



The Special Educational Needs (SEN) Code of Practice (2014) came into force on 1st September 2014. It covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

The definition of SEN taken from the Code of Practice (2014) is:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Twineham CE Primary school is a mainstream school who are committed to provide an appropriate and high quality education for all the children who attend our school. We believe all children, including those children identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals living fulfilling lives.

The Special Educational Needs Disability Co-ordinator (SENDCo) at Twineham School is currently Mrs Trott.

The following information is the schools SEN Information report' which has been set out as a frequently asked questions grid, to make the information as clear as possible. However, if you would like any more information regarding SEN or more specific advice about how we could meet your child's individual needs, please contact the school to make an appointment to speak to the Headteacher and /or the SENDCo.

QUESTIONS	ANSWERS
Question 1 How does the school know if children need	<ul style="list-style-type: none">• Teachers know the children in their class well and are aware of the average rate of progress for the age range they teach. We track the progress and attainment



<p>extra help and what should I do if I think my child may have special educational needs?</p>	<p>of all our pupils and use this data to identify any additional needs.</p> <ul style="list-style-type: none">• The SENDCo/ Class teacher may also undertake additional assessments of a child's learning e.g. maths, reading, spelling and use these assessments to inform interventions and planning• Half termly intervention / progress meetings are held with the Headteacher, SENDCo (Special Educational Needs, disability coordinator) and class teachers to discuss <u>all</u> children's progress and needs• We also monitor children's behaviour and put steps in place to support the child• Class teachers may raise concerns with the SENDCo and parents• Conversations with previous school/nursery may highlight additional needs• Parents can talk to class teacher or SENDCo• The teacher or SENDCo may talk to you about making a referral to an outside agency to further support you and your child.
<p>Question 2 How will school staff support my child?</p>	<ul style="list-style-type: none">• Every child will be supported according to their need, as appropriate, through Quality First Teaching delivered by the class teachers• The class teachers will plan differentiated activities and lessons, use additional equipment / resources to support individuals, use a range of different learning styles and use the Teaching assistant, as required• Clear differentiation of lessons will ensure that the children access the appropriate level of learning and their next steps can be planned for• The teacher or SENDCo will plan and explain to you a programme of additional support, this may include referrals to outside agencies for your child and family as required• The SENDCo, class teacher or Teaching Assistant will deliver the additional support / intervention as required• This additional support will be reviewed and revised as appropriate following the recommended 'Access, Plan, Do, Review' (as stated in the Code of Practise 2014)• Information regarding the impact of the additional support is shared with



	<p>Governors.</p> <ul style="list-style-type: none"> • The SEN Governor meets with the SENDCo to discuss further SEN matters.
<p>Question 3 How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Class teachers aim to differentiate teaching and learning to meet the needs of all children in their class. This means that they will plan for individual learning needs. This will help ensure that your child's needs are being met. • The children's learning is assessed through formal and informal methods such as writing tasks, observations, discussions, daily work and marking • These assessments will then feed into the next lesson and help the class teacher to set targets for the children. The assessments may also highlight an area that the child needs additional support with • Where appropriate the children's interests will be used to inform topics and planning
<p>Question 4 How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Any interventions that take place are regularly reviewed by the class teacher / Teaching assistant / SENDCo and your child's next steps will be planned for • The SENDCo will discuss the outcomes of the support / intervention being delivered with the class teacher / Teaching Assistant and look at the progress that the children have made • Children's progress in interventions and in class will be discussed during the Half termly intervention / progress meetings, which are held with the Headteacher, SENDCo and class teachers • It may be appropriate for some children to have an Individual Learning Plan, which will feature achievable targets that can be worked towards at home and at school • Class teachers and the SENDCo are always willing to talk to parents although it may be advisable to make an appointment through the school office as teachers often have meetings to attend after school • Parents may be invited to workshops that help them know how to support their child in a certain area e.g. reading, maths • Parents will receive termly Curriculum newsletters for each class



