

# Braywood CE First School



Our Special Education Needs  
and Wellbeing Provision

# Children's Emotional Wellbeing

Children's happiness is fundamental to everything that we do at Braywood. There are many ways that we ensure that the children at our school are emotionally resilient, that they feel nurtured and confident and are compassionate to their peers. Our fundamental Christian ethos, behaviour procedures and support facilities for children when they need it ensures that everyone feels happy and that they belong at our school.

We have a Happiness and Wellbeing Policy and a Behaviour for Learning Policy on our website which has more information.

## ELSA Emotional Literacy Support Assistants

### What is an ELSA and why do we need an ELSA?

Children learn lots of new skills at school, not just academic, but also social and emotional skills. Whilst some children may require extra help with literacy and numeracy, others will benefit from support with the emotional side of their development.

Emotional literacy is:

- Understanding and coping with feelings about ourselves and others
- Developing high self esteem and positive interactions with others
- Being emotionally literate and resilient helps children focus better on their learning

This area of education is recognised as a vital aspect of all children's development, and we are pleased to be able to offer support in a variety of areas which may include:

- Recognising and expressing emotions
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss, bereavement and divorce

### How does the ELSA work?

A regular slot during the school week for 30-35 minutes. Sessions can be individual or in small groups and tailored to the child's individual needs. Sessions are fun and might include role play, puppets, board games, art and crafts, and stories. They include time to talk. A pupil's progress will be reviewed every 5 to 6 weeks.

Either you will be informed by letter if your child is identified as able to benefit from ELSA support or you can request some ELSA sessions. Please feel welcome to come to school and meet your child's class teacher or the ELSA if you would like to learn more about how the sessions are going.

### Who are our ELSA staff?

We have two ELSA who are well-trained and have taken on this role for several years. To be an ELSA you have to attend LEA training which is updated every year.

## Special Educational Needs

## What does support for SEND pupils look like at Braywood?

At the Braywood CE First School we have experience dealing with a range of special education needs and disabilities. These vary from children who need additional support in the classroom, to children who require an individual educational plan for a specific area of need. All children's educational and pastoral requirements are taken into account when the teacher plans their lessons. They are differentiated and tailored to every child's needs because all children are special.

Children with SEN and disabilities are treated as favourable as the rest of the class in line with our Equality Policy. We have a number of methods to help us identify if a child needs extra help. Any barriers to learning are supported or eradicated as soon as possible.

The progress a child makes at school is carefully monitored. We use a series of tools to assess when a child needs additional support including phonics tracking, mathematics and reading assessments, spelling tests and tracking the children according to their age-related expectations. Teachers provide Tuesday booster classes for many terms of the year.

## What do you do if you are concerned about your child?

In the first instance talk to your child's class-teacher. Your concerns will always be taken seriously, as your views are very important to us. Teachers take account of the needs of individual child in their classroom, so they do need to understand any barriers to the learning. If there are further steps to be taken the teacher will approach the SENCo / Headteacher and a meeting will be arranged to discuss the matter further with the family. Work in this area is very much a partnership between the child, their parents and the school.

## How can we support children with specific needs?

We have a high pupil/adult ratio and children are supported by highly quality teaching and support staff. Pupils have access to good quality teaching, and this is maintained through our regular assessment and monitoring procedures. During the lessons children with SEND will very rarely be taken out of the classroom but there will be a variety of interventions at other times in the day to support 'catch up and keep up' groups, individual programmes of learning or specific targeted groups. Teachers also invite children into 'booster' classes throughout the year after school one day a week to ensure that no one falls behind.

Currently we have teachers and teaching assistants who have had training in Speech and Language (ELKLAN Trained) and Dyslexia (Dyslexic trained course). This ensures that we can offer targeted support and assessment in these areas.

All parents are invited to three parent consultations; three class meetings and a variety of curriculum meetings to support parents' understanding of the school educational process. If a child has a statement or is on our SEND register, there are additional meetings to share the child's individual educational plan (IEP); how parents can contribute to the education for their child and how we can share target setting. There is plenty of opportunity to have regular feedback through our home school communication book 'Learning Log' or talking to the teacher on an informal basis.

