

2. Who do I contact?

What should I do if I think my child may have special educational needs?

- Please make a note of any areas of concern and then speak to your child's class teacher. They are your first point of contact.
- Please contact our Special Needs Co-ordinator (SENDCo), Sophie Levey, if you still have concerns.

Our SENDCo, Sophie Levey, has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care plans (EHCPs). Our SENDCo provides professional guidance to colleagues and works closely with staff, parents and other professionals and agencies. Our SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching. (6.88, 6.89)

What should I do if my child already has an identified special need or disability before starting at the school ?

- If your child already has an identified special need, please let us know as soon as possible. This will mean that we can respond quickly to their needs when they join us. Please tell us about any other service (for example; speech or occupational therapist) already supporting your child.
- Also let your child's current provider (nursery, pre-school or school) know that your child will be starting at our school. This will help establish a good transition for your child.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions (3.66)
- An SEN information report is published annually (6.79)
- That there is a qualified teacher designated as a SENDCo for the school. (6.84)
- In addition, our governing body works with the SENDCo and Head teacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.
- The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

Sometimes it may be necessary to assess children using a 'one-off' formal SEND assessment, for example The Dyslexia Screening Test or Language Link.

Plan: It is the responsibility of the class teacher to plan for interventions and inclusion strategies that any child may need within the class. Advice on planning can be sought from the SENDCo. Interventions are discussed at Pupil Progress Meetings.

Do: It is recognised that quality first teaching enables all children with SEND to make the best possible progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well-trained in SEND procedure and practice.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. We meet together at the Pupil Progress Meetings to discuss progress and effectiveness of the strategies and interventions that have been used. In addition, review meetings are held regularly and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN Support Plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that they can make the best possible progress.

A pupil has SEN if their learning difficulty or disability means that special educational provision is needed so that they can progress. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Children with any of these needs can be included in our school community.

Identifying need through assessing progress
 We assess each pupil's skills and level of attainment on starting at school. Exactly what we assess will depend on the child's age and general level of attainment at the point they enter the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and

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individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness, which a class teacher will identify. Any child identified in this way will be closely monitored to see what impact targeted teaching is having. Teaching Assistants will help in this task.

If a pupil continues to struggle to make progress in their learning, the class teacher, working with the SENDCo, may consider whether a child should be identified as needing SEN support. A clear analysis of the pupil's needs is carried out, including the individual's development in comparison to their peers and national data, through the use of school assessment procedures and discussions at Pupil Progress Meetings.

The complexity of identifying SEN

Slow progress and low attainment do not necessarily mean that a child has SEN as there can be a number of factors which account for this. Difficult family circumstances, varying rates of cognitive development or a child's interest in a subject, as well as their preferred learning style, may all impact on children's learning.

Attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability as a child's learning potential could exceed that currently evident in the classroom. In these situations, areas of strength may be observed from time to time which suggest that in the main a child may be having difficulty either accessing the learning opportunities provided or conveying their understanding through written and other work.

Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEN. Language development is monitored over time in order that special educational needs, if they are present, can be observed, thought about and addressed.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. In these circumstances, a child's needs would be considered 'in the round' to help identify both the possible reasons for the difficulties being observed and the most appropriate forms of support.

Listening to and informing parents

For some children, SEN can be identified at an early age. For other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early when we can, keeping parents/ carers informed of observations and concerns as they arise. This may be through the usual channels of parent consultations or informal conversations or we may invite you to attend a meeting for a longer discussion. We recognise that parents know their children best. We listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

When it is decided that a child needs SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report. This information is presented anonymously to protect your child's privacy.

Individual Support Programmes and School-based Plans

When a pupil's needs mean that provision additional to or different from what is normally available to pupils within the school's own resources is needed, we will write an individual Support Programme. It may sometimes be necessary to draw up a School-based Plan. This draws together information about the child's background, his/ her needs, difficulties, wishes and concerns, together with views of the parent(s)/ carer(s) and the assessments of those professionals involved in supporting the child. In these cases, there would usually be involvement from at least one additional agency, such as occupational therapy or speech and language therapy. A School-based Plan would usually only be required for children for whom it is felt may require an EHC assessment in future.

