



## South Bersted CE Primary Special Educational Needs Information Report

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| <b>Web and/or Internal</b>                             | <b>Web and Internal</b>                |
| <b>This policy should be reviewed every</b>            | <b>Annually</b>                        |
| <b>Policy approved by Governors</b>                    | <b>Spring 2021</b>                     |
| <b>Date of Review</b>                                  | <b>Spring 2022</b>                     |
| <b>Member of staff responsible</b>                     | <b>InCo</b>                            |
| <b>Policy created by</b>                               | <b>WSCC Model Policy, personalised</b> |
| <b>Signed by Chair of Governors and/or Headteacher</b> |  |

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### ***Philosophy***

At South Bersted CE Primary School we believe that every child has the right to learn and achieve irrespective of any special educational needs they may have, and in order for this to take place we believe it is essential to involve the pupil and his/her parents. Our guiding principle is one of inclusion. We consequently intend to identify and break down possible barriers to learning.

### ***At South Bersted CE Primary School we aim to:-***

- ensure that all pupils have access to a broad and balanced curriculum which is differentiated to meet their needs and abilities;
- identify areas of concern for pupils with special educational needs and/or disabilities as soon as possible;
- draw upon all possible resources in order to maximise children's achievement;
- ensure that pupils with special educational needs and/or disabilities take as full a part as possible in all school activities;
- maintain and enhance all pupils' self-esteem and confidence as learners;
- create and maintain a supportive and positive learning environment for all pupils with SEN and or/disabilities;
- ensure good communication:
  - with parents of pupils with special educational needs and /or disabilities so that they are fully informed of their child's progress and attainment;
  - Throughout the school and at the point of transfer.

### ***We intend to meet our aims by: -***

1. identifying and providing for pupils who have special educational needs and additional needs.
2. working within the guidance provided in the SEND Code of Practice 2015.
3. operate a whole school approach to the management and provision of support for special educational needs.
4. appointing an Inclusion Co-ordinator (InCo).
5. To provide support and advice for all staff working with special educational needs pupils.

This report should be read in conjunction with the following policies:-

- Attendance Policy
- Behaviour Policy
- Administration and Managing of Medicines Policy
- Equality Policy
- Accessibility Plan
- E-Safety Policy

This report is compliant with the Children and Families Act 2014 section 69 and the Special Educational Needs and Disability Regulations 2014. It is written with reference to the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 – 25 years, 2015.

## Who to contact for further information relating to Special Educational Needs and/or Disabilities (SEND) at South Bersted CE Primary School?

The first point of contact will always be your child's class teacher.

- Mrs Judith Greatorex is the school's Inclusion Co-ordinator and she can be contacted at the school or on [jgreatorex@southbersted.co.uk](mailto:jgreatorex@southbersted.co.uk)
- An appointment can be made with the Headteacher.
- Contact SENDIAS Information, Advice and Support Service, [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk) 0330 222 8555
- West Sussex County Council offer a summary of services available to children with additional needs - <https://westsussex.local-offer.org/>

Judith Greatorex: Inclusion Co-ordinator (NASENCo Award 2014)

Steph Colbourne: Inclusion Link Governor

Lisa Hammond Nurture Teaching Assistant

Intervention Teaching Assistants/ Class Teaching Assistants:

Mary Yates, Emma Howell, Laura Osborne, Tania Randall, Nat Austin, Jo Keates, Julie Rogers:

### Identifying SEND.

#### How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At South Bersted Church of England Primary School, children are identified as having SEND through a variety of ways including the following:-

- Liaison with previous setting
- Concerns raised about levels of progress made by your child
- Concerns raised by Parents
- Concerns raised by Teaching Staff
- Concerns raised by the Inclusion Co-ordinator as a result of further investigation
- Liaison with external agencies
- Health diagnosis through school nurse/pediatrician/specialist service, i.e. continence team

The school will use its our best endeavours to secure special educational provision for pupils for whom this is needed. The four areas of need identified in the Code of Practice (September 2014) used to categorize and focus provision are:-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health

- Sensory/physical

**Parents/Carers are encouraged to speak to a member of staff at the school if you have any concerns about your child's education**

## Support in school

### **Who will oversee, plan and work with my child?**

- Quality first teaching by your child's Class Teacher.
- Additional support or specific interventions to meet the needs of your child.
- Termly planning of specific targets for children with significant additional educational needs with the Inclusion Co-ordinator, Class Teacher and Teaching Assistant, to aid progress.
- The SEND Link Governor will liaise with the Inclusion Co-ordinator and School Leadership Team to monitor progress, use of resources and standards.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.
- Outside agency advice will be sought and acted upon when necessary.