	<ul style="list-style-type: none"> • Homework will be set, as and when appropriate to the subject and parents can access the school VLE to look at their child's homework and topics in class • Some children may have home/school books and reading journals • Parents meetings (formal and informal) are held each term, in which your child's progress will be discussed with you • A written report is given at the end of the academic year. • Our school website also has additional information to help families support their child's learning
<p>Question 5 How will my child be involved their education?</p>	<ul style="list-style-type: none"> • Pupil voice is important to us and we have a School Council to elicit the views of the pupils. Children are selected by their peer group and all children are asked to suggest ideas and take part in events organised by the School council • Where appropriate the children's interests will be used to inform planning and class topics. • Children will be set targets in class and these will be shared with the children through discussion and marking • Where appropriate children will be asked to self-edit their work and respond to the teachers comments • Children will be encouraged to complete their homework, and at times, share this with the class • It may be appropriate for some children to have an Individual Learning Plans, in this instance they will be involved in the target setting process, where appropriate and will be encouraged to work towards these targets at home and at school. They will also be part of the review process • If a child has an EHCP or Statement of SEN, they will be asked to share their views and comments through the pupil questionnaire at Annual reviews. They may also be invited to attend the Annual Review meeting
<p>Question 6 What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • Your child's class teacher and TA (Teaching Assistant) are the first port of call in supporting your child. We are a caring school and your child is encouraged to share their worries or concerns and they will be supported as required



	<ul style="list-style-type: none"> • An additional person may become involved such as a school based Learning Mentor to support your child with behaviour, self esteem and family or school worries • Your child may be referred to an outside agency such as the School nurse or FSW (Family Support worker). However you may also be asked to seek support from your own family GP who can refer to the appropriate professionals • All staff are trained on our 'Child Protection' Policy and procedures and know who the nominated Child Protection co-ordinator is. • Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented and shared throughout the school. Should a pupil require additional support in this area then we ensure that we do all we can to respond to the child's needs. • The school has a number of staff who are fully trained first aiders and has a policy for the safe administration for medicines • Children are involved in target setting and when appropriate reviewing their Individual Learning Plan • Children are praised for showing respect, positive behaviour and good work ethic and these are celebrated during celebration assembly.
<p>Question 7 What specialist services are available at or accessed by the school</p>	<ul style="list-style-type: none"> • All of our teachers hold qualified teacher status and regularly receive training to keep their practice fresh • Some of our staff are trained in specialist areas to support additional needs • The SENDCo may be able to signpost you to the most appropriate agency to support you and your child such as the school nurse, Family Support Worker, GP and Child and Adolescent Mental Health services (CAMHS) • Schools can refer children to a variety of services as appropriate (subject to waiting lists) such as Speech and Language therapy, Occupational therapy and Physiotherapist.
<p>Question 8 What training are the staff supporting</p>	<ul style="list-style-type: none"> • National Award for SEN (Special Educational Needs) accreditation • Ekklan- Unclear speech accreditation



<p>children and young people with SEND had or having?</p>	<ul style="list-style-type: none"> • Dyslexia Friendly school • Communication Friendly Classroom • Narrative therapy • Social Stories • Team teach • Learning mentor • First aid, epi pen training • We also have staff trained to deliver specific interventions to support maths and literacy skills, which may be suitable for small groups or on a one to one basis. These interventions are overseen by the SENDCo. Further training for both teachers and support staff is provided or sourced as required. This has recently included Dyslexia awareness training, Clicker 6 training, specific intervention training and working with children on the Autistic spectrum.
<p>Question 9 How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children will have access to extra-curricular activities and reasonable adjustments will be made to ensure that all children can participate • Children may be prepared for trips (visual timetable, discussion etc) • Resourcing and accessibility around school (ramps, handrails) • Resourcing extra adult support if necessary (during break times, lunchtimes, beginning and end of school and for outside trips) • Risk assessments (pre visit by adults or the child) are carried out and approved by WSCC via the 'Evolve' website • Discussion with parents to address any needs or requirements
<p>Question 10 How accessible is the setting?</p>	<ul style="list-style-type: none"> • The school has ramps, handrails, hearing loops, disabled toilets and wet room • Use of signs around school • Delegation of budget to ensure equipment and facilities are up to date and in working order • Regular auditing of provision • Discussion with parents regarding child's needs and, if appropriate, advice