Reviewing SEND support

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. For the majority of pupils identified as having an additional need this will happen three times yearly but will be more frequently for pupils with greater need or concern.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking action to identify, assess and meet the child's needs, they have not made expected progress, we will consider whether to request an Education, Health and Care assessment. This request can be made by the school or by parents.

Deciding whether to apply for an EHC needs assessment

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs. In East Sussex, schools are required to complete, follow and review a School-based Plan in advance of making an application for an EHC assessment. An EHC needs assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level.

Reviewing an EHC Plan

EHC Plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer will be invited. In addition, other professionals associated with the child may be invited, eg. Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker.

Before the meeting we will;

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

<p>Where a child is looked after by the Local Authority, we will try to synchronise EHC plan reviews with social care reviews.</p>	
<p>6. How does the school teach and support children with SEND?</p>	
<ul style="list-style-type: none"> • All teachers provide high quality lessons to meet the needs of all the children in their class. • Additional support for individual children or groups may be planned and reviewed by the class teacher or teaching assistant. • Where necessary the class teacher will talk to the SENDCo and a more personalised programme of support may be introduced. This may include support from an outside service. • The senior management team closely monitors teaching and learning of all children. • We will make sure you know about any extra support that your child is receiving. • We know that parents and carers can provide invaluable support for their children’s learning and we will work in partnership with you to make sure your child makes the best possible progress. • We will track your child’s progress carefully and adapt and adjust support as needed. 	<p>SEND CoP 6.79</p>
<p>7. How will the curriculum and learning environment be matched to my child’s needs?</p>	
<ul style="list-style-type: none"> • We do what is needed to support children to settle into the school environment, participate, develop, learn, and achieve the best possible outcomes • A broad and balanced curriculum is on offer to all pupils at Laughton. Teachers’ planning includes details of how the curriculum is adapted or made accessible for pupils with SEND. Teaching assistants feedback to teacher when they are providing additional support. • Lessons are pitched appropriately so that all children can learn and make progress. Lessons and support plans are devised to address potential areas of difficulty and to remove barriers to pupil achievement where at all possible. Teachers take account of the needs and different learning styles of each individual and differentiate tasks and materials appropriately. • Teachers regularly track and assess the children and termly Pupil Progress Meetings allow class teachers and members of the leadership team the opportunity to analyse the progress of each child. • If your child is not making expected progress and has specific gaps in their understanding they may work within a smaller group of children. These will be run by a teacher or trained teaching assistant. When needed the school will 	

<p>talk to parents about seeking specialist advice. There are regular meetings to monitor the impact of interventions and SEN provision.</p> <ul style="list-style-type: none"> • Further specific support may also be provided through a School Support Plan or Programme or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching. • The SEND budget is managed by the head teacher, SENDCo, governing body and school business manager. Resources are made or purchased as necessary to support each pupil's learning. The Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is a SEND Governor who meets with the SENDCo several times a year. The school will use its SEND funding in the most appropriate way to support your child. 	
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p><u>How are parents involved at the school?</u></p> <ul style="list-style-type: none"> • We welcome the contribution that the wider community can make to our school and we are committed to working in partnership with parents. • It is our aim that the school works in close partnership with you and maintains purposeful communication between the school and home. We will always have regard to the views, wishes and feelings of parents/ carers. • We adopt an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. • We encourage parents to attend parent's evenings three times a year. • If a child is identified as needing a school based plan to support their education then parents will be involved in helping the school to create this and then in reviewing targets at SEN Support review meetings, three times a year, or more often if either parent/ carers or the SENDCo feel this would be beneficial. For children with an EHC Plan, the Annual Review may either be included as one of the three meetings or be arranged as an additional meeting (to be agreed on an individual basis). • We will provide parents/carers with the information and support necessary to enable them to play a full part in decision making. • All parents are actively encouraged to take part in the school community. This may include sharing skills, attending class assemblies, celebration assemblies, information workshops and helping with school visits. • Parent helpers are welcomed into the classroom. • There is an active Laughton School Association supporting the school by raising funds and organising events. 	<p>SEND CoP 6.79</p>