### **Who will explain this to me?**

- The Class Teacher will meet with parents at least on a termly basis; this could be as part of our parental consultation evenings, to discuss your child's needs, support and progress where necessary.

For further information the Inclusion Co-ordinator is available to discuss support.

## **People who support children with Special Educational Needs and/or disabilities at South Bersted CE Primary School**

### **Class Teachers have responsibility for:**

- ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's need (also known as differentiation).
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the SEND team.
- ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- ensuring that all staff working with your child in school are supported in delivering the planned work/intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources.

### **The Inclusion Co-ordinator has responsibility for:**

- co-ordinating all the support for children with SEND and developing the school's policy to make sure all children receive consistent, high quality teaching in order to meet their needs in school.
- ensuring you as parents/carers are:
  - involved in supporting your child's learning.
  - kept informed about the support your child is receiving.
  - involved in reviewing how well your child is progressing and their needs are being met.

- liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology
- overseeing the records of children with SEND.
- supporting your child's class teacher to set targets for your child.
- monitoring the progress of your child.
- organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.

**Teaching Assistants are responsible for:**

- delivering specially planned work to your child based on their individual needs.
- monitoring the impact this work has on your child's progress.
- supporting class teachers in helping your child achieve their targets.
- using assessment tools to help determine the individual needs your child may have.

**The Headteachers is responsible for:**

- the day to day management of all aspects of the school, this includes the support for children with SEND. They give responsibility to the Inclusion Co-ordinator and class teachers but are still responsible for ensuring that your child's needs are met.
- they must make sure the Governing Body is kept up to date about any issues in the school relating to SEND.

**The SEND Link Governor is responsible for:**

- making sure that the school has an up to date School Information Report.
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- making sure that the necessary support is made for any child with SEND who attends the school.
- monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

## **Matching the curriculum to individual needs**

### **A Graduated Approach to SEN Support: Assess – Plan – Do – Review**

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Headteacher, the Inclusion Co-ordinator and all other members of staff, particularly Class Teachers and Teaching Assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

At South Bersted CE Primary School each child's current levels of attainment is assessed on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the Class Teacher and Inclusion Co-ordinator will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessments provide regular feedback about achievements. These observations form the basis for planning next steps for learning.

In order to help children with SEND in school, a graduated response is used whereby high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. For higher levels of need, more specialist assessments from external agencies and professionals are engaged. Additional interventions are used throughout the school, and progress is monitored carefully.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **What are the school's approaches to differentiation and how will that help my child?**

- When a pupil has been identified with special needs their work will be differentiated by the Class Teacher to enable them to access the curriculum more easily. This may be by task, grouping, additional structure or equipment.
- If appropriate, specialist equipment may be given to the pupil; e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Additional adult support or additional resources may be provided.
- Children with significant additional educational needs may follow a personalised curriculum where appropriate.

### **Liaison with parents**

#### **What opportunities will there be for me to discuss my child's progress?**

Monitoring and sharing progress:

- Annual reports
- Parental consultation evenings
- Informal discussion /drop in meetings
- Meetings with the Inclusion Co-ordinator
- Any additional meetings as necessary

Sharing strategies:

- Homework diaries
- Parent drop in sessions
- Parent Workshops e.g. strategies to support literacy and mathematics.
- Invitations to observe any 1-1 programmes being taught
- Invitations to meet and talk with any outside agencies that are involved with your child
- Dojo messages, where appropriate

## How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectations and age-related expectations. The Class Teacher continually assesses each child and notes areas where they are improving and where further support is needed. Children's progress is tracked and monitored from entry through to Year 6, using a variety of different methods including progress in the new National Curriculum and Reading and Spelling ages.

