

# Stedham Primary School

## Special Educational Needs and Disability (SEND)

### Information Report



While the COVID19 pandemic continues, children and staff are working in "bubbles". The nature of SEND provision and intervention activities may have to change in order to comply with Government restrictions. We will continue to meet the needs of all children to the best of our abilities. As always, if parents have any concerns about their children's learning they are encouraged to contact their class teacher at their earliest convenience.

Stedham Primary is a mainstream setting. At Stedham Primary School we welcome everyone into our school community. Our team works together to make available provision for all children so that they receive the education they are entitled to in order to enable them to:

- access the curriculum at an appropriate level and achieve their best
- become confident and independent individuals
- make a successful transition initially into secondary education and then later into adulthood

Children with SEND at Stedham Primary make good progress (see OFSTED report April 2014).

#### **Admission Arrangements for children with Special Educational Needs and Disabilities:**

At Stedham, we follow the West Sussex policy on admissions and are guided by them at all times. The West Sussex criteria for admissions states:

*The great majority of pupils with some form of special educational need participate fully in mainstream schools, with help appropriate to their special needs. This includes most children for whom the Council has issued a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).*

*If your child has an EHCP, you have a right to make a request for a place at a specific school and you should already have been contacted by the Special Educational Needs Assessment Team (SENAT). If not, please contact them using the contact details shown below. We try to arrange school admissions for children with Statements/EHCPs earlier in the year than other pupils to allow sufficient time to consider requests and for the necessary consultation process to take place.*

*If your child is in the process of an Education, Health and Care Assessment, you should still complete an application online with your mainstream school preferences. The Council will let you know whether an EHCP will be made and if a draft EHCP is issued you will be able to make a request for the school you would like your child to attend at that time.*

*Whilst we aim to meet parent requests where possible, it is the Council's responsibility to ensure placements are appropriate and are an efficient use of resources. Only children with an EHCP/draft EHCP can apply for a place at a special school or a special support centre attached to a mainstream school.*

*If your child has an EHCP/draft EHCP and you have any queries about the admission process, please contact SENAT using the following telephone numbers:*

0330 222 8881: Chichester, Bognor Regis, Midhurst, Petworth

0330 222 8882: Angmering, Littlehampton, Steyning, Worthing, Shoreham, Lancing, Horsham West  
0330 222 8883: Crawley, Burgess Hill, Horsham East, Haywards Heath, Cuckfield, East Grinstead  
SENAT are located at Room 001, County Hall, Chichester, PO19 1RF.  
(Please note that callers must report to the main reception desk)  
email: [sensupportteam@westsussex.gov.uk](mailto:sensupportteam@westsussex.gov.uk). Please only contact SENAT if your child has an  
EHCP/draft

### **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?**

Stedham Primary is a very small school with small class sizes and a good adult to child ratio. We monitor and track the progress of all children in our school very closely and discuss the progress of each child at termly Pupil Progress Meetings which are held between the Headteacher and the class teachers. As soon as there is any kind of concern about a child and their needs, it is raised immediately with the SENDCO.

Before identifying a child as needing SEND support, the class teacher and SENDCO establish a clear picture of the child's needs. This will draw on the teacher's assessment and knowledge of the child. We will look not only at progress and attainment but also behaviour and attendance and how this compares to the child's peers. At this stage the parents / carers of the child will be contacted for their views too.

To support identification of difficulties we are able to administer some specific tests in school, for example, verbal or non-verbal reasoning or diagnostic assessments. We may also feel that we need to draw on the expertise of outside agencies for advice or more specialist assessment; this is only ever done with the permission of the parent or carer.

If you think your child has special educational needs which have not been identified by the school, please make an appointment with the class teacher and / or SENDCO to discuss further.

### **How do you evaluate the effectiveness of your provision for SEND pupils?**

If a child is identified as having SEND, we will write an Individual Learning Plan (ILP) for them. This plan will be based on your child's needs that have been identified through observations in class as well as routine assessments and specific diagnostic tests when necessary. It will contain small, focussed targets for your child to work towards. The ILP will identify who is working with your child in school, when and in what context, for example one-to-one with our SENDCO, Anne Roberts, or a teaching assistant, or in-class support. Each term these ILPs will be reviewed with an interim discussion close to half term. As a parent / carer you will also be invited to contribute to and be involved in these reviews. Following each review, targets will be revised or new targets set, to allow your child to continue to make good progress towards their longer term goals.