	<p>sought from an Occupational Therapist</p> <ul style="list-style-type: none"> • Looking at individual needs to see what is required • There are a large number and variety of resources in school that are used to support pupils and any additional resources for individual needs are purchased when needed. • We also have an Accessibility Plan in place
<p>Question 11 How will the school prepare and support my child to join the school and transfer to a new school?</p>	<ul style="list-style-type: none"> • SENDCo and / or a Teaching Assistant may visit the child at home or in a different setting, as required • A school transition book may be created for the child to share with friends and family about their new setting • The child may visit the school prior to starting (additional visits may be required) • A Transition mentor from the new school may visit • Depending on the needs of the child we may arrange additional visits to the new school and ensure that there are lots of opportunities to talk about change. • Transition booklets, as appropriate • SENDCo from secondary school may meet with parents and SENDCO from the primary school • Paperwork transferred to secondary school • Primary school may liaise with secondary school after transition
<p>Question 12 How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The Headteacher, Governors and Bursar oversee all matters of finance. • Budgets are monitored and aligned to the school development plan. • The parents of children with EHCP's (Education, Health Care plans) may be encouraged to apply for a personal budget. • Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support and intervention programmes. • The SENDCo and Bursar meet to discuss the spending of additional funds made available to some children such as Pupil Premium funding. • Liaison with parents to gain a deeper understanding of the child's needs to



<p>Question 13 How is the decision made about what type and how much support my child will receive?</p>	<p>decide what resources are most appropriate</p> <ul style="list-style-type: none"> • Quality First inclusive practise is clearly defined in our setting and we monitor all staff to ensure that they are delivering this. Should additional support be required, this is undertaken after consultation with the SENDCo, other relevant staff, outside agencies, the pupil and their family. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo delivers additional support and oversees additional in-class support. • Access to external agency advice, including Children and Young Persons Planning Forum • Termly meetings with parents and staff involved to discuss progress made and any adaptations to provision that is required, which may include support in class, small group work and 1:1 work.
<p>Question 14 How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We strongly believe in effective communication and that a partnership approach with parents/carers achieves the best outcomes. <p>We offer:</p> <ul style="list-style-type: none"> • New parent visits • Parent consultations are held termly (formally and informally) • Open door policy- teachers are available to speak to you about your child but an appointment may be required • Open afternoons • Celebration assembly • Parent learning sessions • SENDCo consultations • Communication books (as appropriate) • Parent questionnaires • Friends of Twineham School (PTA) • Parent Governors



	<ul style="list-style-type: none"> • Homework • Parent readers • Clubs run by parents
<p>Question 15 Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Class teacher • SENDCo (Monday and Wednesdays), • Headteacher • The SENDCo / Headteacher and class teacher may also be able to signpost you to or suggest an appropriate agency to support you and your child, such as school nurse, Family Link worker and GP • ASCEND (All Sussex Central Schools SEND Network) is for parents, carers and educational settings across Haywards Heath and surrounding areas. The website can be accessed via a link on the school website • The 'Reaching families' empowering families of children with Special Educational Needs website can be accessed via a link on our school website • West Sussex Local offer can also be found via a link on the school website • West Sussex SEND information, advice and support service (Formerly known as the Parent Partnership Service (PPS) can be contacted on this helpline number: 0330 222 8555 • Additional SEN flyers may be found in the school entrance • More SEN information can be found on the notice board on the school gate • You may also want to refer to the school policies, which can be found on the school website
<p>Question 16 Who should I contact if I have a complaint or a concern regarding my child's provision?</p>	<ul style="list-style-type: none"> • We take any concerns that you may have very seriously and promote a strong parent partnership • The first point of contact if you have any concerns or worries should be the class teacher. • If you do not feel that the issue has been resolved you can talk/e mail the



Headteacher.

- If you are still not happy with the outcome then contact a member of the Governing Body.
- The above is set out in the Formal Complaints Policy a copy of which is available from the school.

If you have any other questions or require any more information please telephone the school on: 01444 881207

or via e-mail: office@twineham.w-sussex.sch.uk

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