Children who are not making expected progress are identified through review meetings with the Class Teacher and the Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Planning and Review meetings (PARMs) are also held each term. The Class Teacher, Teaching Assistants and Inclusion Co-ordinator work together to consider the needs and progress of those children in their class who have additional needs, or for whom there are concerns. A review of the strategies being used and the progress being made is undertaken and a consideration of next steps.

## Support for well being

### **What is the pastoral and social support available in the school?**

- The Class Teacher has overall responsibility for the pastoral and social care of every child in their class.
- Additional support may be provided by trained staff within school.
- Further support and advice can be accessed through the Inclusion Co-ordinator and outside agencies.
- 'Nurturing' provision takes place and is led by the Inclusion Co-ordinator and a trained Emotional Literacy Support Assistant (ELSA) specialist Teaching Assistant
- Our allocated lead for mental health and well-being is Mrs Judith Greatorex, [jgreatorex@southbersted.co.uk](mailto:jgreatorex@southbersted.co.uk). Mrs Greatorex works closely with the Deputy Head, Mrs Rachel Bush, the lead for Personal Social Health Education (PSHE) in the school.

### **How does the school manage the administration of medicines and medical conditions**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis a trained and designated member of staff will oversee the administration of any medicines.
- Children with specific medical needs will have an Individual Health Care Plan (IHCP), created in consultation with parents and health professionals.
- Staff have regular training and updates of conditions and medication affecting individual children so that key staff are able to manage medical situations.

## **Specialist services available at or accessed by the school**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- School Nurse
- Family Link Worker
- Play therapy
- Speech Therapist
- Occupational Therapist
- Physiotherapist
- Social Communication Team
- LBAT –Learning Behaviour Advisory Team
- Educational Psychologist Service
- Sensory Support Team for children with visual or hearing needs
- Early Help Workers
- Community Mental Health Liaison Service (CMHLS)
- Ethnic Minority Advisory Team
- Winston’s Wish Charity

The Inclusion Co-ordinator studied for the Special Needs Co-ordinator training and accreditation (University of Chichester 2013 - 2014).

## **Staff training – relating to SEND**

- Inclusion Co-ordinator - PGCiPP
- Speech and Language courses, run by the NHS.
- Jump Ahead
- Reading Recovery
- Numbers Count
- Fisher Family Trust Reading Support
- 1stClass@Number
- Autism awareness training
- Dyslexia Aware Award training
- Autism Aware Award – training sessions attended by Inclusion Co-ordinator, together with the Early Bird Plus course.
- Attachment training
- Sensory support training in relation to moderate hearing loss.
- Training led by the Social Communication Team, whole school or for individual staff members.
- First Aid
- Calm Children Training – Educational Psychologist led
- Attachment and Trauma awareness – Beacon House
- Attention Deficit Hyperactivity Disorder (ADHD)
- Strategies to support spelling

## **Inclusion in out of school activities**

All children are included in all parts of the school curriculum and the school aims for all children to be included on school trips; the necessary support is provided to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which cover the same curriculum areas, will be provided in school.

## **Accessibility**

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.

The School liaises with EMAT (Ethnic Minority Advisory Team) who assist in supporting our families with English as an additional language.

## **Managing transition to/from different educational settings**

At South Bersted CE Primary School it is understood that moving schools can be a stressful time and therefore many strategies are in place to enable pupils' transition to be as smooth as possible. These include:

- meetings between the previous or receiving schools and nurseries prior to the pupil joining/leaving, both for teaching staff and the Inclusion Co-ordinator.
- additional visits are also arranged for pupils who need extra time in their new school.
- the Headteacher or the Inclusion Co-ordinator are always willing to meet with parents/carers prior to their child joining the school to share concerns or pass information about specialist support or agencies already working with you.
- secondary school staff visit pupils prior to them joining their new school.
- the Inclusion Co-ordinator meets with the Inclusion Co-ordinators/Learning Mentors from the secondary schools to pass on information regarding SEND pupils. Further transition visits are arranged if it is felt necessary.
- where a pupil may have more specialist needs, a separate meeting is arranged with the Inclusion Co-ordinator, the secondary school Inclusion Co-ordinator/ Special Needs Co-ordinator, the parents/carers and where appropriate the pupil.

