

# SEND Information Report 2023-24

---



## Rye Community Primary School Early Years including Starfish Pre-school (September 2023)

### Meeting the Needs of Pupils with Special Educational Needs and Disabilities

All Aquinas educational establishments (Pre-school and Early Years settings) are committed to, and adopt, a similar approach to meeting the needs of all pupils including those with Special Educational Needs (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress at Pre-school and within school.

At Rye Community Primary School, we feel that every child should be treated as a valued member of the wider school community. We make reasonable adjustments to our practices to comply with the Equality Act (2010) and in accordance with section 65(3) of the Children and Families Act 2014.

### What are Special Educational Needs or Disabilities (SEND)?

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn and their social, emotional and mental health.

**Starfish Pre-school** is an inclusive setting which seeks to provide support and appropriate provision for children with Special Educational Needs and Disabilities while attending Pre-school and Reception.

### What are the main areas of need?

The UK Government has published a Special Educational Needs and Disabilities (SEND) Code of Practice (2015). This identifies 4 broad areas of need:

- Communication & Interaction;
- Cognition & Learning;
- Social, Emotional & Mental Health SEMH;
- Sensory & Physical Needs.

As a mainstream school, areas of need may also include:

- Specific Learning Difficulties (SpLD);
- Moderate Learning Difficulties (MLD);
- Speech, Language and Communication Needs (SLCN);
- Autistic Spectrum Disorders (ASD);
- Social, Emotional and Mental Health difficulties (SEMH);
- Vision Impairment (VI);
- Hearing Impairment (HI);
- Physical Disabilities (PD).

## How does the Pre-school / Primary School ensure that children who need extra help are identified?

At **Starfish Pre-school** children are identified as having SEND through a variety of ways.

These may include:

- Staff observations / analysis of data which indicates the child is performing below age-expected levels or not meeting their developmental milestones;
- Lack of progress – as discussed at termly progress meetings held with senior leaders or as part of Early Years Team meetings;
- Through the Integrated Progress Review (2 Year Check) completed as part of the EYFS Statutory Requirements;
- Concerns raised by a parent or carer;
- Concerns raised by nursery or school staff;
- Liaison with external agencies i.e. other Early Years establishments;
- Liaison with previous nursery or school settings;
- Via a health diagnosis through a paediatrician.

## Who should I contact to discuss the concerns or needs of my child?

Contacts	Responsibilities
Key person  (the key person in <b>Pre-school</b> and Primary School is the class teacher)	The Key Person has overall responsibility for the pastoral, medical and social care of every child in their class once they start <b>Pre-school / Primary School</b> . They would therefore be the first point of contact if you think your child has a special education need.  <b>The class teacher for Starfish Pre-school is Mrs McKennon.</b>
Foundation Leader:  <b>Mrs Vicky Isted</b>	Mrs Isted is the Phase Leader for the Early Years Setting. Mrs Isted works closely with the Assistant Head for Inclusion, Mrs Nice to ensure that concerns are listened to and provision remains inclusive. This will involve discussions with Key Persons, parents and other agencies to identify, plan and deliver SEN provision.
Assistant Headteacher for Inclusion:  <b>Mrs Lisa Nice</b>	It is the responsibility of the Phase Leader for the Early Years Setting (Mrs Isted) and Assistant Headteacher for Inclusion (Mrs. Nice) to: <ul style="list-style-type: none"> <li>• Develop and apply the Pre-school / school's SEND policy;</li> <li>• Adapt and refine the curriculum to respond to strengths and needs of all pupils;</li> <li>• Review the academic, pastoral and emotional progress of learners with additional needs;</li> <li>• Coordinate the provision for children with SEND;</li> <li>• Work with families to support their child's learning and SEMH;</li> <li>• Provide families with information about the range and level of support offered to their child and the progress their child is making;</li> </ul>

	<ul style="list-style-type: none"> <li>• Enable a successful transition to a new class or school for children with SEND;</li> <li>• Liaise with a range of agencies outside of Pre-school / school who can offer advice and support to help learners overcome any difficulties;</li> <li>• Provide specialist advice and facilitate training to ensure that all colleagues are skilled and confident about meeting a range of needs.</li> </ul>
Headteacher: <b>Miss Kelly Martin</b>	It is the responsibility of the Head of School to manage all aspects of the school, including the provision made for learners with SEND.
Trust member for SEND	It is the responsibility of the SEND Trust member to hold the Pre-school and school to account and ensure that learners with SEND support make appropriate levels of progress.
<p><b>Contacts</b></p> <p>You can phone the school office and ask to speak to the appropriate member of staff on 01797 222825.</p> <p>You can email <b>Starfish Preschool on</b> <a href="mailto:office@ryeprimary.co.uk">office@ryeprimary.co.uk</a> and you can contact the Inclusion Team on <a href="mailto:senco@ryeprimary.co.uk">senco@ryeprimary.co.uk</a>.</p>	

