



St Mary's C of E (Aided) Primary School, Pulborough.

SEND (Special Educational Needs and Disability) Information Report.

Introduction:

At St Mary's C of E (Aided) Primary School we welcome everybody into our community. The staff, governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve and develop as confident individuals. This means that equality of opportunity must be a reality for our children and this is made possible by the attention we pay to the different groups of children within our school family. We provide a learning environment which enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

The governing body has agreed with the LA admission criteria which does not discriminate against pupils with SEN or disabilities, and its admission policy has due regard for the guidance in the Code of Practice 2014 which accompanies the Equality Act 2010. This information report should be read in conjunction with our Accessibility Plan, which is Appendix 2 in the Single Equality Policy on the school website.

We have experience of providing for children with Autistic Spectrum Disorder, Physical Impairment, Visual or Hearing Impairment, Learning difficulties, including dyslexia and Down's Syndrome, Speech and Language Difficulties, Emotional and Behavioural Difficulties.

Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically differentiated and adapted to develop life skills. These pupils are provided with learning opportunities to develop self-confidence and maximise their potential to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term individual, paired or group intervention learning programmes, social skills programmes, personalised learning opportunities and 'in-class' support facilities.

We have good attendance as pupils want to come to school to experience high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they :

- Achieve their best.
- Become confident individuals living fulfilled lives.
- Make a successful transition into adulthood.

Contacts:

If your child has been identified in school as having additional needs and/or a disability and /or you would like to know more about what we can offer at St Mary's CE Primary School please contact us on 01798 872007 or e-mail the SEND Co-ordinator (SENDCo) Miss Mollie Wilkins at office@stmarysprimarypulborough.co.uk

Kinds of Special Needs for which provision is made at the school:

We refer to the term 'Special Educational Needs' if a child has:

- significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic achievement criteria are considered and the thresholds for achievement may be variable. The child is working at least two years behind their peers.
- a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of a similar age.

The difficulty or disability may relate to:

- Communication and interaction.
- Cognition and Learning.
- Behavioural emotional and social development.
- Sensory or physical conditions

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from EYFS through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, independent learning, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Assessment and Identification:

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention. This includes the "assess, plan, do, review" model which will help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register as having SEND Support. Parents are informed of any additional need which may have been identified for their child. Parents are invited to contribute to sharing information and to be part of the process of supporting their child in learning.

An **ILP (Individual Learning Plan)** is devised and reviewed each term by school staff and in collaboration with the child. The ILP is sent to parents who are invited to discuss this with the class teacher and/or SENDCo and contribute to the support process.

Teachers and support staff work closely with the SENDCo and, where appropriate, with specialist outside agencies. Parents are consulted when outside agencies are involved with their children's learning.

Provision:

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set and review targets on ILPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- support the teachers in enabling all children to have access to the teacher through 'quality first' teaching
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the class teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Cognition and Learning: Literacy	Cognition and Learning: Maths	Sensory and/or Physical	SEMH	Communication and Interaction
Precision Teaching Phonics Rapid Reading Letter Join- Handwriting Pre-Teaching Vocabulary Speed Up Memory Magic	Precision Teaching First Class @ Number Pre-Teaching Vocabulary Numbots/Times Table Rock Stars	Sensory Circuits Jump Ahead Clever fingers	Drawing and Talking Therapy Circle of Friends ELSA Learning Mentor Zones of Regulation Play Therapy Articulate Reading Therapy Dog	Lego Therapy SALT

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the class teacher. Teachers oversee the intervention, in consultation with the SENDCo, so that they can adapt provision according to need.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing an appropriately differentiated curriculum. The Ordinarily Available Inclusive Practice Guide (OAIP) developed by West Sussex is used to inform our provision for individual children. It describes the 'reasonable adjustments' that can be made through 'quality first' teaching, as well as examples of tailored approaches and strategies that can be made to meet the individual needs of a child. Each class has a copy of the guide.

Lessons are structured to provide a range of differentiated activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of individual pupils are considered carefully, they may not necessarily be supported in a 1:1 context. Provision is made for small groups of children as well as more personalised, individualised learning as appropriate. Bespoke pastoral and learning support is enhanced by the provision of Learning Mentors. Provision of social skills groups also help to develop pupils' self-confidence and self-belief.

External Services

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, the **school will engage with relevant external services. This is triggered when a child:**

- continues not to make adequate progress despite intervention at SEN Support.
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service e.g. West Sussex Sensory Support Service.
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- has learning needs that are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- suggest that a statutory assessment may be an option
- consult with all parties involved with the child

Support Staff are assigned across the whole school to support SEND pupils according to need.

Links with outside agencies are well-established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. The school is able to access advice for pupil support from a variety of sources including the West Sussex Learning, Inclusion and Assessment Team, West Sussex Psychology Service, Speech Therapists, Occupational Therapists and other specialist health agencies. Colleagues from outside agencies and parent partners continue to advise and support our staff to better understand and address the needs of our pupils.