If a child has complex needs then a transition meeting for staff from both settings will be arranged.

## **Use of resources**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised by the Inclusion Co-ordinator on completion of an assessment that has been used, then further support may be allocated to your child.
- Our team of Teaching Assistants deliver individual and small group programmes.
- Additional funds may be received for pupils with an Education and Health Care Plan (EHCP).

## **Support offered**

- Every child's needs are carefully assessed on entry to the school, and decisions are made based on the ability of a child to access the curriculum and make progress.
- To make best use of available resources, the Inclusion Co-ordinator will work closely with parents/carers and all staff to discuss relevant interventions, adult support and advice from specialist services.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, other interventions will be arranged.
- Regular assessments of the impact of any additional support and resources are undertaken, and pupil progress is reported to parents.

## **Parental involvement**

### **Supporting Pupils and Families**

South Bersted CE Primary School believes that a close working relationship with parents is vital in order to ensure:-

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision,
- b) continuing social and academic progress of children with SEND,
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Co-ordinator may also signpost parents of pupils with SEND to the Local Offer <https://westsussex.local-offer.org/> where specific advice, guidance and support can be found.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend

meetings with external agencies regarding their child, and are kept up to date and consulted about any points of action drawn up in regards to the provision for their child.

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the Class Teacher.
- during Parents' Evenings.
- during discussions with the Headteacher, the Inclusion Co-ordinator or other professionals.

## **SEND register**

### **Managing Pupil's Needs on the SEND Register**

The Inclusion Co-ordinator has responsibility for regularly reviewing the SEND register. Parents are consulted when their child is placed on the register and when they are removed.

Every child on the SEND register has an Individual Learning Plan (ILP). These are outcome based, and focus on the key learning needs for each individual child. They reflect the area of SEND which has been identified. ILPs are written termly, but are a working document so can be altered and amended at any stage. Learning Plans are evaluated to monitor the impact of any interventions.

## **Education and Health Care Plans**

### **School Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the School to the Local Authority (LA) if a child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The request would be made in close liaison with the family of the child (co-production).

The evidence may include:

- previous individual learning plans and targets for the pupil;
- records of regular reviews and their outcomes;
- records of the child's health and medical history where appropriate;
- new National Curriculum attainment progress in literacy and numeracy;
- education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist;
- views of the parents and of the child.

## **Monitoring and Evaluation**

### **Monitoring and Evaluation of SEND**

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Individual Learning Plans are reviewed each term in SEND planning and review meetings (PARMs). Teachers, Inclusion Co-ordinator and Teaching Assistants attend these meetings, so that key outcomes are discussed and effective provision made.

### **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 SEND and their families. This easy to understand information sets out what is normally available in schools to help children with SEND, as well as the options available to support families who need additional help to care for their child.”

Here is the link to the West Sussex Local offer:- <https://westsussex.local-offer.org/>

### **What does it do?**

The Local Offer provides 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 them, and what they can expect across the local settings.

### **Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher and/or Inclusion Co-ordinator, who will be able to advise on the formal procedures for complaint.

# Glossary of Terms

|                                 |  |
|---------------------------------|--|
| ASC                             | Autistic Spectrum Condition  |
| CMHLS                           | Community Mental Health Liaison Service  |
| EHCP                            | Education and Health Care Plan   |
| EP                              | Educational Psychologist   |
| ILP                             | Individual Learning Plan   |
| InCo                            | Inclusion Co-ordinator   |
| PARM                            | Planning and Annual Review Meeting   |
| QFT                             | Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.          |
| SALT                            | Speech and Language Therapy/Therapist  |
| SEND                            | Special Educational Needs and/or Disabilities  |
| SEND Code of Practice<br>(2014) | The legal document, which sets out the requirements for educating children with special educational needs. |
| SENDIAS                         | Information, Advice and Support Service  |