- There are regular ‘Parent Forums’ at school where parents are invited to share their opinions and ideas.
- Parents are given opportunities to develop an understanding of the curriculum through workshops organised by the school.
- All children have a reading diary which can also be used as a home/school book. However, a child who either the parent or school feels needs extra communications may have a home / school book.
- Three times a year we will send parents/carers of children with SEND a letter, summarising the progress they have made, the targets they are working towards and any interventions currently in place.
- All parents receive an end of year report in July.
- Reports from outside agencies are shared and discussed.
- Where at all possible we support parents to help their child to achieve the best possible educational and other outcomes, preparing them effectively for adulthood. This may involve signposting to additional services in the community. Where appropriate we highlight relevant workshops or courses for parents e.g. ASD support network for parents.
- If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school’s concerns and complaints procedure. Details about this are available from the school office or on the school website.

9. How are children involved in reviewing their progress and planning support?

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENDCo and/ or support staff.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children’s development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table shows how children are involved in giving feedback and making decisions about ways in which they are supported at school:

	Who’s involved?	How often?
Self-assessment	pupil, class teacher/ TA	Daily
Class Circle times	pupil, class teacher/TA	Weekly/ as required
School Council	pupil, class representatives, class teacher/ head teacher	As required

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Pupil Voice	pupil, SENDCo/ class teacher/ head teacher/ governors	Twice yearly	
SEN support review meetings	pupil, parents/carers, class teacher/ SENDCo	At least three times a year	
Annual reviews (EHC plans only)	pupil, parents, SENDCo, class teacher/ support services, local authority	Once a year	

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

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On first joining Laughton:

- You will be invited to Reception open days which allow parents and their children to visit on a normal school day.
- Reception classes hold taster sessions for the children.
- The Reception teacher may visit the family home and meet with you and your child before starting school.
- We may hold transition meetings with pre-school settings for some families, where your child's special needs have already been identified.
- If your child is transferring to Laughton from another school, we will arrange visits so that your child can meet staff and pupils in advance.

On moving within the school:

- Information is always passed on to the next class teacher and a planning meeting is held with the old and new teaching staff to discuss your child's strengths and difficulties and the strategies that have been successful. Support plans and targets are shared with the new teacher.
- All children, across the school, visit their new class and take part in sessions with their new teacher before transition.
- For children who find change very difficult, photo books are made showing the new classroom and staff. These are shared in school and also taken home. Additional visits are made to familiarise them with the new room and staff.

On moving on to secondary school:

- Discussions with the new school to make sure things go smoothly for your child.
- Transition visit prior to moving on to secondary school.
- Extra visits to the school if necessary. We may complete a transition pupil voice to identify any particular worries or concerns.

<ul style="list-style-type: none"> • SENDCo meetings to ensure smooth transition and to advise and support parents with any questions or filling in forms. • Extra visits to the school from staff and Year 7 pupils from secondary schools prior to the children joining them. • If your child has an EHCP we will make sure that the SENDCo of the secondary school your child will be transferring to invited to attend the transition Annual Review. <p>On moving to another school:</p> <ul style="list-style-type: none"> • If your child is moving to another school we will contact the school and make them aware of any special arrangements or support that your child may need. • We will forward all records as quickly as possible, • We will support their transition as needed, by providing opportunities to talk through any concerns the child may have, and providing social stories if appropriate. 	
<p>11. What training do school staff have?</p>	
<p>Every year the Head teacher identifies priorities for development as part of the School Development Plan, including reviewing support for children with SEND.</p> <p>The quality of teaching for pupils of SEND and the progress made by these pupils is a key part of the performance management process for all staff.</p> <p>We ensure high quality teaching for all as part of on-going monitoring of teaching and learning, especially for those at risk of underachievement. This includes identifying any patterns of need in the school, reviewing and improving if necessary teachers understanding of strategies to identify and support vulnerable pupils.</p> <p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff have. Where interventions are needed, we make sure staff have sufficient skills and knowledge to deliver interventions effectively. Where necessary, we will arrange for training so that staff can develop their skills.</p> <p>Staff have attended a wide variety of courses, including Personalised Learning for Maths, Clicker 6, MAPA and Grammar, Spelling and Punctuation</p> <ul style="list-style-type: none"> • All our teachers are qualified teachers • Our SENDCo is a qualified teacher, with many years of experience in a number of schools. She is an accredited Dyslexia teacher. • Our SEN Governor Suki Stokes works in education and has a particular interest in Dyslexia. 	<p>SEND CoP 6.79</p>

