



SEN INFORMATION REPORT

Updated: 24 May 2021
Next review: 1 Jan 2022 by Inco and PP / SEN governor

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated at least annually.

Responsibilities:

Our executive headteacher is David Bertwistle: exec.head@dvsf.w-sussex.sch.uk.

Our inclusion co-ordinator (INCo) is: Stephanie Garwood: inco@dvsf.w-sussex.sch.uk

The governor responsible for SEND and inclusion is: Jeremy Cogman, she can be contacted through our school offices:

- Rake office manager - Angela Atkins: 01730 892126 office@rake.w-sussex.sch.uk
- Rogate office manager - Sam Wright: 01730 821329 / office@rogate.w-sussex.sch.uk
- Compton office manager – Carol Crews: 02392 631 900 / office@cuprimary.co.uk

A. About our schools

Our schools are mainstream Church of England primary schools within the West Sussex local educational authority.

B. Our vision

At our schools we strive to create an exciting and engaging curriculum where all pupil's individual talents are nurtured and celebrated. We are committed to ensuring all children have equal access to the whole curriculum and have equal opportunities to develop their full potential in a safe, secure environment in partnership with parents and carers.

C. Our commitment to inclusion

We aim to adhere to and promote the messages within the SEND code of practice 2015 and believe that:

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

Achieve their best

Become confident individuals living fulfilling lives, and

Make a successful transition into adulthood, whether into employment, further or higher education or training.'

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need- this means doing everything they can to meet children and young people's SEN. " (SEND 0-25 Code of Practice, 2015 , P92)

Our schools provide for children and young people with a wide range of special educational needs including those with:

Communication and interaction needs: this includes children who have speech language and communication difficulties including autistic spectrum conditions.

Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

Social, emotional and mental health needs

Sensory and/or physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning

D. How do the schools know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age.

Full use is made of information passed to the school when a child transfers in to our school and we use assessments during the nursery/foundation stage to identify pupils and any difficulties they may have (observations on entry, foundation stage profile, teacher assessment/observation).

Other methods used by teachers to identify pupils with SEND are as follows:

Discussion with parent/carer to see if they have noticed anything/have any concerns.

Ongoing teacher assessment, observation and tracking of progress using the school's assessment and tracking procedures.

Termly summative assessments for reading, spelling and maths which are analysed by the INco to help identified children with potential SEND.

Termly pupil progress meetings with the class teacher, executive headteacher and INco.

Progress is assessed against the *early learning goals* in the *foundation stage*.

Progress against english and maths statements from the new *national curriculum*.

Results from SATs (end of Years 2 and 6).

Additional standardised screening or assessment tasks, undertaken by the INco

Involvement and advice offered by external agencies such as speech and language therapist, behaviour support team, educational psychologist and paediatrician.

E. How does the school make provision for pupils with special educational needs?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. Students whose special educational needs can be met in school are designated 'SEND Support'. Those with more complex needs requiring additional support will have a statement of special educational needs or an education, health and care plan (EHCP) awarded by the local authority. The students are supported in school in the following ways:

SEND school support

All students identified as SEND support will have individual learning plans (ILPs) which are devised by the class teacher in consultation with the child and their parents (s)/carers and class teacher. We follow a graduated approach to SEND support, in the form of a four-stage cycle of assessment, planning, carrying out the intervention, and reviewing outcomes in successive cycles. This is known as the 'Assess, Plan, Do Review' cycle. (SEND 0-25 code of practice, 2015, P100,

The ILP details achievable targets and information on how these will be achieved. The impact of in class support and specific interventions is assessed by the class teacher, parents and INco and targets are reviewed half-termly.

EHCP/statement

All students with an EHCP or statement will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is also likely that additional support will be given outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, parents of students with statements/EHCPs are presented with data showing the student's academic progress, success rate in meeting objectives and reading age. Details of the student's provision and any intervention they have received, and its impact are also provided. Progress against the objectives in the student's statement/EHCP is evaluated, and agreed adjustments are recommended to the relevant Local Authority.