### **What is our approach to supporting children with SEND?**

Starfish Pre-school and Rye Community Primary School are both inclusive settings which offer a range of provision to support pupils with SEND. The support deployed will be tailored to individual need of your child, based on the knowledge and expertise of educational professionals (Preschool and school) and external agencies where this is applicable. Our long-term aspiration is for all our SEND learners to develop their independent play, learning and personal care skills.

### **How are the Pre-school and school's resources allocated and matched to the children's special educational needs?**

We ensure that children with SEND are provided for to the best of the Pre-school and school's ability with the funds available (the SEN notional budget).

The Pre-school apply for additional funding for some children who met the criteria for Early Years Inclusion Support Fund. If successful, these funds are used to support the individual needs of the child. Additional funding is available for children who hold an Education, Health and Care Plan (EHCP). This can be accessed using the Local Authority process and the guidance in the High Needs Funding Criteria. Further details about this process will be explained in the LA Local Offer.

## **Transition Information**

### **How we will help your child to make the transition into Preschool.**

**At Starfish Pre-school the class teacher is the central point of contact for parents / carers.**

All new children starting Pre-school are visited at home by Pre-school staff prior to them starting Preschool. Conversations with parents/carers are encouraged to discuss any concerns or worries. We will also communicate your child's achievements.

If a child is changing from another Early Years Setting or attends more than one setting Pre-school staff will communicate, normally by telephone, to exchange information. A member from the Pre-school team may complete an observation with the feeder pre-school / nursery settings to so they can talk to key staff and / or see the child within their current setting **if this is deemed appropriate.**

In addition to this, an adjustment of Pre-school sessions and times is available depending on the individual child and how well they are settling.

Settling in sessions are recommended for all children starting Pre-school. The length, and frequency of these settling sessions are personalised based upon individual needs of each child.

Any children who have SEND joining nursery should contact the school office to signpost an interest. The Admissions Officer (Mrs Cruttenden) will then arrange for an initial telephone conversation to be completed with a member of staff from the Early Years Team to discuss your child's needs (Preschool Class Teacher or Foundation Leader).

### **How will the school help my child to be school ready?**

Children and young people with SEND can become particularly anxious about starting Pre-school or school so we seek to support successful transition.

The Foundation Leader / Assistant Head for Inclusion will liaise with the pre-school / nursery for learners with SEND so we are aware of how your child's specific needs are catered for.

Home visits are completed by the foundation stage teacher and support staff for all learners as driver for gaining additional information about your child's needs and interests before they start Preschool and Reception. Virtual meetings are held when it is not possible to complete a home visit. On some occasions the Family Liaison Officer will attend a home visit to signpost their role within the School.

Communication with parents/carers will take place with school staff to discuss any concerns or worries when making the transition into pre-school or Reception.

Taster sessions or a graduated timetable is implemented before your child starts school so they can make a positive transition into Pre-school or Reception.

At Rye Community Primary School, on transfer, information is gathered from your child's pre-school or previous school. Their needs are discussed with families, outside agencies, their previous or receiving school and the Early Years School Team / Inclusion Team as part of the transition process.

Information is always sought from your child's previous setting on entry into Rye Community Primary School to ensure that we are meeting your child's needs.

When physical meetings are not possible opportunities are given for parents to meet key staff through remote access (virtual tours of the school / Meet the teacher opportunities / Transition meetings with the Inclusion Team).

Transition meetings are held between the Early Years Team (Pre-school staff / Reception staff) and Inclusion Leader as part of our whole school transition procedures for children transitioning from Pre-school to the Reception.

### **How is progress monitored and supported?**

#### **In Starfish Pre-school**

Pre-school we offer an inclusive setting where every child is settled and monitored by the key person / class teacher(s) for the Pre-school (Mrs McKennon) and the Pre-School Practitioner (Miss Wood). This allows staff to get to know more about their pupils' individual needs. This will then inform planning and individual next steps.

Children that are already identified with an additional need will be monitored by the Inclusion Team and outside agencies will continue to support.