12. How does the school measure how well it teaches and supports children with SEN?

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We are always monitoring, evaluating and refining what we do to make sure that we are doing the very best we can for all children.

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.

We record details of additional or different provision made. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

We look at whether our teaching and programmes of support have made a difference. As children with similar needs can respond differently to the same intervention, we regularly review and revise provision.

We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

The school looks at the progress that children with SEN make across a school year and compares this with the progress of children without SEN. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be with the aim of revising provision to support your child to reach their potential.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our provision.

We also invite parents to provide feedback at meetings, through attending parent forums and through the [Ofsted parent view website](#).

How well do our SEN pupils do?

The table below shows attainment of SEN children in terms of percentage of KPIs (Key Performance Indicators) achieved by the children by the end of the school year (July 2016). The wider school population is in brackets.

	Reading	Writing	Maths
Y1	84.0 (87.0)	69.0 (75.5)	96.0 (85.0)
Y2			
Y3			
Y5			

Y6		72.0 (93.0)	46.8 (78.9)	69.6 (78.6)

Phonics Screening Test result for children with SEN in Y1: 32. Class average: 31.25

- Here amber shows a difference of more than 10% at the end of T6
- Blue shows a difference of less than 10%.

Please be aware that these cohorts are very small.

SATS results 2016 – at or above national standard

	Reading	Grammar, punctuation and spelling	Maths
Y6 SEN	40%	20%	60%
Y6 wider cohort	90%	70%	80%

These results are for small cohorts of children. A large proportion of our SEN children have very significant needs; two have EHCPs and two have Dyslexia.

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Our school was built well over 100 years ago, but recent extensive building work means that access to most of our school is good. All the classrooms are on the ground floor and there is an individual toilet and shower with wide door access. Access to most areas of the school, including the playground, field and sensory garden, is good.

We are working to make our school as accessible as possible and have recently invested in sound echo and reverberation reduction panels in our hall to improve the environment.

Classrooms are arranged to provide good access to resources for all children and where access is an issue for particular children this is taken into account by staff.

Like all schools, Laughton Primary is subject to the Equalities Act. We are committed to making all reasonable adjustments towards improving accessibility as we maintain and develop the school and its grounds. We will take proactive steps to ensure that disabled pupils and non-disabled pupils are treated equally.

We currently communicate with parents in direct conversation, phone, letter and email. We ask parents how they prefer us to communicate with them. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs.

We encourage you to discuss any concerns you might have with us so that we can plan for full inclusion. Further details can be obtained from our [Equalities Policy and Accessibility Plan](#) that are available on our website.

Section 69
Children and
Families Act
2014

<p>14. How are children included in activities with other children, including school trips?</p>	
<ul style="list-style-type: none"> • School trips and activities are available for all children at our school. • Risk assessments are carried out to ensure that procedures are in place so that all children can participate. • We will make all reasonable adjustments to make sure that every child is included. • If there is something that might make it hard for your child to be included in an activity we will discuss this with you and see how we can work together to make the activity possible. <p>More information is available on our website.</p>	<p>SEND CoP 6.79</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<ul style="list-style-type: none"> • We are an inclusive school and we welcome and celebrate diversity. • We recognise that self-esteem is key to a child’s emotional well-being and academic progress. • We encourage children to adopt our 5 Growth Mindset habits by being collaborative, curious, disciplined, resilient and imaginative. • The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries, please speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCo. • We support children’s emotional, social and behavioural needs through our PSHE (personal, social, health, education) and SEAL (Social, Emotional aspects of learning) curriculum, nurture groups, social skills and friendship groups, Year 6 Buddies for all new reception children, Pupil Voice activities (which help children to express their feelings), whole school, class and individual behaviour rewards (pupil points and certificates) and, when needed, sanctions. • Our Attendance Bear is awarded weekly to the class with the best attendance. • Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and several members of staff have First Aid qualifications. If your child has significant medical needs you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists. • Sometimes, if a number of similar needs are identified within a group of children, we may decide to arrange a group intervention based around social/ 	<p>SEND CoP 6.79</p>