Statutory Assessment: EHCP (Education, Health Care Plan)

When a child is demonstrating a **significant** cause for concern, or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties contribute to this plan, including health and other agencies involved with the child. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports electronically for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is County Hall, Chichester. The West Sussex SEND Local Offer can be found at localoffer@westsussex.gov.uk. The SENDCo can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual Learning Plans (ILP) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. The school will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Recording

Records are kept on each child. They are stored in either, or both, of two systems.

1. Paper information is stored in individual pupil files i.e. Monitoring Files (where a concern has been shared but the pupil is not yet placed on the SEND Register) and SEND Files (when pupils are placed on the SEND Register at SEN Support). The pupil files (paper) are stored in the SENDCo's office, which is locked to ensure files are safe and secure.
2. Information is also stored electronically on the Bromcom computer system in school which holds information about individual pupils. Once a child's individual need is identified it is recorded on the school's SEND Register which is updated termly. A master copy is stored in the SENDCo's Office and is also on the school's Bromcom system.

Information and correspondence from **outside agencies** will also be stored in the above files. General Learning Support and Intervention records are maintained by class teachers and the SENDCo. These records record pupil progress, intervention and support. The SENDCo monitors this process and liaises closely with the Senior Leadership Team (SLT) and class teachers. ILPs are written each term and review of progress and new targets are shared with parents.

The SENDCo also prepares a Provision Map for each pupil which contains a summary of the support they receive each term. The Provision Map for each pupil is stored on the SIMs system and is sent home termly to parents, accompanying the pupils' ILP.

The school also maintains a register of pupils who require a **Healthcare Plan** in school. This register is shared with all school staff. All Healthcare Plans are produced in partnership with parents and relevant healthcare professionals. Information is held in class registers and in three other central locations in school, enabling staff to have ready access to current medical information. This information is updated at least bi-annually by the SLT and relevant first aid staff.

The school's flexible approach allows for children to access support and intervention as and when necessary. Individual pupil information will be added or removed from the SEND Register following progress reviews and/or consultation with relevant outside agencies. The recording of pupils' names on the SEND Register will always be managed in consultation with parents.

Any documentation regarding safeguarding information is stored in a locked cabinet in the Headteacher's office.

SEND Co-ordinator

Miss Mollie Wilkins is the **SENDCo**. She is responsible for the implementation of the SEND policy and will support members of staff. She will liaise with parents, teachers, support staff and all outside agencies. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs Register.

There is a wide range of existing teaching expertise available on the school staff and this is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. **(See Staff Meeting / INSET log)** When a child is demonstrating a **significant** cause for concern, or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, specialist expertise will be secured.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged first and foremost through an 'open door' policy. The SEND Co holds regular meetings with parents, termly consultations are arranged in school, information is distributed via Headteacher's newsletters, letters, class newsletters, annual SEND reports, SEND ILP reviews, bi-annual SEND parent questionnaires and informal discussions.

We endeavour to create positive links with our parents. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, parents are informed and invited into school to discuss concerns. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly. The SENDCo updates the school website regularly with information for parents and this information is also displayed on the noticeboard in Reception.

School Agency Partners include:

Education Psychologist / Child Development Centre / Child and Adult Mental Health Service / Speech and Language Therapy / Occupational Therapy / Physiotherapy / West Sussex Inclusion Support Service: Hearing Sensory Support / Visual Sensory Support / Learning / Behaviour/Social Communication Difficulties and Disabilities/ Play Therapy

Pupils

- Are encouraged to participate fully in the life of the school
- Understand the success criteria to enable progress to take place
- Are expected to behave in a responsible and respectful way within a learning context
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- Comment on how they feel they are progressing when the ILP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their ILPs. Consultations between staff and pupils provide information about support and interventions. They also provide an opportunity for revising and personalising provision.

Complaints

We hope that complaints about SEND provision will be rare. However, if there should be a concern the process outlined in the school's Complaints Policy should be followed.

Transition

There are excellent links with our feeder and transfer schools due to our close liaison with these schools. Staff from the schools to which our pupils are transferring are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for their transition. Staff from the Secondary Phase also spend time in our school and pupils with additional needs follow a comprehensive programme of visits to their new secondary placement. The SENDCo visits all pre-school settings of pupils with additional needs who join school in EYFS. Parents are contacted and information shared for pupils in EYFS. The SENDCo will contact all schools as necessary when pupils with additional needs join our school during KS1 and KS2.

The Local Offer

West Sussex SEND Local Offer can be obtained from West Sussex County Council's website (see Statutory Assessment above). The school Local Offer is on the school website and / or available from the SENDCo. The SENDCo can also answer queries and provide further information relating to the Local Offer.

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