



Elms Bank SEN Information Report

Inclusion is at the
heart of our trust

Elms Bank SEN Information Report

What do we do?	How do we do it?	How do we know?
What types of SEN do we provide for?	Elms Bank School is a generic secondary special school for students aged 11 to 19 with significant special needs. MLD, SLD, SEMH, PMLD and ASD.	School Website/Census
How do we identify and assess pupils with SEN?	<ul style="list-style-type: none"> • All students at Elms Bank have a yearly Annual Review of their Education, Health and Care Plan. • Bury SEN Team have a clear protocol for deciding on which students need to attend Elms Bank – this information can be found in a document entitled 'Bury Transfer Booklet'. 	Bury Admissions Policy
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	<p>Our school SENCO is Mr David Herbert</p> <p>He can be contacted at Elms Bank: 0161 766 1597</p>	School website

What do we do?	How do we do it?	How do we know?
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> • Formal and informal meetings between school staff and parents take place regularly. • Annual Reviews are held once a year for each student. • The school website holds a range of different information about the school, e.g. information about the staff and governors, specialist support from external agencies, curriculum, pupil premium, specific school policies, etc • Parent Voice – this is an online questionnaire, available through the school website and during parents' evenings, where parents can give their views about Elms Bank. • Open day/tours – Elms Bank holds an Open Days in October as well as 2 others throughout the school year (dates on the website) Tours of the school can be booked at any point with SLT. • New Intake parents meeting – all parents of Year 6 students are invited for an additional tour of the school and to gain a range of vital information about their son/daughter starting at Elms Bank. • Parent meetings – this is open for parents to attend during the school day and evening. It gives parents information about a variety of topics and encourages them to take an active role in school. • Parents evenings are held throughout the year for all year groups; during these meetings parents will be fully informed of the progress their son/daughter is making at school. 	<ul style="list-style-type: none"> • Parental Engagement Policy • Home School Agreement • Parent View Feedback • School Calendar • School Newsletter

	<ul style="list-style-type: none"> • Fundraising with support from teaching staff we hold events to raise funds and promote the school socially and within the local community • Each student receives an Annual report towards the end of each school year which highlights the progress they have made over the year in each subject area. • A termly newsletter is sent home which gives lots of information about all the things students have been doing at school and in the community. • Awards Evening is held in the Autumn term – this is a lovely opportunity for parents to attend and see their son/daughter receiving prizes for all their hard work. 	
<p>How do we consult with pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • Student voice – Elms Bank has a student council. The council meet to discuss school issues and make decisions about the school. • Students have an input into their annual review through attending the review, presenting their work. • Student questionnaires are used during the year to elicit responses from the students about different things, e.g. what they think about lunchtime provision. • Middle Leaders carry out termly student voice surveys. The feedback informs future developments in the subject. 	<ul style="list-style-type: none"> • Subject Reports • Student Council Minutes
<p>How do we assess and review pupils' progress towards their outcomes</p>	<ul style="list-style-type: none"> • We use a range of systems and procedures for assessing progress; these include: 	<ul style="list-style-type: none"> • Assessment Policy

<p>and work with parents and young people as part of this assessment and review</p>	<ul style="list-style-type: none"> • We hold an Annual Review of the Education, Health and care Plan. Progress towards the EHC outcomes are tracked through-out the year and evaluated in preparation for this. • As soon as students start at Elms Bank we formally assess them in all curriculum areas – this assessment is called their ‘baseline’. • Many students need additional support through Speech and Language Therapy – these students all have communication targets set by the therapist. • Each student has an ‘Excellence for All’ passport which tracks their nonacademic progress and achievements. • Each student has an annual report which is sent home to parents. This gives information about their progress over a year in all subjects. • We collect progress data on all the students at the end of each term. 	
<p>How do we support pupils moving between phases of education?</p>	<ul style="list-style-type: none"> • Transition from Year 6 to Year 7. Most students enter Elms Bank at the beginning of Year 7. In the previous term to this they attend transition sessions at Elms Bank so that they become familiar with the school, its staff and its students. During this time parents are given lots of information about the school and attend tours and meetings. • Transition into Elms Bank from another secondary school – some students join us at other times and come from other secondary schools. Bespoke transition is set to enable a smooth movement between placements. 	<ul style="list-style-type: none"> • Student Calendar • Assessment Placement Protocol • Bury Admissions Policy

<p>How do we support pupils preparing for adulthood?</p>	<ul style="list-style-type: none"> • Transition from Elms Bank is decided through the EHC process, consultation with the SEN Team and parents. Once placement is agreed a bespoke transition is set up between placements. 	
<p>What is our approach to teaching pupils with SEN?</p>	<ul style="list-style-type: none"> • Curriculum pathways – we have 5 main pathways – Thrive, Explore, Inspire, Nurture and Discover – students are placed into pathways according to their specific needs and educational attainment. • Key stages – We have 4 departments in school: KS3 (Years 7 to 9), KS4 (Years 10 to 11), Elms Bank College (Years 12 to 14) and Discover • Provision Target setting – all students have targets set from the outcomes within their statements or Education, Health and Care Plans. Other targets may be set through different curriculum areas and some students have speech and language therapy targets. • All students in KS4 and KS5 undertake a range of examinations and accreditations • College curriculum – this curriculum is based on an Applied Learning, Independent Living and vocational approach. From Year 13 students can access internal internships at the College Hub and from Year 14 access supported internships at Fairfield Hospital. • Personalised timetables – timetables can be adapted for students where necessary • Curriculum Progress checks – regular formal checks by subject coordinators on progress • Individual music tuition 	<ul style="list-style-type: none"> • School Website • Subject Long-Term Plans • Assessment Policy