In our termly Pupil Progress Meetings, the progress of every child is discussed, with a particular focus on those children on our SEND register. The class teachers and SENDCO meet each half term to discuss the progress and interventions of each pupil with SEND. If at any point we feel our provision is not having the intended impact, we will review and if necessary change it, drawing on the advice and expertise of external agencies if we feel it is needed. Our Headteacher reviews the assessment data six times during the school year which shows that our provision is effective because our SEND children are making good progress, either in line with their peers or within their own context. This was also validated by OFSTED in our most recent inspection in January 2018.

At each Pupil Progress Meeting there is a member of the Governing Body present so that they can monitor and evaluate the effectiveness of the process. The SENDCO regularly updates the Governing Body and there is a SEND Governor who meets with the SENDCO regularly to maintain an overview of provision and its effectiveness.

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

Each time your child works outside the classroom with either a teaching assistant or the SENDCO as part of their ILP, a record will be kept of what was covered in the session and how the child worked, achieved and progressed. These records are used to support the 'assess, plan, do, review' cycle of ILPs or EHC Plans.

As a parent at Stedham Primary, you will be invited to a parent consultation meeting every Autumn and Spring Term and in the Summer Term you will receive a written end of year report detailing how well your child is doing and what their next steps are. As a parent of a child with SEND, in addition to this you will be offered a parent consultation meeting with Anne Roberts in the Autumn and Spring Terms to discuss your child's progress and give you the opportunity to feed in any relevant information for the next ILP review.

Stedham Primary School operates an open door policy and we try and ensure that our staff are available to talk to you about your child as soon as possible after a meeting is requested. Teachers are on the playground at the end of the school day for informal verbal contact. If thought necessary, a home/school link book can be established for daily written contact.

At times, in addition to our regular homework schedule, there may be work that needs to be completed at home as a result of ILP work. This will be sent home with your child. If you feel further support or explanation is needed to enable you to support your child in completing the work, please come and speak to the class teacher or our SENDCO: we will happily explain and support you at any time.

### **How will the school support my child and how will the curriculum and learning environment be matched to their needs?**

Our school's philosophy for all children is 'Stage not Age'. As a small school with mixed age classes, we are very good at differentiation and personalising the learning to meet the needs of each individual child in our school. This can involve differing the nature of the task, the approach to learning, the resources available, time given to complete tasks or the amount of adult support.

Teachers and Teaching Assistants at Stedham Primary are well qualified, experienced and undertake professional development to ensure that they fully understand the needs of every child and are able to support them to make progress. In addition to our SENDCO, class teachers and teaching assistants, we also employ a Learning Mentor (Sally Cook) who works with children to address social and emotional barriers to learning.

Records are kept of intervention sessions which are used to inform teachers' discussions with the SENDCO at their half-termly meetings.

We hope that we get things right for your child but feel it is important to gain their views too, so each time an ILP is reviewed, your child will have an opportunity to sit with a member of staff beforehand and discuss progress against targets, agree next steps and raise any concerns or worries.

Whenever any member of staff plans a lesson or focussed learning session for your child, they will take into account current needs so that your child will be able to access the curriculum alongside their peers. Staff at Stedham Primary School value pupils of different abilities and support inclusion. As well as making adaptations to our planning and teaching, if necessary we will also adapt the learning environment.

In conclusion:

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- There are policies and schemes of work for each area of the curriculum which are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as information and communication technology (ICT) where this is appropriate.

### **What additional support for learning is available for children with SEND?**

In addition to the support that we can offer in school, we may feel it appropriate to draw on the expertise of external agencies including the Educational Psychologist, the Speech and Language Service, the Family Link Worker Service or the School Nurse Service. These referrals would not be made without obtaining the permission of parents / carers. In some cases the service would work directly with the child and / or their family while in other cases they may work with the school to help develop our capacity to support your child and their needs, for example with the provision of a Speech and Language programme for us to deliver in school. All referrals to external agencies are made by the SENDCO or the Headteacher.

At Stedham Primary School when your child reaches Year 6, they will take the end of Key Stage Statutory Assessments. Depending on their specific needs they may be eligible for access

arrangements such as a reader, scribe, rest breaks or additional time. This will be discussed individually with parents / carers in the Spring term of Year 6. If a child is working significantly below the level of the tests we will seek permission to disapply them from the test.

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

Over the school year we run a number of after school clubs which children with SEND are welcome to attend. As within the classroom, if modifications or adjustments are needed to enable your child to participate in these activities, we shall do this so that their needs are met.

Part of our curriculum involves, at times, going out of school on an educational trip and every other year, the children in Years 5 and 6 go on a 3 day residential. As these opportunities arise, we will work with you to make arrangements to ensure that your child's needs are met and they will be safe and able to access the activities while on the trip.