<p>emotional support, such as a social skills or nurture group for example.</p> <ul style="list-style-type: none"> • If an individual child needs a space to talk and this cannot easily be provided by the class teacher or teaching assistant during the ordinary course of the day then there may be a discussion with the SENCO or Head teacher to consider how this might be provided, including parents / carers in the discussion, providing there is not a safeguarding concern (see separate policy on this). Where at all possible we will provide a space to talk/ play/ draw in a therapeutic setting within school. If the level of need is such that the support the child requires is beyond the level of expertise or experience of our staff or if resources are unavailable we may suggest that we look to an external service. • All interventions are monitored and reviewed regularly. • Sometimes we work with other agencies, the Educational Psychology Service and the team of School Nurses to support development in this area for cohorts of children. • When necessary the school can refer individual children to the Educational Psychology Service, the Children and Adult Mental Health Service and Early Help Service. • Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENDCo to discuss how we can best support you and your child. Support might include drawing up a Health Care Plan, and seeking advice or training from medical specialists. <p>More information is available on the school website:</p> <ul style="list-style-type: none"> • Behaviour and Discipline • Anti-bullying • Safeguarding • Supporting pupils with medical conditions 	
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN support (assesses, plan, do, review) we will always involve a specialist when a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.</p> <p>We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child’s progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.</p>	<p>SEND CoP 6.79</p>

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

We have access to a range of outside agencies for additional support. Agencies we are currently working with include:

- CAMHS - Child and Adolescent Mental Health Service
- Children's Integrated Therapy Service (for speech and language, occupational and physiotherapy)
- Early Help Service
- Early Years' Service
- Educational Psychology Service
- ESBAS (East Sussex Behaviour and Attendance Service)
- FLESS (Flexible Learning Education Support Service)
- GRT (Gypsy, Roma, Traveller Service)
- Language and Learning Support Service
- SCSN - Service for Children with Sensory Needs
- TEALs (Traveller and English as Additional Language Service)
- Virtual School for Looked After Children

Some of our staff have undertaken specialist training. These include:

- One Personalised Learning in Maths trained TA.
- One Dyslexia trained teacher
- Our SENDCo has had training in, and wide experience of SEN especially children's behavioural and emotional needs.

For further information on what is available locally to support families, please see:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

16. Where can I get information, advice and support?

The school:

If your child is at school the class teacher is the first point of contact but parents are also welcome to directly contact the SENDCo or Head teacher. All contacts are initially

CoP 6.81

<p>made through the school office: office@laughton.e-sussex.sch.uk</p> <p>SENDCo – Sophie Levey – senco@laughton.e-sussex.sch.uk</p> <p>Special Needs Governor: Suki Stokes – office@laughton.e-sussex.sch.uk</p> <p>If you are considering applying for a place in this school and your child has special educational needs, then please contact the school to arrange a visit and meeting with a member of our leadership team or our SENDCo, Mrs Levey.</p> <p><u>SEND information, advice and support service</u></p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available on the East Sussex County Council website.</p> <p>informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p> <p>Their phone number is: 0345 60 80 192</p> <p>The East Sussex SEND ‘local offer’ tells you about what is available for children with SEN in East Sussex.</p> <p>www.eastsussex.gov.uk/localoffer</p>	
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>We like to have a friendly and open relationship with parents and carers and encourage you to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately, we will arrange an appointment to meet as soon as possible.</p> <p>If you are unhappy about how your concerns are being addressed, you can make a formal complaint as set out in our complaints policy and procedure which is available on our website.</p>	<p>SEND CoP 6.79</p>

Sophie Levey Summer 2016
To be updated termly and reviewed in full annually.