



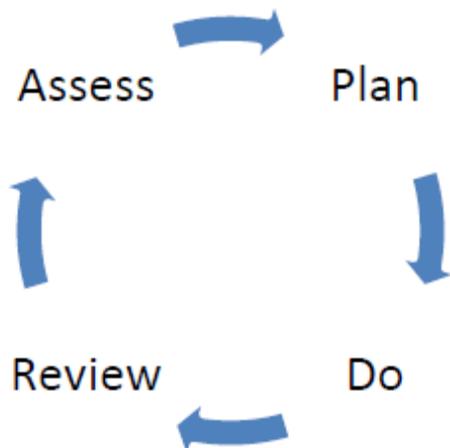
# Special Educational Needs Information Report

## Firle Church of England Primary School

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on <a href="http://www.eastsussex.gov.uk">www.eastsussex.gov.uk</a></p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report should be read in conjunction with our SEN policy. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p>We will review this report every year and will involve pupils and parents through pupil voice and meetings with parents. If you want to give us your views about the report, please contact the school office.</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the school office.</p> <p>If your child is already at the school, you should talk to the child's [class teacher. School phone number 01273 858260</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>The SENCO for Firle School is Liz Fitzpatrick</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>How to Contact: 01273 858 260</p> <p>Best time to contact: Wednesday and Thursday afternoons</p> <p>Messages can be left with the school office.</p>	
<p><b>3. Which children does the school provide for?</b></p>	
<p>We are a Primary School. We admit pupils from age 4 to 11. We are a maintained school. We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> <li>• <a href="#">Firle School admissions policy</a></li> <li>• <a href="http://school.admissions-east-sussex.gov.uk">school admissions - East Sussex.gov.uk</a></li> <li>• contact Information for Families for admissions advice 0345 60 80 192</li> </ul>	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>
<p><b>4. Summary of how the school meets the needs of children with SEN and disabilities</b></p>	
<p>All children will be supported by their class teacher with high quality lessons where planning takes account of the needs of each child.</p> <p>Class teachers will plan for a range of additional support to meet the needs of the children in the class. This will be reviewed at regular intervals to ensure that provision remains appropriate.</p> <p>Pupil Progress Meetings are held regularly with the senior leadership team, SENCO and class teachers to monitor the progress of each child and ensure that additional support is meeting the needs of the pupils.</p> <p>Where necessary, the class teacher will consult with the SENCO and a more personalised programme of support may be introduced.</p> <p>The school may seek your permission to make a referral to an outside service for further advice and support.</p> <p>Where a personalised plan (School Based Plan, Additional Needs Plan, Education, Health &amp; Care Plan) is in place, the school operates an "Assess, Plan, Do, Review" system whereby a meeting is held three times each year</p>	<p>SEND CoP 6.79 bullet 5</p>

with parents/carers, professionals, and the child where appropriate, to review progress, set new targets, and plan interventions.



If the 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.

**SEND CoP  
6.80 re  
looked after  
children**

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

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes  
 A pupil has SEN where their learning difficulty or disability calls for special educational provision. 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.

SEND CoP  
6.79 bullet 5  
Arrangements  
for assessing  
and reviewing  
children and  
young people's  
progress  
towards  
outcomes.  
This should  
include the  
opportunities  
available to  
work with  
parents and  
young people  
as part of this  
assessment  
and review

We identify need in a number of different ways. Sometimes children arrive in our school having already been identified as having SEN by a previous setting, or through contact with health professionals. In other circumstances, class teachers or parents/carers may be concerned that a child has SEN. They would then contact the SENCO, who would discuss the concerns, and may advise on support, observe and/or assess the child. If it is thought necessary, a provision plan will be put in place. In some cases, outside agencies may be involved in assessing a child's needs. This is only ever done with the full support and agreement of parents/carers. Where appropriate, we engage pupils in decision making regarding assessment and meeting their needs.

It is acknowledged that children with behaviour difficulties may sometimes have SEN. If this is a concern, we will, if parents/carers agree, engage expert help from an outside agency (East Sussex Behaviour and Attendance Service; East Sussex Educational Psychology Service).

Children are assessed when they enter the school to give us a baseline from which to gauge progress.

**6. How does the school teach and support children with SEN?**

All children will be supported by their class teacher with high quality lessons where planning takes account of the needs of each child.

Class teachers will plan for a range of additional support to meet the needs of the children in the class. This will be reviewed at regular intervals to ensure that provision remains appropriate.

Pupil Progress Meetings are held termly with the senior leadership team, Inclusion Manager and class teachers to monitor the progress of each child and ensure that additional support is meeting the needs of the pupils.