On-going monitoring takes place by the Pre-school staff, Reception staff and the leadership team to identify learners who are not making progress or who have SEMH / behaviour needs which are affecting their ability develop age appropriate learning skills.

The Pre-school staff will write, in consultation with the Foundation Lead / Assistant Head for Inclusion, a Setting Based Support Plan, for children that require additional support. These include personalised outcomes and identified actions that are reviewed regularly with parents.

Where external agencies are involved, their advice and recommendations are built into the Pre-school provision. Actions agreed consider each learner's strengths as well as their difficulties. Parents/carers are informed about their child's social, emotional and academic progress. All staff work collaboratively with any previous settings and outside agencies.

Before entry into school Starfish Pre-school we will complete the Local Authority's Summative Assessment 'Moving onto School' document for all children. Children that will require additional support in Reception will have an Additional Needs Plan (ANP) written to support prior to them starting Reception.

#### **In Early Years (Reception)**

Within Reception your child's class teacher(s) will hold the overall responsibility for facilitating and tracking your child's social, emotional and academic progress.

Children that are already identified with an additional need will be monitored by the Inclusion Leader once they start school and outside agencies will continue to support as required.

Dependent on the level of need, personalised outcomes are set which are relevant to the child and prioritise the key areas of learning or pastoral support. This information is documented onto a provision map. Short term outcomes by which progress can be measured are agreed in consultation with **the class teacher, Assistant Head for Inclusion** and the **Family**. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each learner's strengths as well as their difficulties.

In some cases, targeted adult support may be allocated. This support is deployed to ensure your child can engage in learning opportunities and to facilitate independent learning to support transition or preparation for next steps.

Reviews are held on a regular basis for pupils who hold an Additional Needs Plan (ANP) and access a higher level of in school or Pre-school SEND support to ensure they are accurate and reflective of each child's needs. Parents, carers, colleagues, relevant external agencies and, when appropriate, learners are invited to share dialogue regarding progress. The impact of support offered is considered along with the progress towards the outcomes recorded within the Additional Needs Plan. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested and a statutory assessment process considered as part of a collaborative discussion between parents and the school.

The EHCP is then shared between relevant professionals and is implemented using a 'Plan, Do, Review' approach. The level of need and support is reviewed yearly through the Annual Review process and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.

Formal Pupil Progress meetings are held between educational professionals on a termly basis.

Robust monitoring of formal assessment data is completed at the start and end of EYFS.

All additional support is implemented and documented through a Plan Do Assess Review process.

### **What is the expertise of staff and what training is provided for them?**

**At Starfish Pre-School we have colleagues with specialist pre-school expertise and qualifications including:**

A Foundation Leader with a rich experience of leading Early Years settings. In addition to this Miss Isted holds a paediatric first aid certificate, an NPQML in leadership and is one of the school's DSL's.

Class teachers who hold a qualified teacher status and have experience of developing play based teaching / learning experiences. Mrs McKennon is the teacher for Starfish.

Mrs McKennon has also completed the Language through play, Makaton and Elklan training.

**At Rye Community Primary School, we also have colleagues with specialised expertise and qualifications in school including:**

- Accredited colleagues in Dyslexia;
- Colleagues who have specialist knowledge within Speech / Language and physical development (i.e. are trained in Language Link and Speech Link);

- The Inclusion Team have enhanced social and emotional training as we feel that **positive mental health is of the utmost importance to ensure that our children are happy, safe and resilient.**
- Our Family Liaison Officer (Alison Homewood) has specialist knowledge within bereavement.

We also have colleagues with specialised expertise and qualifications in school including:

- A Foundation Leader with specialist knowledge and experience of the Early Years.
- An Inclusion Leader with significant experience of working with SEND learners and experience of managing the specialist provision needed for learners with complex needs.
- The Inclusion Leader and the Foundation Leader also form part of the senior leadership team and hold a qualified teacher status.

### How do we promote learner voice for children with SEND?

At **Rye Community Primary School**, we believe that taking the views of children with SEND into account is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

