



Special Educational Needs and Disabilities (SEND) Information Report 2018-2019

1. The kinds of special educational needs for which provision is made at the school

Albourne CE School is a mainstream primary school, educating around 200 children.

Our Values: Everyone at Albourne is on this journey. We want every child to have the very best learning opportunities, and in order to provide this every member of staff is also constantly learning.

Our Ethos: Albourne Primary School is committed to providing an inclusive curriculum for all, regardless of need or ability, which will enable children to flourish. At Albourne School we aim to encourage and develop a secure, safe and happy environment for children to learn. We aim to create an environment which values achievement, celebrates success and places importance on learning in all areas of the curriculum. Every teacher is a teacher of every child, including those with SEN and they ensure that they plan for each child to achieve the best possible outcomes.

Our Aims: To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure full access and entitlement to high quality education for pupils with SEN, this is broad, balanced and relevant so that they can reach their full potential and enhance their self-esteem.
- To identify and assess pupils with SEN as early and thoroughly as is possible and to fully involve pupils, parents and staff through a graduated approach of 'assess, plan, do and review'.
- To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all pupils who have SEN by offering consistent and appropriate forms of educational provision through the most effective use of all available resources.

Definition of SEN

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability, which prevents or hinders them from making use of educational facilities generally provided for children of the same age. (Section 20 Children and Families Act 2014).



The new SEND Code of Practice (2014), details the four areas of Special Need:

Communication and Interaction
Cognition and Learning
Social, emotional and mental health difficulties
Sensory and/or Physical needs.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

- **How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**
- **How will the school track my child's progress?**
- **How does the school decide when my child is having difficulties in accessing learning?**

- There are a variety of measures we will use to decide if a pupil has SEN:
 - If a pupil meets the above definition from the information given by the class teacher and/or SENCo.
 - Information provided by the pupil, parent, teacher, outside agency.
 - Assessment and monitoring information provided on the pupil by the teacher and senior leadership team; this can involve screening and assessment systems in place across the school.
 - Transition information handed over by another educational setting.

Where a child is identified as having SEN, Albourne will take action to remove barriers to learning and put effective special educational provision in place.

We will:

- Keep a register of children identified with a Special Educational Need or Disability.
- Provide a record for each individual child with a Statement/EHCP or School Support.
- In line with the Code of Practice (2014), implement a graduated response to meeting SEN.
- Ensure early identification by Class Teachers, daily on-going assessments of children and half-termly assessment procedures.
- Use termly assessment information and children's targets to highlight the need for further assessment and intervention where 'sufficient progress' has not taken place.
- Use appropriate diagnostic tests as and when necessary.



3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

a) How the school evaluates the effectiveness of its provision for such provisions for such pupils.

How do I know provision for my child's SEN is effective?

- Quality of provision is measured through the school's systems, processes and criteria for evaluating effective provision, which include:
 - Clear systems in place for evaluating quality of provision, the Senior Leadership Team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks.
 - The SENCO tracks the progress of children on both the SEN and monitoring register.

b) the school's arrangement for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All children who have SEN are identified on the SEN register and have provision planned for them on class provision maps, where targets and desired outcomes are shown for individuals in detail. These class provision maps are reviewed by class teachers and SENCO termly and are discussed and shared with the children and parents regularly. A child who has a statement or an EHC plan will have an Individual Education Plan (IEP). The SENCO will monitor the quality of class provision maps and IEPs across the school.
- Through the school's assessment and monitoring cycle, pupil progress is regularly monitored in consultation with class teachers, the SENCO, parents and pupils. The school records kept to support children with SEN include:
 - Teacher's planning differentiated according to need
 - Class Provision Maps detailing interventions.
 - Pupil Progress meeting records
 - Individual Education Plans (IEPs) for those children currently have a Statement of SEN or an EHCP.
- The effectiveness of any different or additional support or intervention is measured based upon progress towards short term targets. This then forms the basis of further discussions between the SENCO, the teacher and the Senior Leadership Team in reviewing additional provision.
- A child's class teacher is available to meet with parents in the autumn and spring terms at a formal parents' meeting or by appointment.
- If a parent continues to have concerns about their child despite raising initial concerns with the teacher, then he/she is welcome to make an appointment to meet the SENCO.
- Parents are given information on their child's learning and how to support them through:



