



# EDWARD THE ELDER Primary School

## School Information Report

Updated September 2021

- Elston Hall Learning Trust

Edward the Elder Primary School became part of the Elston Hall Learning Trust in December 2016.

- What is Edward the Elder Primary School like?

Edward the Elder is a single form Primary School with a part time morning and afternoon Nursery.

- Who works with our children?

Every pupil has a class teacher that they work with on a daily basis. Alongside these pupils our staff team is supplemented by a variety of Learning Support Assistants. Pupils work with staff depending on the activities and their needs. Activities may take place in class or in one of our additional work spaces. Provision for pupils with additional needs is coordinated by our SENDCo (Special Educational Needs and Disability Coordinator). She works alongside teaching staff to support putting provision in place for pupils with additional needs. Support staff are deployed as appropriate to support needs. Additional agencies and services are also invited to work with us in school when we need them to, such as the Hearing Impairment (HI) and Vision Impairment (VI) services and Speech and Language Therapy (SALT) alongside local schools with expertise that they can provide through 'outreach' support.

- How do we identify children's needs?

All children starting our school in Nursery and Reception will have a meeting or a home visit whereby information from parents can be shared regarding their child's needs and education.

Children who start school in our Reception class have a baseline assessment during the first few weeks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Children who join us from other schools are also supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.

- How do we let you know your child may have/has SEND?

If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provisions are provided.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or where possible a translator could be provided.

- How do we measure progress?

Pupils joining Nursery and Reception are assessed using our 'in house' baseline systems which are focussed primarily on the new early years foundation stage (EYFS) framework. Reception pupil's progress is also measured from the statutory Reception Baseline Assessment. Progress is tracked from this point through the use of the new non-statutory curriculum guidance 'Development Matters'. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses and communication with parents and other agencies.

From years 1 to 6 all pupils are assessed in reading, writing and mathematics on a termly basis. This is an on-going process using Age Related Expectations (ARE) to indicate the achievement of pupils in lessons. If a pupil is not making expected levels of progress or have become 'stuck' at a stage for some time, extra support will be provided through intervention sessions.

In Year One a formal assessment of pupil's phonic ability is made and any pupils not achieving the expected standard are re-tested in Year 2.

In addition, some pupils are assessed against their Individual Learning Support Plan (ILSP) targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEN register receive support for their areas of need – this may be individual support or small group support.

- How do we monitor and review our SEND pupils?

Class teachers are familiar with the ARE or ILSP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on several occasions a new target is set. The SENDCo also checks these targets to ensure that they are achievable and that the right support can be given.

Class teachers are responsible for setting ARE or ILSP targets in consultation with TAs, outside agencies (where appropriate), pupils, and parents/carers.

If a child has ILSP targets review sheets are completed on a regular basis and are shared with pupils and parents.

- How do we support our SEND pupils?

Pupils specific areas of need are supported through interventions for example – small group withdrawal sessions, Drawing and

Talking Therapy, ELKLAN, Cool Kids and Cool Characters Programmes. Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions planned and delivered across the school are recorded on a Provision Map. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the Provision Map. Parents are informed of interventions their child is receiving via their ILSP.

A full risk assessment is carried out for any child with a disability by the SENDCo with the parents and the Head of School. This risk assessment will then be reviewed at regular intervals as appropriate.

### **Special arrangements in relation to COVID-19.**

Following the closure of schools from the 5<sup>th</sup> January 2021 Government guidelines stated:

*Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.*

*Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary,*

*carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.*

In order to ensure that our vulnerable pupils and those with EHC plans are supported consultations with families regarding whether or not their child needs to attend school took place and this process will continue, if need be. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school weekly check ins were carried out to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the messaging facility on the school email address allows for private conversations to be had between staff and parents. The SENCO can be reached at [bturner@edwardtheelder.org.uk](mailto:bturner@edwardtheelder.org.uk).

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our secondary colleagues to ensure that the information needed is shared. In the summer term transition meetings are held that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time have been uploaded on to the school website and on the Twitter feed. These will continue to be updated as time passes.

In addition to this, the City of Wolverhampton Council's Inclusion Support Service and Outreach Service is offering a free consultation service to parents/carers as a result of the coronavirus pandemic, please find and use the detail below if you need any support:

**Contact us:**

[inclusionsupportadmin@wolverhampton.gov.uk](mailto:inclusionsupportadmin@wolverhampton.gov.uk)

01902 550609

Website: [www.educationalpsychologywolverhampton.co.uk](http://www.educationalpsychologywolverhampton.co.uk)

[www.wolverhampton.gov.uk/outreach](http://www.wolverhampton.gov.uk/outreach)

- [How can you support your child?](#)

All parent/carers are informed of the support their child is receiving and the particular area of need. Class Teachers will be able to offer support about how best to support your child at home. If your child has ILSP targets during the review session with parents/carers, teachers will give a copy of the ILSP which outlines strategies to support your child and will give suggestions of extra activities you can do at home.



