils are entitled to access a broad, balanced and ambitious curriculum.

Teachers are responsible for ensuring that learning is adapted so pupils can access the curriculum alongside their peers wherever possible.

Adaptations may include:

- Breaking learning into smaller steps
- Pre-teaching vocabulary
- Using visuals, symbols or practical resources
- Reducing cognitive load
- Providing additional modelling

- Using alternative ways to record learning
- Adjusting pace or adult support
- Providing sensory or movement breaks
- Using communication boards or visual prompts
- Making reasonable adjustments for individual needs

Subject leaders and senior leaders monitor the curriculum to ensure it is accessible for all pupils, including those with SEND.

How will I know how my child is doing?

Parents and carers are kept informed through:

- Parents' evenings
- Review meetings
- IEP reviews
- Annual reports
- Informal conversations with class teachers
- Meetings with the SENDCo where appropriate
- Annual Reviews for pupils with Education, Health and Care Plans

If your child has an IEP, this will identify key areas of need, intended outcomes and the provision in place to support them.

Parents are encouraged to contact school if they have questions or concerns about their child's progress or support.

How will my child be involved in decisions about their support?

We believe that pupils should be involved in decisions about their support wherever appropriate.

Pupil voice may include:

- Talking about what helps them learn
- Sharing their views during reviews
- Contributing to One Page Profiles
- Discussing strengths and interests
- Giving feedback about support or provision
- Sharing views through drawings, visuals or supported conversations

We recognise that pupils communicate in different ways, and we adapt how we gather pupil voice according to each child's age, needs and communication style.

What support is available for my child's wellbeing?

We recognise that emotional wellbeing, regulation and relationships are essential for learning.

Support may include:

- Strong relationships with trusted adults
- Calm areas in classrooms
- Reduced sensory input within classroom environments
- Movement and regulation breaks
- Sensory circuits or regulation activities
- Social stories or visual supports
- Individual regulation strategies
- Targeted emotional wellbeing support
- Support from external professionals where appropriate

Where pupils experience barriers to attendance, including emotionally based school avoidance, the school will work with families and relevant professionals to identify appropriate support and reasonable adjustments.

What communication-friendly approaches are used in school?

Ellison is developing communication-friendly environments across the school to support independence, understanding and participation.

This may include:

- Widget signage
- Visual timetables
- Core boards and communication boards
- Now and Next boards
- Visual prompts
- Social stories
- Visual transition resources
- Clear routines and expectations
- Additional processing time
- Reduced language where appropriate

These supports are used to help pupils understand routines, access learning, communicate needs and move around school with greater confidence.

What sensory and regulation support is available?

Some pupils need additional support with sensory processing, regulation and readiness to learn.

Provision may include:

- Calm areas in classrooms
- Sensory-aware classroom environments
- Reduced sensory clutter
- Movement breaks
- Individual sensory strategies
- Co-regulation from adults

- Access to quieter or adapted spaces
- Sensory circuits or regulation activities
- External professional advice where appropriate

The aim is to support pupils to regulate, feel safe and access learning successfully.

What is the Sunshine Room?

The Sunshine Room is part of Ellison Primary Academy's graduated response to SEND.

It provides enhanced provision for pupils who require additional support linked to communication, interaction, sensory processing, regulation and access to learning.

Some pupils may access the Sunshine Room for significant parts of the school day, while others may access it at specific times or as part of a bespoke timetable.

Access to enhanced provision is flexible and responsive to individual need. It is not a permanent or separate placement.

The aim of the Sunshine Room is to support inclusion, regulation, communication, engagement and access to learning.

What specialist services and external agencies does school work with?

Where appropriate, the school works with external professionals to support pupils with SEND.

This may include:

- Educational Psychology
- Autism Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Paediatric services
- Local Authority SEND services
- Stay Well
- Other relevant education, health or social care professionals

External advice helps us to plan provision, make reasonable adjustments and review support.

What training do staff have?

Staff training is ongoing and is informed by pupil need, school priorities, monitoring activities and external professional advice.