Young people and parents of children with an EHCP can request a personal budget to buy in the support identified in the plan. This money will come from the high-needs funding block and will not normally affect the school's notional SEN budget.

F. How is the decision made about what type and how much support my child will receive?

These decisions are made by the INco in consultation with the child's teacher, their parents or carers and from advice given by other professionals such as occupational therapists, educational psychologists and speech & language therapists.

G. How are the school's resources allocated and matched to children's special educational needs?

These decisions are made by the INco in consultation with the executive headteacher and school business manager. Decisions are often made taking into account additional advice and recommendations made by other professionals such as occupational therapists, educational psychologists and speech & language therapists.

H. How will both you and I know that my child is doing and how will you help me to support my child's learning?

Your child's progress is reviewed through regular meetings with yourself, your child and the class teacher. Assessments are carried out termly for spelling, reading and maths to see help gauge the impact of the interventions. These assessments along with discussions with parents, the child and teacher help to inform the future interventions. The INco and executive headteacher also review your child's progress during pupil progress meetings, which are held each half term. Within these meetings, your child's progress will be discussed, and future interventions are planned. The details of these interventions, and your child's targets will be shared with you by the class teacher and/or the INco. We also welcome parents to make additional appointments to discuss your child's needs should you have any further concerns or questions. The INco hosts drop in meetings every term where parents and carers are welcome to talk about any concerns or an update on their child's interventions and progress. She also attends termly parent consultations with the class teachers.

I. How will school staff support my child? How will the curriculum be matched to my child's needs?

Children with SEND may need additional support either within class or outside of the classroom through well planned interventions which have been proved as effective. The INco assess a child's needs and plans the interventions in consultation with the child and their parent(s)/careers. Examples of how we can support children with SEN include:

Changing the way activities are planned and delivered.

Matching activities to the ability / need of each child (differentiation).

Adapting learning materials such as equipment and activities to suit each child's needs.

Offering small group support to promote skills identified in the child's support plan.

1:1 support.

Adapting the environment through acquiring specialist equipment or resources.

J. How accessible is the school environment?

Accommodating children with physical difficulties involving a wheel chair or walking frame would need careful consideration. As a school we are happy to discuss individual access requirement. Further information can be found in our accessibility policy which is on the school website.

K. What is the expertise and training of staff to support pupils with SEN?

Our INco is an experienced, qualified teacher and holds the national award for special educational needs co-ordination. All the staff within the school attend regular training courses as part of their continuing professional development to ensure that new skills and knowledge are developed. Teaching assistants have received training in delivering specific interventions which can be delivered both inside and outside of the classroom. Examples include maths Interventions from Edge Hill University, speech and language training from West Sussex speech & language therapists, dyslexia training from the Helen Arkell Dyslexia Centre and additional training from an independent educational psychologist. In addition whole school training is embedded within INSET days to support the teaching of maths and English and wider curriculum subjects.

L. What specialist services and expertise are available at or accessed by the school?

At times the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

Details of the services available within West Sussex can be found on <https://westsussex.local-offer.org/>

We work closely with the following professionals:

Educational psychologists

Speech & language therapists

Occupational therapists.

School nurses

Health visitors

CAMHS (child & adolescent mental health service)

Social Workers

Think family workers (early help)

M. How does the school evaluate the effectiveness of the provision made for pupils with SEN?

The progress of children with SEN is monitored in the following ways:

Review of progress made every half term within pupil progress meetings.

Termly summative, standardised assessments for reading, spelling and maths.

Observations made by class teachers, teaching assistants and parents.

Termly special education needs staff meetings.

Regular meetings with the class teacher, parent(s)/carers and INco.

Regular learning support assistant meetings with the INco and executive headteacher.

N. How are pupils with SEN enabled to engage in activities available with pupils without SEN?

We work closely with parents and careers to ensure that all children with SEND have the same opportunities as children who do not have SEND. If a situation arises where we are concerned that a child is at risk of being excluded from an activity or event due to their specific needs then we contact parents and plan together a provision which enables inclusion. We do our best to anticipate such circumstances and strive to make adaptations and changes so everyone can be included.

O. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and plans are made in consultation with parent (s), children and INco or class teacher to enable all children to participate.

P. What support will there be for my child's overall well-being?

We offer support for improving emotional and social development through the following:

Personal social health education lessons every week within class.

Additional support for children who are experiencing emotional or social difficulties through planned interventions with our learning mentor.

Teaching all children about bullying and recording and reporting any incidents of bullying to governors (Please see our discipline policy).

Pupils with medical needs would have a detailed care plan, compiled with support from the school nurse where deemed necessary, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive Epipen training delivered by the school nurse every year.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

All staff have first aid and child protection training.

Q. Arrangements for supporting pupils moving between phases of education and preparing for adulthood. How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education in life?

We aim to make transition from pre-school as smooth as possible. A series of transition events are available for all children and include:

Visiting the child in their own home setting (home visit).

The child attending school with their parent (s)/carer for visit sessions in the second half of the summer term.

The child's key worker from nursery has the opportunity to visit at one of the visit sessions in school or the reception teacher visiting the child in their nursery setting.

Parents and carers having the opportunity to discuss any concerns during the transition process with either the class teacher, INco or headteacher.

We strive to ensure a smooth transition from our primary school to their secondary school in the following ways:

The INco contacts the secondary school's INco to request a meeting to discuss the child's SEND and share their targets within their personal plan.

The INco meets with parents and the child to discuss transition.

Ensuring that children have the opportunity to attend transition sessions at their new secondary school.

When a child moves to a new year group or class within the school all pupils attend a transition session where they spend some time with their new class teacher and teaching assistant.

When a child moves to a new setting taster days and visits to the school can be arranged in order to help parents and children make informed decisions before moving schools.

R. Who should I contact regarding a query, concern or complaint?

If a parent wishes to discuss something about their child then they should contact the class teacher to begin with.

However if it is felt that matter needs addressing further then the INco or executive headteacher are always happy to talk to you about your child's needs

If you have a query, concern or a complaint regarding the provision made at school for SEND then we welcome your comments and will do our very best to support you and your child. Please contact the INco. Alternatively you can contact the executive headteacher or the SEND Governor.

To make an appointment then please call the office manager.

Our formal complaints policy can be found on the school's website.

S. What is the local offer?

The *local offer* was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools and the local area to help children with additional needs as well as the options available to support families who need additional help to care for these children.

T. What will it do?

The framework will allow the *local offer* to provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support.

U. The school's contribution to the local offer and where the LAs local offer is published.

The West Sussex *local offer* helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND). Information about this can be found through the following website link <https://westsussex.local-offer.org/>

Contact details of support services for the parents of pupils with special educational needs can also be found on the Rother Valley Hub inclusion website using the following website link <http://www.rvhub.org.uk/>

V.

W. How provision is being offered to pupils with SEND during Covid-19?

During this time of Covid- 19 we are aware that some adaptations are needed in order to continue to support children with SEND safely. All children with SEND will be taught within their class bubbles and will have learning differentiated to meet their needs. Teachers and teaching assistants will support children with SEND within their own class bubble. Interventions will still take place for children with SEND when they are in school and these will be carried out according to our risk assessment, although this could depend on staff availability.

At times there may be a need for remote learning - for example during a lockdown, a shielding family or a period of self-isolation. Learning will be provided by class teachers, using Teams and class teachers will check in with the children through regular live Teams class session, several times a week. Full details of our remote education offer can be found in our Remote Education Policy, which is published on our school websites. Additional support through bespoke interventions can be delivered remotely by Teaching Assistants using Teams, if it is felt beneficial by the class teacher, parents and SENDCo and if staffing enables this to take place.

The school will offer places to all children who have an Educational Health Care Plan, have parents or carers who are keyworkers, or are vulnerable. Where parents decide not take up the offer of a school place for a child with an EHCP, a full risk assessment and analysis of educational provision will be carried out by the SENDCo in consultation with parents. The SENDCo is still able to access support from many outside agencies during times of Covid-19 restrictions and if parents have any concerns about their child they should still contact their class teacher or the SENDCo by email or by telephone.