Reading books are sent home daily and parents/carers are encouraged to make comments about their child's reading. On-line activities are also available on My Maths, Timestable Rockstars, Oxford Owl, Education City and Purple Mash and pupils are given their own passwords.

Homework tasks are sent out on a regular basis via the 'Purple Book', support your child in completing the different activities. Help your child to learn their spellings on a weekly basis and revisit spellings that have already been tested.

- What training opportunities/learning events are provided by the school for parents/carers?

Throughout the year, we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home; these include Reception parents/carers meetings, a phonic meeting for Year 1 parents, multiplication tables check meeting for Year 4 parents and information meetings for Year 2 and 6 parents.

- If you have any general concerns.

Parents/carers consultation evenings are held on a termly basis to discuss progress, attainment and any other relevant information and an annual report is sent home in the summer term.

In addition to this, meetings are held for parents/carers of pupils with SEND to discuss updates on any changes in provision, strategies and activities to support their child at home with their targets and to voice any concerns they may have.

- Who can I speak to?

Edward the Elder is a small, approachable school. All staff are happy to talk to parents and carers.

In the first instance, all staff can be contacted on the school number:

01902 558765.

For your information, key staff have been identified:

Chair of Governors – Mrs T Ralph

Chief Executive Officer – Mr K Grayson

Head of School/Safeguarding Designated Lead –Mrs B Highman

SEND/CO/Deputy Safeguarding Lead – Mrs B Turner

Senior Educational Psychologist – Local Authority EP

Learning and Behaviour Leader/ Deputy Safeguarding Lead –

Miss L Taylor

Attendance Officer – Mrs D Roe

- What will my child learn and how?

For information about what each class is learning now please visit our school website [www.edwardtheelder.org.uk](http://www.edwardtheelder.org.uk) A copy of the

SEND policy is also available on the school website as are our teaching and learning, health and safety and other relevant policies you may wish to see.

Pupils are generally taught in their year groups with tasks and activities set that meet the needs of the individuals in that room. We call this Quality First Teaching. Additional adults may also work in each classroom to help this to happen and boost learning. Staff plan for a variety of learning activities; some which involve listening and watching as well as doing. This is to help pupils to learning in the best way possible for them.

- [Who 'checks' the work of the school?](#)

The school is subject to OFSTED inspections. Please see our latest inspection report from [September 2019](#).

Governors also work closely with staff in school to monitor what is happening – including for those most vulnerable pupils. Our current Governors with specific link roles are:

Chair of Governors: Mrs T Ralph

SEND Governor – Mrs W Carter

Safeguarding Governor: Miss Baker

Pupil Premium Governor: Mrs W Carter

- Staff expertise and professional development/training

The SENDCO keeps updated on a regular basis through Network meetings and training. This information is then shared with all staff during Staff Meetings. The SENDCO has achieved the National Award for the Coordination of Special Educational Needs.

All new members of staff receive in-house training with regards to SEND Policy and procedures during their induction.

Staff are also trained in the following areas:

Cool Characters, Cool Kids, Drawing and Talking, Dyslexia, ELKLAN and Precision Teaching.

In addition to this all staff receive annual PREVENT - Counter Terrorism Training and Safeguarding Level 1 Training.

Safeguarding Level 3 Training has been completed by Designated Safeguarding Lead and Deputies - Mrs B Highman (DSL), Miss L Taylor and Mrs B Turner (DDSLs)

- Who gets helped?

Any pupils, regardless of their needs, are supported in order for them to access the full curriculum we offer at Edward the Elder. These include mild/moderate learning difficulties, hearing and visual impairments, Social Emotional and Mental Health

issues, dyslexia and dyspraxia. Provisions are also introduced for short periods to meet specific, time bound needs as well as to meet long term needs such as pupils with Education and Health Care Plans.

- How are children supported across school? Do they have a say?

All staff has responsibility for the pastoral care of all pupils. Any concerns will be raised with the SENDCo who may then consult with other professionals and when appropriate, make referrals and seek or organise appropriate support if necessary.

In addition to support given by staff, we encourage peer support e.g. peer supporters and class councillors.

The school has 1:1, small group and whole class sessions delivered through support staff and teachers to support pupils with personal and social needs.

Each year group from Reception to Year 6 elect two members to represent them on the School Council. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week.

Children from Years 5-6 have been selected as Peer supporters. These children have received training to help and support on the playground, they are identified by the badges that they always

wear. This all helps to further support pupil voice and prepare for adulthood and transition to secondary school.

Pupils with Age Related Expectation targets or Individual Learning Plans are encouraged to discuss their learning both with staff in school and their families. Their voice is very much welcomed to help make the best choices for them.

- *What if my child is unwell?*

Children do get poorly from time to time. If your child is poorly we ask you to contact us and let us know. Our Office Staff make 'first day absence' calls to the families of any children who are not in school on the first day of their absence.

Attendance is closely monitored and parents will be asked to meet with both the Head of School and the Attendance Officer to discuss ways forward if a child's attendance is particularly poor. If necessary, home visits will be made as part of a supportive structure to get children into school and learning.