Training may include:

- The graduated response and Assess, Plan, Do, Review

- Adaptive teaching and inclusive classroom practice
- Autism
- Communication and interaction
- Use of visuals, Widget signage, core boards and communication supports
- Sensory needs and regulation
- Emotion coaching and emotional regulation
- Co-regulation and de-escalation strategies
- Intensive Interaction
- Movement and regulation approaches
- Supporting pupils with anxiety or barriers to attendance
- Specific interventions or external agency guidance linked to individual pupil needs

The SENDCo supports staff through advice, coaching, modelling, staff meetings and review discussions where appropriate. Training needs are reviewed regularly so that staff continue to develop the knowledge and confidence needed to support pupils with SEND effectively.

How will my child be included in activities outside the classroom?

We aim for all pupils to access the wider life of the school, including:

- Clubs
- Educational visits
- Residential experiences
- Performances
- Sports events
- Enrichment activities
- Leadership opportunities

Reasonable adjustments and risk assessments are completed where required. We work with families to identify barriers and plan support so that pupils with SEND can participate safely and meaningfully alongside their peers.

How accessible is the school environment?

The school reviews accessibility through its Accessibility Policy and Accessibility Plan.

We are developing accessibility through:

- Communication-friendly environments
- Widget signage in classrooms and communal areas
- Visual timetables and visual supports
- Core boards and communication boards
- Calm spaces in classrooms
- Reduced sensory input in learning environments
- The Sunshine Room and associated provision
- Reasonable adjustments for individual pupils
- Ongoing review of physical access and communication needs

Where pupils, parents, carers or visitors require specific adjustments, the school will work with them to identify appropriate arrangements.

How does the school support pupils with hearing, sensory or physical needs?

Support is planned according to individual need and may include:

- Seating adaptations
- Reduced background noise where possible
- Visual supports
- Communication aids
- Sensory strategies
- Movement or regulation breaks
- Liaison with health or specialist services
- Environmental adjustments
- Reasonable adjustments to routines or activities

Where pupils use hearing bands or other equipment, staff will be made aware of how to support them appropriately.

How will school support my child with transition?

We recognise that transitions can be challenging for some pupils with SEND.

Transition support may include:

- Additional visits
- Transition meetings
- Visual transition resources
- Social stories
- Bespoke transition plans
- Graduated or personalised starts
- Staff handover meetings
- Liaison with previous or receiving settings
- Parent and pupil involvement in planning

This may apply when pupils start at Ellison, move between year groups, move between classes, access enhanced provision, return from absence or move on to secondary school.

How are school resources allocated?

Resources are allocated according to pupil need.

Support may include:

- Adaptive teaching within the classroom
- Targeted interventions
- Additional adult support
- Specialist resources
- Visual communication resources
- Sensory resources
- External agency involvement
- Enhanced provision where appropriate

Decisions are made by school leaders, the SENDCo and class teachers, taking into account pupil need, progress, professional advice and available resources.

Teaching assistants and support staff are deployed to promote access, independence and inclusion. Support is reviewed to ensure it does not create unnecessary dependency.

How are parents and carers involved?

We value strong partnerships with parents and carers.

Parents may be involved through:

- Review meetings
- Parent consultations
- SEND coffee mornings
- Parent workshops
- Drop-in sessions
- Informal conversations
- Signposting to external support
- Annual Reviews for pupils with EHCPs
- Parent feedback and surveys

We want parents and carers to feel informed, listened to and involved in decisions about their child's support.

What happens if my child needs an Education, Health and Care Plan?

Most pupils with SEND are supported through SEND Support in school.

Where a pupil has significant and complex needs, school or parents may consider whether an Education, Health and Care Needs Assessment is required.

If a pupil has an Education, Health and Care Plan, the school will:

- Ensure staff are aware of relevant needs, outcomes and provision
- Ensure provision outlined within the EHCP is implemented and reviewed in line with statutory requirements
- Monitor progress towards outcomes
- Work in partnership with parents, carers and professionals
- Hold Annual Reviews in line with statutory requirements

How can I make a complaint about SEND provision?

If you have a concern about your child's SEND provision, please speak to your child's class teacher in the first instance.

If the concern remains, you may contact the SENDCo.

If the issue is not resolved, parents should follow the school's Complaints Policy, which is available from the school office or school website.

Where can I find further information?

Further information can be found in the following documents:

- SEND Policy
- Accessibility Policy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

Parents can also access information through the Local Offer.

Staffordshire SEND Local Offer:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page