	<ul style="list-style-type: none"> • A range of drop down days support different aspects of personal, social and emotional education. • Themed days and weeks throughout the year support different areas of the curriculum. 	
<p>How do we adapt the curriculum and learning environment? What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> • Curriculum pathways – we have 5 main pathways – ‘Thrive’, ‘Nurture’, ‘Explore’, ‘Inspire’ and ‘Discover’ – students are placed into pathways according to their specific needs and educational attainment. All classes are staffed appropriately dependent upon the needs of the students. • All teachers have regular and specific CPD training for the needs of their students, specialisms and specific subject areas • PSHE intervention – students can access specific support when needs arise • Specialist intervention and work with external agencies when needed – we work closely with external partners who offer sensory support, additional needs support and psychology support. • Team Teach instructors – we currently have four members of staff who train all staff. 	<ul style="list-style-type: none"> • School Website • Subject Policies
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> • The assessment, monitoring and review of each students progress takes place throughout the school year. • Parent’s evenings take place throughout the year for all Key Stages. Assessment of student progress and attainment is monitored by teachers and SLT throughout the year. This information is shared with parents during the annual review and through the end of year report. 	<ul style="list-style-type: none"> • Assessment Policy • Parental Engagement • Policy • School Improvement • Plan

	<ul style="list-style-type: none"> • Teachers, subject coordinators and the Senior Leadership Team regularly analyse progress data at termly Progress Check Meetings. • The yearly School Improvement Plan gives robust targets to achieve throughout the year – these targets are regularly evaluated and give a clear picture on how the school is doing and what else needs to be done. Performance Management and Professional Reviews are linked to the School Improvement Plan. • There is a whole school Quality Assurance calendar that involves a range of activities to evaluate practice. • We have worked in close partnership with other schools on a 'Peer to Peer Review' of each other's practice. This gives us a clear picture of how others see our provision. • Parents are able to complete a 'Parent View' questionnaire. 	<ul style="list-style-type: none"> • Peer to Peer Review • Feedback • Parent View Feedback
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	<ul style="list-style-type: none"> • Sporting events throughout the year • Students from other schools visit Elms Bank for different Arts opportunities, e.g. school play, arts week. • Students take part, alongside students from a range of schools, in the annual Holocaust memorial. • Students perform drama and musical performances at other schools and concerts 	<ul style="list-style-type: none"> • Applied Learning Policy • School Newsletter • School Website • School Calendar
How do we support pupils with SEN to improve their emotional and	<ul style="list-style-type: none"> • Emotional and social development is supported throughout the curriculum at Elms Bank, in particular all students participate in • Independent Living lessons 	<ul style="list-style-type: none"> • Subject Long-Term Plans • School staffing structure

social development?

How do we include arrangements for young people who are looked after by the local authority and have SEN?

- Education, Health and Care Plan outcomes can be set to support their overall emotional and social development.
- There is a lot of pastoral care for students throughout each school day – this is given primarily by our excellent team of teaching assistants and teachers.
- We have a PSHE specialist who carries out additional intervention sessions when needed.
- Referrals to the Local Authority are made when students need to be supported by an Education Psychologist.
- Referrals are made to Occupational Therapists for Sensory Assessments. Multi Discipline Team meetings are held for some key students who require a range of multi agencies involved in their package of support. We have a range of ‘Drop Down Days’ which promote additional learning around a range of personal, social and emotional issues.
- Each year we have a range of residentials for students to take part in, e.g. Moorland Home and Bendrigg Trust
- Each student who is a Looked After Child (LAC) will have a Personal Education Plan (PEP) drawn up and additional funding will be linked to this in order to support the student within their work at Elms Bank.
- The designated member of SLT in charge of LAC, Deputy Headteacher, Miss Morrell works closely with social services, parents and carers and the individual student, where appropriate, to devise how best to use the funding to support and enhance learning

- School Website
- Behaviour Policy
- Care and Control Policy
- LA MDT Procedure

<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> • We work closely with a range of other organisations. Referrals can be made, when appropriate, at different times through the year, e.g. we may seek the help of an educational psychologist, occupational therapist, or social care. • NHS physiotherapists are on site at Elms Bank each week and they work closely with different students and classes. • Elms Bank has a Speech and language Therapist, plus a support assistant. 	<ul style="list-style-type: none"> • Behaviour Policy • School Website
	<ul style="list-style-type: none"> • We have a full time NHS nurse at Elms Bank who is supported by a health care support worker. All students have an annual medical at school and the nurse coordinates other medical professionals to visit school when needed or referrals have been made. • We have Pastoral Lead and Support for each department in school who regularly liaises with other social care organisations and who leads or attends all social care meetings, e.g. TAF. • A range of external partners are invited to each student's annual review. • Transport to and from Elms Bank is organised and run by the School and • College Transport Team at Knowsley Place. Tel: 0161 253 6968 • In the event we are unable to meet a student's needs we would seek to work alongside the LA, parents and other identified agencies to seek an appropriate provision. Where it is appropriate, Elms Bank works alongside a new provision to transition a student. Bespoke interventions are planned to support the student and the student remains on roll until a successful transition has been achieved to a new school. 	

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Our complaints policy is on the school's website.</p>	<ul style="list-style-type: none"> • School Website
<p>Where can I find the Local Authority Local Offer</p>	<p>Please follow this link: https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page</p>	