Some children with SEND may require additional support during break and lunchtimes or at the beginning of the day as they come into school. Again, we will work with you to create a plan (either as part of ILP targets or separately, as is most appropriate) as to how this will be managed and who will be responsible for which actions in order to ensure that your child's needs are met. This plan will be reviewed and adjusted regularly as needed.

### **How will your support my child's well-being including their emotional and social development?**

Because we are such a small primary school, your child will have consistent daily contact with at least two adults within their classroom. At Stedham Primary we work hard to establish trusting, caring and mutually respectful relationships with your child so that they feel they can come to us and share any problems, concerns or worries straight away. We also have a Learning Mentor (Sally Cook) who has completed the National Qualification and is experienced in supporting all children including those with SEND to overcome their social and emotional barriers to learning.

We strongly promote the qualities of independence, creativity, motivation, responsibility and confidence. We believe these are qualities which will help any child, including those with SEND, cope with life and the challenges it brings.

We are fully able to accommodate any child with medical needs and we are compliant with the 'Supporting Pupils at School with Medical Conditions' requirements which were statutory from September 2014. We have members of staff who are willing to take on additional training and the responsibility of supporting specific medical needs as they arise. In these circumstances we will work in partnership with parents / carers and the School Nursing Service to agree an individual health care plan which meets the needs of the child and enables them to remain in school. Please also refer to our medicines policy regarding the administering of short term medicines such as antibiotics.

At Stedham Primary we have a clear and structured Behaviour Policy which was completely rewritten with support from the Educational Psychologist in September 2013 and is reviewed annually. This is shared with the children on a regular basis and we work very much on the philosophy of 'coming from the positive' to try and ensure good behaviour which is rewarded. In situations where behaviour may be an issue for a child, a plan is sometimes written with involvement from the parents / carers which sets out expected behaviours and rewards as well as

clear sanctions if the behaviour is not as expected. Where such a plan is in place there is frequent dialogue between home and school so that a child knows we are being consistent and working in partnership to address the issue.

Where a child may be at risk of exclusion, the plan is escalated and we will set up a Pastoral Support Plan which is a process whereby targets are set and the school and parents meet to discuss and review, involving the child as and when appropriate. At times this may also involve referrals to external agencies to support the school and family.

Attendance at school is essential for all children to enable them to make good academic progress. Where there is an issue with attendance levels we will work hard to engage with the parent / carer to try and resolve the situation which may for example involve putting in place short term strategies to help the child come into school. If a situation becomes long term we may also ask for the advice of the Pupil Entitlement: Investigation Team. Where poor attendance is due to medical reasons we may seek the advice and support of the School Nursing Service.

Safeguarding is of paramount importance. All our staff and regular volunteers are checked by the Disclosure and Barring Service. Working with SEND children can often involve working with on a one-to-one with them but there are clear policies and procedures in place which are monitored by the Senior Leadership Team and the Governing Body to ensure the safety and wellbeing of your child. In terms of safety of the learning environment and school grounds, we undertake regular inspections of our school and any issues are immediately reported and rectified. As part of our curriculum we teach children about road safety and stranger danger including online safety.

All children including those with SEND are actively encouraged, and as they get into the final years of the school expected, to contribute to the school community by taking on roles of responsibility. We have a School Council which children are voted on to by their peers; this gives all children the opportunity to have a voice within the school. No one would be excluded from running for School Council due to Special Educational Needs or disabilities. In Year 6 the children have the opportunity to apply to become a Senior Student. If successful, they will take on a role in school that contributes to our community; this role can be selected so that everyone does something that they are capable of doing, thus ensuring inclusion. When opportunities arise we encourage pupils with SEND to take on responsibilities to boost their self esteem.

### **What training, specialist services and expertise are available for your school to access?**

Stedham Primary School is part of the Rother Valley Locality; a group of 16 schools who work in close partnership to support one another in all areas including the provision for SEND children. We have an active SENDCO forum which our SENDCOs attend, where advice, resources and training is shared. Within our locality we run a satellite SEND hub and we can also access Novio which is the SEND hub for our area of the County. Novio is run by qualified and experienced professionals from three Special Schools in the area and offers further advice, support and training. We also work closely with the Additional Needs department of the local secondary school, Midhurst Rother College, who support us with resources and advice.

At Stedham Primary School, there is an expectation that all staff attend relevant training to enable them to meet the needs of children with SEND, and there is a culture in which staff often seek out and take part in additional training offered by either the Local Authority or by external providers for example 'Jump Ahead' training; a programme to develop fine and gross motor skills.