Where necessary, the class teacher will consult with the SENCO and a more personalised programme of support may be introduced.

The school may seek your permission to make a referral to an outside service for further advice and support.

Interventions are carried out in the school to support children with dyslexia; dyscalculia; ASD; speech, language and communication difficulties, emotional and/or behaviour difficulties.

The impact of teaching and interventions is monitored regularly, and also forms part of the performance management process operated by the school

SEND CoP  
6.79 bullet 7  
The approach to teaching children and young people with SEN

<p><b>7. How will the curriculum and learning environment be matched to the child's needs?</b></p>	
<p>Lessons are planned so that all children can learn and make progress.</p> <p>The class teacher tracks the progress of each child towards meeting their targets.</p> <p>Opportunities will always be provided for children with additional needs to work in a variety of ways eg. mixed ability and similar ability groups with peer support, adult supported small groups, 1:1 support with an adult and independently.</p> <p>The school will make every effort to make reasonable adjustments to ensure that all pupils can access the full range of opportunities offered within the curriculum.</p> <p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>Parents/carers receive a termly letter informing them about the curriculum planned for the current term.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>
<p><b>8. How are parents and carers involved in reviewing children's progress and planning support?</b></p>	
<p>We are committed to involving parents/carers in decision making, and acknowledge the importance of working alongside parents/carers as this approach optimises the success of the child.</p> <p>Regular parents' evenings to review progress with an opportunity to meet the SENCO.</p> <p>Open door policy with teacher/SENCO/Headteacher.</p> <p>Information about a child's targets shared with parent/carers.</p> <p>Annual written report from class teacher.</p> <p>Reports from outside agencies shared/discussed as appropriate.</p> <p>Regular review meetings (at least 3 time per year) for individual children's plans of support.</p>	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements</p>

Parent opportunities to develop understanding of the curriculum, such as presentations, workshops or one to one meetings.

Parents/carers of children with Education, Health and Care Plans are invited to attend an annual review.

for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

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

We are committed to involving children in decision making as much as is possible. Children's views are sought regarding their progress and support both informally, indirectly, and through Pupil Voice.

	<i>Who's involved?</i>	<i>How often?</i>
Self assessment	Pupil, class teacher/form tutor	Daily
Class Circle times	Pupil, class teacher/form tutor	
Worry Box/Suggestions box	Pupil, class teacher/form tutor	
School Council	Class, class teacher/form tutor	
Pupil Voice	<i>Pupil, SENCo, class teacher/ form tutor</i>	<i>At least once a year</i>
SEN support review meetings	Pupil, parents, class teacher supported by SENCo	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.	Once a year

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

<p><b>10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?</b></p>	
<p><b>If your child is due to start in our Foundation Stage:</b></p> <p>We offer a range of introduction events before your child starts school to encourage a smooth transition.</p> <p>Transition meetings are held for children with pre-identified special educational needs along with the Early Years Service.</p> <p>We meet with each family to share information.</p> <p>We work closely with your child's previous nursery or preschool and ensure records are shared.</p> <p>We visit your child in their previous nursery to get to know their interests, strengths and areas for development.</p> <p><b>If your child is moving to another school:</b></p> <p>We will contact the new school's Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child.</p> <p>We will make sure that all records about your child are passed on as soon as possible.</p> <p><b>When moving classes in school:</b></p> <p>Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Where necessary, special arrangements are put in place for transition.</p> <p>The children will visit their new classes and be introduced to their new environment.</p> <p><b>In Year 6:</b></p> <p>Children with additional needs have access to transition groups and we work closely with the secondary school.</p> <p>Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.</p> <p>All information is shared with the receiving school.</p>	<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>

<p><b>11. What training do school staff have?</b></p>	
<p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day</p> <p>All our teachers are trained in quality first teaching. One of our class teachers is a qualified SENCO.</p> <p>Our SENCO has 18 years' experience as a SENCO/Inclusion Manager in a variety of schools both in London and locally.</p> <p>Our teaching assistants are very skilled and have been trained in most aspects of SEN.</p> <p>We have a wide range of training available to us from NHS Services, the local authority and relationships with other schools through our local cluster and through our SENCO who also works in schools further afield.</p>	<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p><b>12. How does the school measure how well it teaches and supports children with SEN?</b></p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. 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.</p> <p>We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p><i>Link to your Action Plan. East Sussex SEN Self Review Tool.</i> <a href="https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx">https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx</a></p> <p>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.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a></p> <p>In 2017, 50% of children with SEND reached the expected standard for</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>