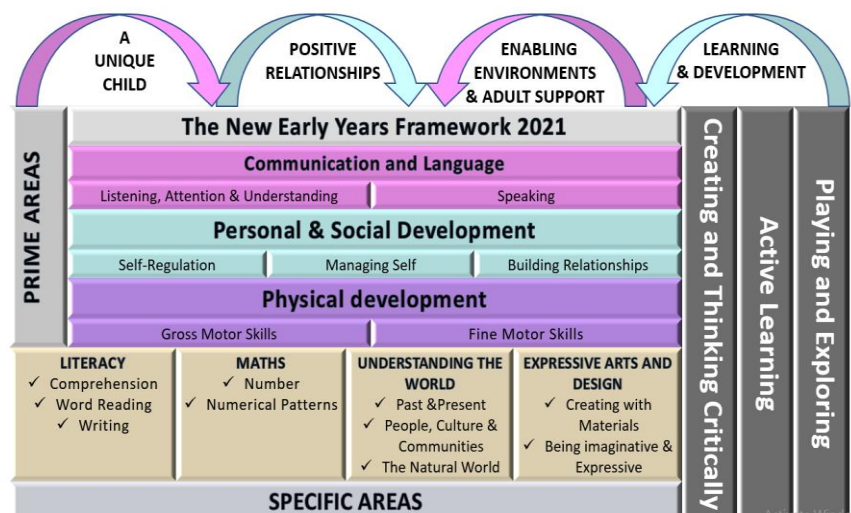
The views of primary school learners with SEND are considered through the use of informal discussions with our learners, the completion of our ‘pupil voice’ questionnaire and as part of an Additional Needs Plan.

Learners with an Education, Health and Care Plans play an integral part in their Annual Review.

The views of learners with an EHC Plan are also recorded through the pupil views document as part of the Annual Review process and shared with the Local Authority. Support is given with this process so children can share their thoughts in a child friendly and accessible manner.

### Access to the curriculum

The children in pre-school and in reception classes learn through play. The practitioners balance a planned curriculum with opportunities for child-initiated learning and play and adult led activities in both the indoor and outdoor learning environments.



## Personal care and Pastoral Support

We are an inclusive pre-school and school; we welcome and celebrate diversity. All colleagues believe that a child having high self-esteem is crucial to a child's well-being. We are a caring, understanding team who want the best outcomes for all children.

We use the following strategies to support the language, SEMH and physical development of learners':

- Ready for School Music Programme;
- An environment rich with visual language, signs and symbols;
- Quiet and calm zones;
- Circle Time activities;
- Multi-sensory resources;
- Forest School sessions;
- Speech and Language programmes;
- The communication skills of all young children but especially those with speech, language and communication needs is developed through the use of Elklan training;
- Language through play opportunities;
- The Write Stuff;
- Squiggle While You Wiggle – Physical pre-writing programme;
- Home / school advice from Pre-School / School staff as required and signposting of support services;
- Working with local EYFS Hub and external agencies.

Personal care needs and arrangements i.e. toileting needs are recorded within a Healthcare Plan when they are related to a child's medical needs.

Speech link and language link screening is completed as part of the foundation stage transition to school and adjustments to a child's provision made to take account of this through;

Use of basic 'Makaton' signs as part of the school's core provision;

Speech and language therapist advice is disseminated to teaching colleagues;

Use of personalised speech or language programme for learners with significant speech and language difficulties within school.

We use the following strategies to promote positive behaviour, reduce anxiety and promote emotional wellbeing:

- A Therapeutic Thinking behaviour management approach and whole school culture;
- Access to a Pre School and school setting that has a child centred approach and nurture-based ethos;
- Targeted dialogue to help children make positive choices and reflect upon their actions;
- Use of attachment strategies by school staff to support vulnerable pupils;



- Use of a personalised behaviour plan/risk assessments for some learners with challenging / complex behaviour needs;
- Use of a 'Rye Smart' and 'Good to Be Green' whole school ethos and language;
- Access to a Family Liaison Officer who uses her specialist knowledge to work with parents / families within a supportive role to improve educational outcomes for all children at Rye Community Primary School and Starfish Pre-school.

## **Increasing Accessibility**

We adhere to the Equality Act of 2010 and make reasonable adjustments to improve the accessibility to our environments to meet individual needs.

This may include access to strategies/programmes to support occupational/physiotherapy needs:

- With, the aim to improve a child's gross / fine motor skills.

Systems to increase communication:

- Use of visual symbols to aid communication;
- Use of visual timetables.

An inclusive school site:

- Our school site has disabled access and facilities at all floor levels (with lift access to the first floor) to accommodate the needs of physically disabled children, adults and visitors;
- The indoor and outdoor environments are located on one level within our Nursery setting.

This policy sits alongside the Accessibility Policy.