There is a wide range of external agencies that we are able to refer to or seek advice from in order to support children with SEND including advisory teachers, the Educational Psychology Service, the Speech and Language Therapy Service, the Child Development Centre, the School Nursing Team, the Children and Young People's Planning Forum, the Child and Adolescent Mental Health Service (CAMHS), the Inclusion Support Team and the Sensory Support Team.

### **How accessible is the school environment?**

Stedham Primary School is a single site school built on one level. The entrance to the building is through the front door, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. The outside classroom is accessible via a ramp. It is possible to access the adventure play area at the back of the school grounds via a ramp. There is a disabled toilet within the school.

Should a child with SEND join our school and require equipment or facilities in addition or different to those already provided, the SENDCO would work with parents / carers, the Local Authority and / or the most appropriate external agency to secure this for the child as promptly as possible.

### **How can parents / carers be involved in the school and who do I contact for further information?**

As mentioned previously, in addition to the routine parent consultation meetings in the Autumn and Spring Terms, parents / carers of children with SEND are invited to attend a termly meeting with our SENDCO. At Stedham Primary we strive to establish good working relationships with all parents and carers and we are always happy to make an appointment to meet with you to discuss your child and their needs; your initial point of contact should be the class teacher or SENDCO. You can also support your child and learn more about the school by attending events such as our 'Welcome Wednesday' open mornings every half term, our curriculum evenings, coffee mornings and the Parent Forum.

### **How is my child involved in their education?**

Each time the ILP is reviewed it is discussed with your child and their views are taken into account when new targets are set. The Headteacher undertakes ongoing rigorous monitoring of all aspects of school life including SEND provision which will include observing and talking to children on the SEND register about their education and learning experiences. Where external agencies are involved, children's views are often sought using the question sets recommended by the professional concerned.

### **Who should I speak to if I have a concern or a complaint about the SEND provision made at the school?**

If you have a concern you should first talk to the class teacher. This initial meeting may resolve the issue or it may take some follow up meetings. However, if you feel that the actions agreed are not having the desired impact, you can escalate things and talk to the SENDCO. A plan will be discussed and agreed and a review date put in place.

If you wish to make a complaint against the SENDCO this should be directed to the Headteacher.

There is a formal complaints policy that is available on request from the school office.

### **How will you support my child in their transfer to or from a new school setting?**

When a child joins our school in their Reception Year we work alongside their pre-school and with their parents / carers to gain as much relevant information as possible about the child to help ensure a smooth transition. New reception children come and visit us twice during the summer term before they begin school and a parent consultation meeting is offered to share relevant information including that pertaining to SEND.

If a child with SEND joins as an in year admission our SENDCO will contact the school they transferred from to get copies of any relevant reports and most recent ILPs. After an initial settling in period the parents / carers will be offered a meeting with the class teacher and SENDCO to discuss how the child is doing and agree any next steps.

When a child reaches Year 6 and we begin to think about transition to secondary school, we start a programme of events to help our pupils prepare for this including visits to our local secondary school, Midhurst Rother College. If your child will be transferring to a different secondary school we can work in partnership with them to help the process of transition, for example by arranging extra visits to the site or inviting a member of staff into our school to talk to or work with your child to allay any fears or worries you or they may have.

When the transfer is about to happen, our SENDCO talks with the SENDCO at the other school and shares information and ILPs so the receiving school has a full picture of the specific needs of your child.

### **How can I contact services and organisations that may support me and my child with SEND?**

Our SENDCO can signpost you to a number of organisations and services that may be able to support you and your child. Alternatively you could contact the West Sussex Parent Partnership Service. This is an impartial, confidential, free to access service for all parents and carers who have children with SEND. You can contact the SEND Information, Advice and Support Service using the following methods:



Email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)



03302 228 555



SEND IAS Service,  
Oriol Lodge, West Street,  
Chichester,  
PO19 1RZ

Their information page on the West Sussex Website is <https://westsussex.local-offer.org/services/7>

If you are a parent or carer with a SEND child and you are considering joining Stedham Primary School, in the first instance you should contact the school office on 01730 813522 to make an appointment to meet the Headteacher and look around the school.

In addition to our school's Local Offer, all Local Authorities are required to publish their own Local Offer. This can be found on the West Sussex County Council Website at [http://www.westsussex.gov.uk/learning/special\\_educational\\_needs.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs.aspx)

*This Information Report was written in July 2014 and adopted from September 2014.*

*Reviewed: September 2020*

*Next review date: September 2021*