Every week pupils with under 95% attendance are identified and receive a letter from the school formally highlighting their attendance, where appropriate. If attendance issues continue, parents/carers are invited to discuss problems with the schools Attendance Officer and the Head of School. As part of this support, strategies will be discussed and put into place to enable pupils to attend more regularly.

Attendance on a weekly basis is analysed by class teachers and shared with the children in the Monday assembly. The class with the best attendance for the week is displayed in the school hall on an interactive display. Each child who has 100% attendance for the week receives a sticker on a Friday.

Certificates are given every term for 100% attendance. Also at the end of the year, a reward is given to pupils who have maintained 100% attendance.

- *What is behaviour like? What do you expect?*

Everybody at Edward the Elder Primary School has high expectations. We believe in a consistent approach which sets clear boundaries for all to follow. Please look at the Behaviour Policy on our website which outlines all the details.

- *What about trips?*

All pupils are invited to take part in visits and trips related to current learning. Regardless of additional needs we strive to make all activities fully inclusive and accessible to all. Additional arrangements for pupils with SEND are made as necessary in consultation with families and pupils.

Pupils with SEND have full access to the after-school clubs on offer and parents/carers give consent in the same way as all

other pupils. If you would like more information see our Equal Opportunities Policy, also on our website.

- What about when they leave Edward the Elder Primary School?

Information packs are given out to all Year 6 pupils in the Autumn Term and parents/carers are free to discuss Secondary school provision with adults in school as we do our best to support pupils in making school choices. We encourage pupils to attend taster and transition days and we actively liaise with Secondary schools to share information about our pupils. Pupils with an Education and Health Care Plan will discuss the options of Secondary Schools at their Annual review in Year 5. Again, this is family and person centred and focus on the needs of the individual.

Secondary schools arrange transition days for pupils in Year 6 to attend the school and meet their peers. School make pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss children's needs and pass on pertinent information. The SENDCo, when possible, meets receiving SENDCos to discuss specific needs and arranges for SEND information to be collected by receiving schools, all information is handled confidentially and is signed for upon collection.



Extra transition days and resources are organised for any pupil who may require the extra support when preparing to leave Edward the Elder Primary School.

- *What about personal care?*

We have identified 'First Aid' trained staff in school. This Paediatric First Aid Training is updated every 3 years or as dictated by their training. In addition to this, annual training is given to all staff, the school nurse, with regards Asthma and the use of epi-pens. Any other specific medical training needs, related to the pupils in school, are given when necessary.

We have a Medicines in School Policy which explicitly outlines how medicines are stored and administered in school. We do our best to accommodate the giving of medicines in line with our medicines policy. Medicines are securely stored in our First Aid Room along with relevant guidelines for the administering of medicines. Asthma inhalers are kept in classrooms along with diabetic supplies, if appropriate, to the pupil in question. An emergency inhaler and spacer is also stored in the First Aid Room.

Parents/carers are required to fill out a medical consent form for any medication needed during the school day, this is reinforced in the Medicines in School Policy. Pupils with long term medical needs are listed in the Staff room for staff to access. As appropriate updates and training are given to meet the

needs of the school community through the school nurse and specialist nurse teams. Any medication given is recorded.

All staff can support pupils in the event of a 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if they do not collect their child.

- What qualifications do staff have?

In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). The Senior Leadership Team are also Safeguarding trained to the highest level. The SENDCo holds the Nationally Accredited SENDCo Award and undertakes regular updates on best practise. If we discover a skill is lacking, support is brokered to provide that skill or training.

- Who might you ask for help or advice?

We work closely with a range of agencies, professionals outside of school who provide support or advice to staff. Amongst them we are currently working with:

CAMHS (Child and Adolescent Mental Health Services)

Educational Psychologist:

Hearing Impairment Team

Information, Advice and Support Service

Local Authority SEND Team

Occupational Therapy: Gem Centre  
Outreach  
Special Needs Early Years' Service  
Speech and Language Therapy Service  
Strengthening Families Worker  
Visual Impairment Team

The Information, Advice and Support Service works with parents to give them impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. This service is based at the Gem Centre on Neachell's Lane, for more information follow their link <http://wolvesiass.org/>.

- *Will my child's needs cost me anything?*

Every school has its own budget and within it is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. If we find that a child's needs are costing more than the amount of money given in the budget, we can look at ways in which we can request additional monetary support to fund other things.

These are ways in which we spend some of our budget to best support our pupils:

- \* Educational Psychologist

- \* ELKLAN release for trained staff to support with SALT programmes.
- \* Learning Support Assistant time for 1:1 support.
- \* On-line Programmes
- \* Outside Agencies
- \* Resources – books, apparatus and equipment
- \* Specialist Teacher Inclusion Support Service
- \* Training for staff

The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.

- Can my child come to Edward the Elder?

We follow the Local Authority Admissions Guidelines and Multi Academy Trust Guidelines and so do not discriminate against pupils with disabilities and additional needs. As appropriate school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.

- Any questions?

If you need any further information contact us directly on 01902 558765 or visit our school website on:

[www.edwardtheelder.org.uk](http://www.edwardtheelder.org.uk)