

Local Offer Questions – Jan 2022

<p>What types of SEND do we provide for?</p>	<p><i>The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014)</i> definition of SEND:</p> <p>A child has special educational needs if he/she has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if they have:</p> <ul style="list-style-type: none">• a significantly greater difficulty learning than the majority of children of the same age.• a disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools. <p>A child with additional needs is NOT considered to have SEND if:</p> <ul style="list-style-type: none">• the language spoken at home is different from the language used in school i.e. English is not their first language.• the child has exceptional abilities i.e. is gifted and talented <p>The Code of Practice outlines the following broad areas of need:</p> <p>Sensory and/or Physical needs which includes visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical difficulties (PD)</p> <p>Cognition and Learning which includes moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).</p> <p>Communication and Interaction which includes speech, language and communication needs (SLCN), Social Communication Difficulties (SCD) and Autistic Spectrum Disorder (ASD).</p> <p>Social, Emotional and Mental Health needs which include attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), oppositional defiant disorder (ODD), attachment disorder, anxiety and depression.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>All children are constantly monitored by staff working with them to ensure that their needs are being met to allow them to access the curriculum and school life successfully and happily</p> <p>If we notice that your child appears to be having any specific difficulties, or is not making the expected progress, we would share our concerns with you. Equally, if there any issues or concerns that you want to raise, we would encourage you to share them with us. Initially, the person to do this with is your child’s class teacher, however, if it is appropriate, the school SEN coordinator will also become involved.</p> <p>Our aim is to work closely with you, developing an open relationship based on trust and respect that will provide the best opportunities for us to support your child.</p>

<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?</p>	<p>Our SENCO is Mrs Gemma Blake-Hatton who can be contacted through the school office.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>We provide 'Quality First Teaching' in every classroom, meaning that lessons are focused with clear and aspirational objectives. Teachers involve pupils in their learning and make appropriate use of questioning, modelling and explaining. As part of 'Quality First Teaching' teachers would differentiate the curriculum and make reasonable adjustments for any child who is finding learning difficult and not making the expected progress.</p> <p>If it is felt that a child is not making expected progress, a 'Graduated Response' is adopted and you will be informed. This is a four part cycle of assessing; planning; doing and reviewing. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match learning experiences and interventions to the specific need of the child.</p> <p>If, despite this increasingly personalised approach, over an extended period of time, the expected progress is still not being made we may consider starting the process of applying for an Education, Health or Care Plan (EHCP)</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Pupils receive a broad and balanced creative curriculum. Children will work in a variety of ways during their learning, which will not always be organised into learning groups at different levels. However, the school will often plan work that is matched to the needs of children through differentiated (different levels) activities and tasks for those times that are appropriate. This means that children will be working at a level that they can access but one which will progress their learning.</p> <p>When appropriate, children will be given equipment and resources to support them within the classroom</p> <p>If a child is on the SEND register, we will produce an Individual Learning Plan, in partnership with you and your child. The plan will identify a long term target for the academic year and then smaller ones to be reviewed throughout the year, with details of actions for both the school and parents.</p> <p>This is reviewed at least termly and your views will be sought in order to ensure home and school are working together. Your child's voice is also central to the outcomes being identified.</p>

<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>We will make any reasonable adjustments that we can to ensure all children are involved in all aspects of school life.</p> <p>We have a positive attitude to inclusion and work with the most experienced professionals who actively encourage inclusion. Parent and carers will always be consulted on the specific arrangements for their child.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We aim to work closely with parents and provide them with all relevant information about their child.</p> <p>As well as ILP meetings and parent consultations we offer and encourage communication through e-mail and telephone calls. Parents are welcome to arrange a meeting to discuss their child's needs outside of the school day through the class teacher or the school office. We also run parent forums and in addition a SEN coffee morning twice a year.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>All children on the SEN register have an Individual Learning Plan. As part of this plan Pupils meet with the SENCO and complete a one page profile to gather their views around their learning and what they feel helps them at school. They, alongside their parents/carers are also invited to comment on their ILP targets after each review. Children with an Educational Health and Care Plan (EHCP) will have annual reviews of their progress with the family and any professionals who are working with them. Pupils are directly involved in both of these processes.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The class teacher is continually monitoring progress through work produced in class, discussions with pupils as well as more formal forms of assessment. Progress against individual targets is reviewed at ILP review meeting. These inform whether additional support may be necessary and is communicated with parents so that support can also be put in place at home to reinforce the learning taking place within the classroom.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Good transition arrangements are crucial in preparing children and families for moving from one phase of education to another. The school works closely with a number of other groups as well as internally to make sure these arrangements are extensive and robust. As well as transferring important information we will arrange a meeting where all parties can discuss concerns and issues and put together a personalised plan for the child concerned.</p> <p>Children join from a wide range of settings and we have worked hard to develop close links with all of our Early Years providers. We liaise with them when children move from Early Years settings to our school. If necessary we will arrange additional transition meetings both at the setting and at school, if this is required for an individual child.</p>