- year group parents' meetings at the beginning of each new school year
- termly parent/teacher consultations
- termly curriculum newsletters
- an annual report on their child's attainment and progress.
- Parents are consulted in the use of class provision maps and IEPs. All parents of children on the SEN register are given a copy of provision for their child once a term by their class teachers.

c) The school's approach to teaching pupils with special educational needs:

- **How will the school staff support my child?**
- **How will the curriculum be matched to my child's needs?**
- The SEND Code of Practice 2014 emphasises that all teachers are responsible for high quality teaching for all pupils with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Teachers are responsible for a child's learning and progress, in partnership with parents.
- Further advice and guidance by the SENCO is available to all teachers and support staff for individual, personalised programmes of support and interventions. Outside agencies can also offer assessment and guidance with a child's SEN.

How will the curriculum be matched to my child's needs? What is the education setting's approach to differentiation and how does that support children?

- Teaching is monitored to ensure all pupils access high quality teaching which takes account of pupils' differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success. Differentiated lessons are planned and taught to match the pupils' level of learning and is part of the school's universal provision.
- A consistent graduated approach is in place for meeting pupil needs. For pupils with an identified SEN, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes, adapted home learning opportunities, learning resources to support the identified need.
- Where a complex SEN is identified, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists.

d) How the school adapts the curriculum and learning environment for pupils with special educational needs

The SEND Policy gives further detail on identification of need. Appropriate provision is planned for identified needs through:

- Teachers assessing the outcomes of their differentiated provision to meet the needs of pupils within their class.



- Teachers and the SENCO meet as required to assess the needs of children with SEN.
- Further advice from advisory services and outside agencies regarding strategies for developing practice and removing barriers to learning can be sought through the SENCO. Referrals for outside support will be discussed with parents.

How is the school developing its high quality teaching?

The School Improvement Plan identifies developing high quality teaching as a priority within school.

- The school's senior and middle leaders within schoolwork alongside staff to maintain the quality of teaching and learning through ongoing class observations, book looks and assessment scrutiny.

How does the school adapt the curriculum and learning?

The SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which we provide a highly inclusive curriculum and learning environment are:

- Ensuring all teaching staff including support staff have opportunities for relevant continued professional development relating to SEND.
- Teachers plan with differentiated and personalised learning opportunities that allow access and success but ensure challenge.
- Providing teaching resources when required, including specialised equipment.
- Focused teaching opportunities within a smaller group.
- We will make 'reasonable adjustments' to allow fair access for all users of the school, to date some of these adjustments have included:
 - Adjustments to girls' toilets to include a toilet frame
 - Classes moved to appropriate rooms to ensure accessibility for pupils with physical disabilities.
- Liaison with all medical and health professionals including school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum.

e) additional support for learning that is available to pupils with special educational needs:

How is the decision made about the type and how much support my child will receive?

- Decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support (Code of Practise 2014, SEND policy). This involves parents and pupils who are encouraged to contribute to this process through meetings with class teachers, the SENCO and outside agencies if relevant. IEPs and provision maps are regularly shared with parents and pupils.



How will my child be included in activities outside the school classroom including school trips?

- Pupils have access to opportunities for school clubs, trips and a residential in Year 6. All pupils with SEN will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.
- The member of staff responsible for the planned club, trip or residential will complete a risk assessment for the organised activity and as part of this plan will identify children with SEN that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given.

f) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

What support will there be for my child's overall well-being?