## **Partnerships with External Agencies**

### **What other bodies and agencies do we work with?**

#### **What support from outside does the school use to support my child?**

Our pre-school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Referrals to outside agencies as required;
- Support from (ISEND) Early Years' Service;
- Support from a Speech and Language Therapist for specific groups of learners;
- Support from English as an Additional Language Service for school aged learners;
- Educational Psychologist, Communication Learning and Autism Support Service (CLASS), Sensory Needs Service, Education Support, Early Years provision within ISEND, Occupational Therapy Service, and School Nursing Service.

Access to Medical Interventions:

- Use of individualised Health Care Plans;

- Referral to Paediatrician;
- Referrals to CAMHS.

Liaison and communication with professionals, families, attendance at meetings and preparation of reports:

- At Starfish Pre-school and Rye Community Primary School we implement a 'Team Around the Child' approach. This means that external agencies, parents / carers and the Preschool / Early Years and Inclusion Team are encouraged to work together to identify what support is needed for your child, set specific outcomes which are relevant for your child and use their expertise to help ensure that academic progress is made against identified outcomes;
- Communication for reviewing progress may be delivered through the use of a 'Team Around the Child' meeting between professionals, family, a telephone consultation or through the production of an external agency report.

## Support from Other Agencies

Agency	Description of Support
ISEND Early Years' Service	We may refer to ISEND, to seek the advice and guidance of the Early Years' Service if your child is in Nursery and to aid the transition into school.
Educational Psychology Service	We may refer to these services if it is deemed appropriate for individual learners. Action will take place as a result of any advice received. It should be noted that this is a costed provision for the school so resources will be allocated on a needs basis.
Children's Integrated Therapy and Equipment Services (CITS):  Speech and Language Therapy  Occupational Therapy  Physiotherapy	We may refer to CITS with parental consent through the completion of an on line referral or through a phone consultation with Therapy One Point (Top).  Recommendations may be given following a consultation phone call or through the completion of a specialist assessment. Consideration is given to these recommendations.
School Health Service  Health Visitor  If your child is not attending school yet.  School Nurse	A referral to your allocated Health Visitor or a member of the School Nursing Team can be submitted when there is a health concern.

If your child is of school age.	
Paediatric Services	<p>A referral to the Paediatric Services can be implemented with parental consent to see whether there is an underlying developmental delay. Medical professionals will then decide what is appropriate in terms of next steps for your child.</p> <p>Paediatric Services are also responsible for the diagnosis of specific conditions like ASD.</p>
ISEND Communication Learning and Autism Support Service (CLASS)	A referral can be submitted by parents / carers or by the school to access support and training at an individual or whole school level in the areas of Dyslexia, Autism, Speech, Language and Communication.
Communication Support Worker (HALO)	The school continues to consist with their Link Communication Support Worker to identify children with speech and language difficulties and to implement targeted support strategies.
TASS (Team Around the School and Setting)	The school has an allocated Inclusion Team Link Adviser. Advice and training can be sought to develop greater understanding of whole school inclusion as part of the work with TASS (Team Around the School and Setting).
CAMHS (Child and Adolescent Mental Health Service)	A referral to CAMHS can be completed with family consent by the school or GP if you have concerns around your child's mental health. CAMHS are also responsible for the screening, diagnosis and management of ADHD.
Educational Professional responsible for children who are looked after.	<p>The Virtual School will monitor the academic process for children who are Looked after. Children's Services are responsible for overseeing and monitoring the care provision for children who are in the care of the Local Authority.</p> <p>The location of the Virtual School or Children's Services may vary depending on which authority holds the responsibility of corporate parent for individual children.</p>
Local offer for East Sussex	<p>Additional information about support for children and young adults with special educational needs and disabilities up to the age of 25 and their families is available via the Local Offer.</p> <p>This can be accessed through your internet browser at:  <a href="http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer">www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer</a>.</p>

## Co-production of the SEND information Report

Co-production of the SEND Information Report is an essential part of forming the School offer.

All stakeholders, including families, Inclusion Leader, Head of School and Advisory Council representatives have worked to produce this document.

The SEND Information Report should provide practical, straightforward information to families and other stakeholders about your school's inclusive practices and SEND provision.

### Further information

We offer impartial, confidential information, advice and support for parents/carers of children with SEND. We offer independent, impartial, confidential advice for all parents/carers with the move from primary to secondary school.

Further information about support and services for pupils and their families can be found at [www.amazesussex.gov.uk](http://www.amazesussex.gov.uk), [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk) and [www.education.gov.uk](http://www.education.gov.uk):

- The Local Authority Local Offer;
- East Sussex Community Information Service (ESCIS);
- The DfE Code of Practice;
- The SEN code of Practice: 0 to 25 years.