<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We aim to support children through any difficult times and give them the opportunity to grow within a nurturing environment. We have a detailed behaviour policy which focuses on positive rewards and praise, but is reinforced by appropriate sanctions if necessary.</p> <p>Our schools provide a range of clubs and groups for vulnerable children who need emotional support. Across the key stages, other support staff provide social skills intervention groups.</p> <p>Good attendance is crucial to good performance; we aim to make school life interesting and stimulating so that children want to come to school. If there is a problem or difficulty that is impacting upon attendance or behaviour we will aim to resolve it so that attendance improves.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>The SENCO hold the National qualification for Special educational need leadership The Head and SENCO work with teachers, support staff and others to organise and deliver provision for children with SEND. Our teachers are experienced in making adjustments to meet the needs of individual children.</p>

	<p>Amongst support staff, there is a wide range of experience and expertise in the different areas of SEND and the types of assessment and interventions that are used.</p> <p>All staff have basic awareness level training in supporting children with a variety of special educational needs. Several staff have received enhanced training in supporting children with a variety of special educational needs including: autistic spectrum conditions, speech, language and communication needs. Where necessary, support staff are trained to support the particular needs of the children they work with.</p> <p>We also have access to a range of specialist support services, including:</p> <ul style="list-style-type: none"> • Learning and Behaviour Advisory Team (LBAT) • Autism and Social Communication Team (AST) • Primary Child & Adolescent Mental Health Services (CAMHS) • Speech and language Therapists (SALT) • Sensory Support Service • Occupational Therapy (OT) • Educational Psychologist (EP) • Family Support Networks • Integrated Prevention and Early Help <p>We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we work with other services and organisations that are involved with a family</p>
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<p>How will we secure specialist expertise?</p>	<p>Outside agency support is sometimes needed for children with learning or emotional difficulties. The SENCO may ask for their advice and support for specific children or to provide training for staff.</p> <p>Our schools are part of the local SEND hub network known as 'nest'. This is a group made up of local SENCOs, head teachers and other specialist teams working together to pool knowledge, training and support within the East Grinstead Group of Schools (EGGS). The schools can also access specialist expertise at the Family Support Network Forum.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Some specific resources are provided by West Sussex County Council, i.e., specialist equipment to support children with significant physical difficulties.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The school is supported by professionals from Mid Sussex Child Development Centre including Paediatric OTs and Paediatric Physiotherapists. We also work closely with professionals such as Speech and Language Therapists from Sussex Community NHS Foundation Trust. These services may attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. They may also contribute to an Early Help Plan, if applicable.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Regular and accurate assessment of progress is key to ensuring that pupils develop to their fullest ability. Pupil's progress is assessed through a wide range of formal and informal methods throughout their time in school. We monitor and report progress on a daily, weekly, termly or annual basis including:</p> <ul style="list-style-type: none"> • Open door policy – parents are very welcome to meet with their child's class teacher to discuss progress □ Annual report to parents including progress against the national expectation of similar aged children • End of Key Stage 1 and Key Stage 2 SAT tests • Year 1 Phonics test • Standardised reading age and spelling age tests • Termly Pupil Progress meetings and SEND Pupil Progress Meetings □ Regularly updating IILPs to meet the needs of the child.

<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly as possible and at as low a level as possible. Our SEND complaints procedure is as follows:</p> <p>The complaint is first dealt with by the class teacher. If there is no resolution, the Headteacher or SENCO will review the complaint at Stage 2.</p> <p>In the unlikely event that the matter is still not resolved, you can then take the complaint to the Local Authority (if it is regarding a SEN statement or EHC Plan) or the Education and Skills Agency if it is regarding any other issue.</p>
<p>What support services are available to parents?</p>	<p>NASEN http://www.nasen.org.uk/ West Sussex Local Offer: www.westsussex.local-offer.org West Sussex Parent Carer Forum: www.wspcf.org.uk</p>
<p>Where can the Local Authority's local offer be found?</p>	<p>West Sussex County Council's Local Offer can be found at: www.westsussex.local-offer.org</p>