



# SEN INFORMATION REPORT: RAKE

Approved: 21 May 2024 by the Interim Executive Board  
Next review: May 2025



## Our Vision

In our federation of schools, our Christian vision shapes all we do.  
Jesus said: **"I have come that you may have life in all its fullness"** (John 10:10).  
We make our vision come to life through our school ethos of **Excite, Engage, Include**.

**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](mailto:exec.head@dvsf.w-sussex.sch.uk)

Our Special Needs Coordinator (SENDCo) is Siobhan Silk: [dvsf.inco@dvsf.w-sussex.sch.uk](mailto:dvsf.inco@dvsf.w-sussex.sch.uk)

In the federation's schools, the SENDCo also leads on inclusion and is referred to as the INCo.

The governor responsible for SEND and inclusion is: Ruth Cumming - she can be contacted through our school offices:

- Rake office manager - Angela Atkins: 01730 892126 [office@rake.w-sussex.sch.uk](mailto:office@rake.w-sussex.sch.uk)
- Rogate office manager – Rachele Voysey: 01730 821329 [office@rogate.w-sussex.sch.uk](mailto:office@rogate.w-sussex.sch.uk)
- Compton office manager – Carol Crews: 02392 631900 [office@cuprimary.co.uk](mailto: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

We aim to give our children the best possible start in life by bringing together the individual strengths and characters of our caring, happy and inclusive, small schools in a partnership which can offer the resources and opportunities of bigger schools. Through an exciting, engaging and inclusive curriculum, and an embedded Christian ethos, we aim to develop pupils who value themselves and others, who love to learn and who aspire to excellence. To help deliver this mission, we will offer our staff the benefits and opportunities of working in a larger team, in an environment where they know and value all pupils and their families.

## 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 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 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 SENDCo to help identify children with potential SEND.
- Termly pupil progress meetings with the class teacher, executive headteacher and SENDCo.
- Progress is assessed against the early learning goals in the foundation stage.
- Progress against English and maths statements from the national curriculum.
- Results from SATs (end of Years 2 and 6).
- Additional standardised screening or assessment tasks, undertaken by the SENDCo
- 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. Pupils 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. Pupils are supported in school in the following ways:

##### **Ordinary Available Inclusive Practice**

The additional needs of most children can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are 'ordinarily' available in their mainstream school. This is known as 'Ordinary Available Provision'. As a school, we are committed to providing inclusive practice for all children through reasonable adjustments within quality first teaching and through more tailored approaches for individual children. Further guidance about Ordinary Available Inclusive Practice can be found within this [guide](#).

##### **SEND School Support**

All pupils 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)/carer(s) 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 SENDCo and targets are reviewed termly.

### **Education, Health and Care Plan (EHCP)**

All pupils with an EHCP 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 either within or outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, parents of pupils with 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 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.

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

These decisions are made by the SENDCo in consultation with the child's teacher, their parents/carers and from advice given by other professionals such as occupational therapists, educational psychologists, advisory teachers, 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 SENDCo 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 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 SENDCo 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 SENDCo. We also welcome parents to make additional appointments to discuss your child's needs should you have any further concerns or questions. The SENDCo 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?**

Staff adapt the curriculum to ensure each child's needs are met, additional resources may be provided and learning experiences are planned to be accessible and engaging. Children with SEND may also need additional support either within class or outside of the classroom through well planned interventions which have been proved as effective. The SENDCo assesses a child's needs and plans the interventions in consultation with the class teacher, child and their parent(s)/carers.

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 (adaptation).
- 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 are the school environments?**

Accommodating children with physical difficulties involving a wheelchair 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 SENDCo is an experienced, qualified teacher and holds the national award for special educational needs co-ordination. The SENDCo plans a cycle of SEND training throughout the academic year for all staff. 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. This is provided through in house training delivered by the SENDCo and outside training provided by external agencies. Teaching assistants receive training in delivering specific interventions which can be delivered both inside and outside of the classroom.

Examples of training include:

- Maths intervention training from Edge Hill University
- Speech and language training from speech and language therapists within the Sussex Community NHS Foundation Trust
- Dyslexia training from the Helen Arkell Dyslexia Centre
- Training from advisory teachers within the West Sussex Autism and Social Communication Team.

Further information and guidance can be accessed by all staff using the West Sussex Tools for Schools Website which can be accessed using the following [link](#).

#### **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 using the following [link](#).

We work closely with the following professionals:

- Educational psychologists
- Speech & language therapists
- Occupational therapists
- West Sussex advisory teachers
- School nurses Health visitors
- CAMHS (child & adolescent mental health service) Social workers
- Early help family support workers
- Art and play therapists

#### **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 SENDCo.
- Regular learning support assistant meetings with the SENDCo 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)/carer(s), children, SENDCo and class teacher to enable all children to participate.

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

We are committed to promoting and supporting the wellbeing and mental health of all children. The executive headteacher is the Wellbeing Leader and each school has a trained Emotional Literacy Support Assistant. We understand that early intervention to identify mental health issues and offer targeted support is crucial. We aim to do this in the following ways:

1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
2. Identification: recognising emerging issues as early and accurately as possible.
3. Early support: helping pupils and pupils to access evidence informed early support and interventions.
4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

We offer support for improving wellbeing, emotional and social development and mental health through the following:

- Personal social health education lessons every week within class. Teaching is based upon the statutory guidance for Relationship Education and Health Education, we also use the resources and planning provided from the PSHE Association to ensure teachers provide high quality teaching. Training in delivering this curriculum has been provided through INSET meetings.
- Wellbeing days within the academic year planned by the SENDCo, where aspects of mental health and mental health awareness is provided to all children and parents.
- Additional support for children who are experiencing emotional or social difficulties through planned interventions with our Emotional Literacy Support Assistant.
- Referrals to specialist support such as Community Mental Health Liaison Practitioners, West Sussex Community mental health liaison service, advisory teachers within the West Sussex Autism and Social Communication Team, Child Development Centres NHS.
- Teaching all children about bullying through an annual Anti-Bullying week and PSHE lessons. Any incidents of bullying are fully investigated, recorded and reported to parents of children involved and to governors (see our behaviour policy).
- Pupils with medical needs will be provided with 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 annual Epipen training delivered by the school nurse every year.
- Where necessary and in agreement with parents/carers prescribed 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 take part in termly safeguarding training as part on INSET days and nominated staff have up to date first aid 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 or SENDCo.

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

- The SENDCo contacts the secondary school's SENDCo to request a meeting to discuss the child's SEND and share their targets within their personal plan.
- The SENDCo 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 SENDCo 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 SENDCo. 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 [link](#).