- Teachers are responsible for the day to day pastoral care of all pupils in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may be put the pupil in danger.
- If there is a child protection concern raised about a child then the Designated Officer for Child Protection, Ms Alison Sturgeon or Deputy Designated Officer, Miss Gemma Richardson, will act upon the concern following the school's Child Protection and Safeguarding Policy.
- The school's trained Learning Mentor works closely with the Head Teacher, SENCo, pupils and families.

What support is there for behaviour?

- Please see School Behaviour Policy.

How does the school manage the administration of medicines and providing personal care?

- Mrs Sarah Foxton leads the support for children with medical needs.
- If a child has complex medical needs the school will organise and write a Health Care Plan for the pupil.
- If a child needs to have prescribed medicines within the school day then contact the school office to complete the permission form for administering medicines in school.
- If a child has asthma there is a school policy that will give further detail. Please contact the school office for further information and advice.
- Please see the school's Medical Policy for further information.

How does the school ensure the safety of the children/young people? How are the children/young people able to contribute their views?



- Detailed information can be found in the school's Safeguarding and Child Protection Policies. Some ways in which the school ensures the safety of children are:
 - Suitable risk assessments are provided for on and off site visits and especially for residential visits. Contacts with groups are maintained 24hrs whilst off site. There are supporting policies in place.
 - The School Council meets on a regular basis and children are encouraged to contribute their views.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator:

- Mrs Alex Taylor is the school SENCo and can be contacted on the school's telephone number 01273 832003

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

- The staff undertake training in areas related to their role. All staff receive some training related to SEND. These have included sessions on supporting children with attachment disorder, dyslexia and social communication difficulties. Some staff members have more specialist training in:
 - First Class at Number
 - Success at Arithmetic
 - Better Reading Support Partners
 - Team Teach and de-escalation
 - The National Award for SEN Coordination
 - Speech and Language support



6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Please see Albourne School Accessibility Plan 2018-2021.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

Parents can become involved in the school in a variety of ways:

- Attending open/curriculum mornings
- Attending their child's class parent consultations.
- Attending year group meetings.
- Supporting pupils on trips and activities within school, such as reading.
- Being a Parent Governor
- Being a member of the Parent Teacher Association and supporting events in school, for example the school disco and summer fair.

Please speak to class teachers or the school office for further information.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- Children are encouraged to know their targets and review their progress with these with their class teacher.
- Children are invited to attend meetings depending on appropriateness of the meeting and the age of the child, for example at meetings for Annual Review.
- Children complete a Pupil Voice questionnaire when appropriate to ascertain their views on school.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- In the first instance, parents should ask to meet with their child's teacher or the school SENCO. If the matter is not resolved they can ask to meet with the Deputy Head or Head Teacher. Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

10. How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.



There are a variety of ways in which the Governing Body meets the needs of pupils with SEND.

- Reviewing the effectiveness of the service delivered on an annual basis.
- There is a nominated Governor for SEND
- Governors oversee the School Improvement Plan, which refers to training planned for staff relating to SEND.
- Governors have opportunities to review policies, including the SEND Policy, SEN Information Report and Disability Equality Policy and Scheme.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- In the school entrance, there are leaflets and posters of many support services available for parents. These are regularly updated.
- Parents may also contact the SENCO who will be able to offer advice and support about outside agencies/organisations.
- The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. Phone: 03302 228 555
- The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND): <https://westsussex.local-offer.org/>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- There are transition arrangements in place to support children joining and leaving the school. For example:
 - In the early years, nursery visits are made to most children and a home-school liaison form is completed with parents at a meeting in the first week of September. Parents are also invited in to an induction meeting and they have the opportunity to have a tour of the school. Children are invited for sessions in the Reception classroom in the summer term before they start school.
 - All Year 6 children are given the opportunity to visit their new secondary school and additional visits are set up if required.
 - The SENCO meets with the SENCO/Inclusion Manager of local secondary schools to ensure smooth transition for all pupils and those with SEN.