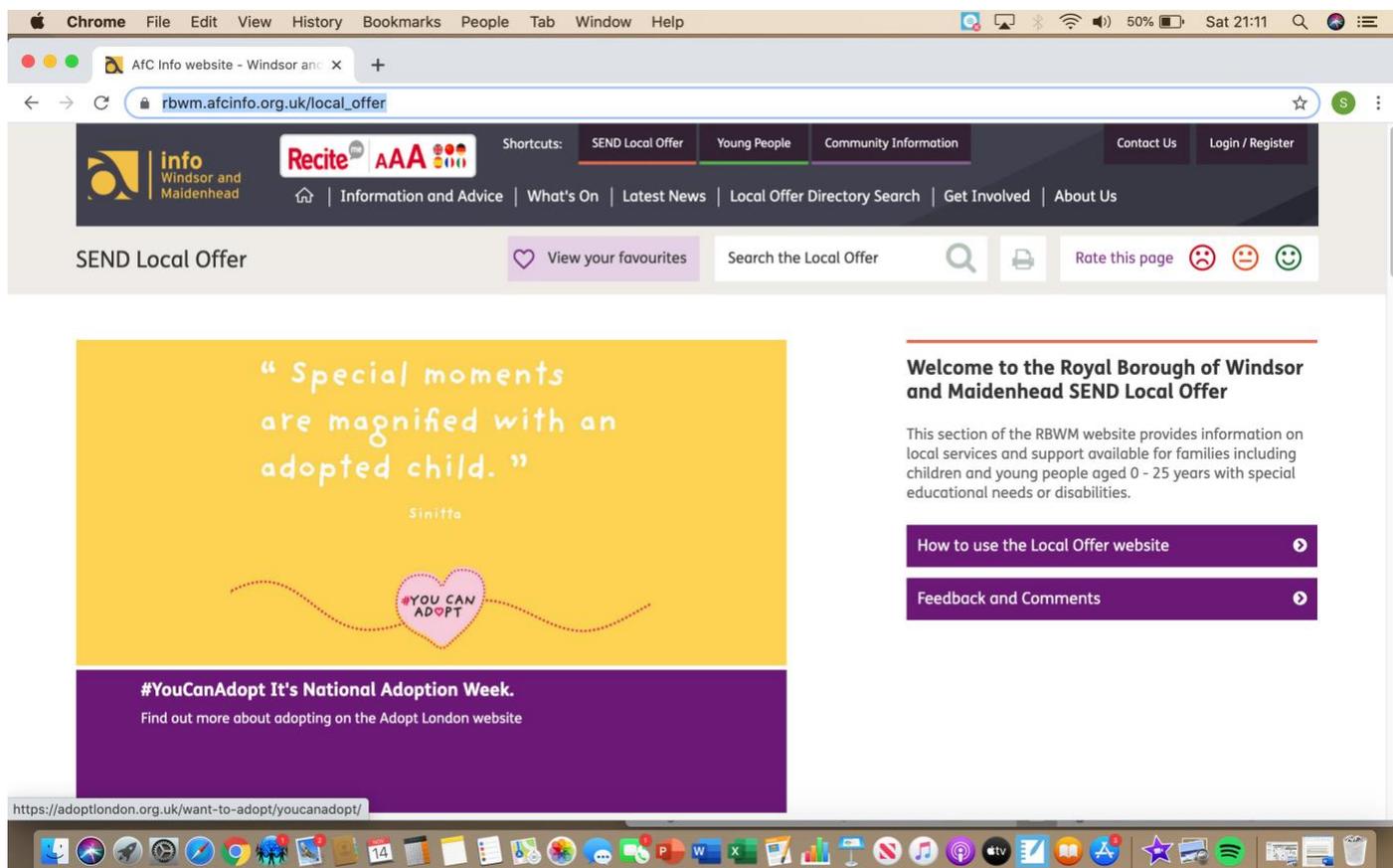
## What professional support can support children with specific needs?

Pupils work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups. If your child has significant medical needs, you will need to speak to

the Headteacher to discuss how we can best support you and your child. We can deliver specific individual plans including exercises or with a small group. We may however access support from other services, for example;

- Educational Psychology Service
- Occupational Therapy
- Speech and language Therapist (SALT)
- School Nurse
- Autistic Spectrum Disorder Services (SHINE)
- Early Years Services
- Education Support
- Behavioural and attendance Service
- Child and Adolescent Mental health Service,
- Counselling Services
- Service for Children with Sensory Needs

The LEA website below at [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer) outlines the borough's Local Offer for SEN support. This site outlines all the provision that the LEA provides for children of all abilities with a comprehensive list of SEND support agencies.



You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182 Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk) Website: <http://ias-rbwm.co.uk/>