<p>writing and maths at Key Stage 2.</p> <p>In 2017, 50% of pupils with SEND passed the Year 1 Phonics Screen.</p> <p>The progress of all children with SEND is tracked and discussed at six Pupil Progress Meetings which are held at regular intervals throughout the year. The impact of interventions is evaluated, and adjustments made where necessary.</p>	
<p><b>13. How accessible is the school and how does the school arrange equipment or facilities children need?</b></p>	
<p>At Firle School we are committed to implementing our equalities policy so that all children have the optimum opportunity to flourish.</p> <p>We are committed to making the school site as accessible as possible. The main building has wheelchair access, as have the mobile classrooms. The school has an accessibility plan which is reviewed every two years. The aim of this is to ensure that any adaptations planned have been carried out, and to plan any further improvements required. In the event of a need arising in the meantime, the school will do it's utmost to make the necessary adaptations.</p> <p>We make every effort to ensure that the school curriculum is accessible to all children. This is done through support in lessons, assistive technology, adaptations to the curriculum, use of specialised resources and materials, and careful planning of activities.</p> <p>We do our best to ensure that children with medical conditions are able to access the full curriculum. (Please see our policy on supporting pupils with medical conditions)</p>	<p>Section 69 Children and Families Act 2014</p>
<p><b>14. How are children included in activities with other children, including school trips?</b></p>	
<p>We are strongly committed to including all children in as many educational experiences as possible.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with</p>

<p>wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <p>We make sure that activities outside the classroom and school trips are available to all.</p> <p>Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.</p> <p>Parents/carers are invited to accompany their child on a school trip if this ensures access.</p> <p>After school clubs are available to all pupils, vulnerable pupils are given priority and adjustments will be made to support their participation.</p> <p>Health and safety audits will be conducted as and when appropriate.</p> <ul style="list-style-type: none"> <li>• See the school's accessibility/disability equality plan</li> </ul>	<p>children and young people in the school who do not have SEN</p>
<p><b>15. What support is there for children's overall well-being and their emotional, mental and social development?</b></p>	
<p><i>Summarise your whole school approach for all children e.g. ethos, assemblies, interventions.</i></p> <p><i>Explain how your curriculum supports children's emotional and mental wellbeing, e.g. SCSM, SEAL curriculum (be careful to explain acronyms)</i></p> <p><i>Explain your targeted support for children/young people who have emotional and mental health difficulties e.g. counselling, mentoring, nurture provision, THRIVE</i></p> <p><i>Explain monitoring arrangements e.g.</i></p> <p>We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.</p> <p><i>Explain how children with SEND are safeguarded, including protection from bullying and support with relationships.</i></p> <p><i>Explain who you work with, e.g. The school may work with other services to support children, e.g. Education Support, Behaviour &amp; Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services etc.....</i></p> <p><i>Link to your policies on Behaviour and anti-bullying</i></p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>

<p><i>Safeguarding</i> <i>Supporting pupils with medical conditions.</i></p>	
<p><b>16. What specialist services does the school use to support children and their families?</b></p>	
<p><b>We are able to access specialist support for the following:</b></p> <p>ADHD (attention deficit hyperactivity disorder)</p> <p>ASD (autistic spectrum disorder)</p> <p>Attachment disorder</p> <p>Behaviour, social and emotional needs</p> <p>Complex medical needs</p> <p>Dyslexia</p> <p>Motor skills</p> <p>Sensory needs</p> <p>Speech, language and communication</p> <p><b>We may access support from outside services*, such as:</b></p> <p>ASD (autistic spectrum disorder) service</p> <p>Assistive and augmentative technology service</p> <p>CAMHS (Child and Adolescent Mental Health Service)</p> <p>Children's services</p> <p>Counselling services</p> <p>Early years</p> <p>Educational psychology</p> <p>ESBAS (Education Support, Behaviour and Attendance Service)</p> <p>Family Support Services</p> <p>FLESS (Flexible Learning Educational Support Service)</p> <p>LLSS (Language and Learning Support Service)</p> <p>Occupational therapy</p> <p>School nurse</p> <p>Service for children with sensory needs</p>	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>

<p>Speech and language therapy</p> <p>TEALs (Traveller and English as an Additional Language Service)</p> <p>Virtual School for Looked After Children</p> <p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p>Please see the SEND Local Offer on the local authority website</p>	
<p><b>17. Where can I get information, advice and support?</b></p>	
<p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers  <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p>	<p>CoP 6.81 re local offer Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p><b>18. What do I do if I am not happy or if I want to complain?</b></p>	
<p>In the first instance, please contact the school SENCO if you have concerns.</p> <p>Information about the school's complaints procedure is available from the school office.</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>