

West DE CE Primary School Special Educational Needs and Disability (SEND) Information Report

Our School's 'Local Offer'

To be read in conjunction with: the School's Special Education Needs (SEND) Policy

1. WHAT PROVISION FOR CHILDREN WITH SPECIAL EDUCATION NEEDS IS MADE AT THE SCHOOL?

West Dean CE Primary School is a mainstream Voluntary Controlled Church of England School. We are committed to the early identification of special education needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that may take place in or out of the classroom. Your child's targets will be set by class teacher in collaboration with the Special Educational Needs Coordinator (SENCO). A further level of provision may involve your child working individually with a member of staff to meet specific targets. These targets may be set out in an IEP (Individual Education Plan), IBP (Individual Behaviour Plan) and be recorded on the school's Provision Map. These describe the support that is additional to, or different from, that provided as part of the School's usual differentiated curriculum. Able pupils may have their needs met in this way, and the school will plan for this accordingly.

To summarise some of the information in this document:

- 1) **Quality First Teaching** addresses the needs of all learners through differentiated input, support, resources etc for **all** children
- 2) For **some** children, small group or individual support may be given as part of ordinary classroom practice, and progress will be **monitored**. The SENCO and class teacher will share their concerns regarding a potential barrier/s, and how we should address them. This can be a short term intervention and is considered normal classroom practice. This will be discussed at parents' evenings and may be discussed between class teachers and parents/carers informally during the term.
- 3) For a **small minority of children**, **Booster Support** will be given for specific areas of learning where we consider some short term additional support may help children 'catch up' with peers, or address the area. This support may occur individually, in or out of the class. Parents will be notified.
- 4) For **SEN children** where progress is not being made despite these normal in school practices, then parents and the child will be consulted to draw up some specific **longer term objectives** to address any ongoing additional needs. This additional planned support will be recorded on an **IEP (Individual Education Plan)**, and it will be done in consultation with parents/carers/pupils/teachers/SENCO. IEPs will be regularly reviewed and updated informally, with a copy always being available in the back of the children's **Learning Journals**: they will be formally reviewed and updated at least twice per year.
- 5) For a **small minority of SEND children**, **outside agency support** may be required and this will be sought with parental permission/involvement as appropriate. (NB some children receive outside agency support for reasons other than SEND)
- 6) An **Educational Health Care Plan (EHCP)** will be sought for children with **ongoing and complex needs**. This requires outside agency input and is for children whose needs are not being met by any of the above measures and where the Local Authority agrees a defined level of need exists.

- 7) The school's **Whole School Pupil List** is annotated to identify all above pupils and their level and type of support. Additional records are kept if necessary: this information is kept confidentially and accessed only by teaching staff, Headteacher and Office Staff.

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, or is extremely able, the class teacher will consult with both you and the school Special Educational Needs Coordinator (SENCO) in order to decide whether additional or different provision is necessary. In our school, Mrs Moss and Mrs Canning share the SENCO role and work with the teachers to ensure we meet the needs of all children. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking 'additional or different' action. Until then, we meet a child's needs through 'quality first teaching' and differentiation in the classroom, and a little extra support or guidance whenever needed.

3. WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENCO.

4. HOW DOES THE SCHOOL EVALUATE EFFECTIVENESS OF SEND PROVISION?

The Special Educational Needs Coordinator (SENCO) monitors the movement of children within the SEND system in school. Mrs. Moss and Mrs. Canning provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

Mrs. Canning is involved in supporting teachers involved in drawing up Individual Education Plans for children. Mrs. Moss and Mrs. Canning hold at least termly meetings to review the work of the school in this area, along with the named governor with responsibility for special needs. They also meet informally to develop and share good practice.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

5. HOW DOES THE SCHOOL ASSESS AND REVIEW PROGRESS OF PUPILS WITH SEND? HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING? HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress by agreeing and sharing your child's targets with the class teacher. This is the process for all children, regardless of their needs in school. This supports us in identifying and sharing the next steps for your child to make progress and how the school and you can help them. If your child has an Individual Education Plan, progress towards these targets will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings. IEP reviews will take place at least twice per year.

6. WHAT IS THE SCHOOLS APPROACH TO TEACHING PUPILS WITH SEND? HOW WILL SCHOOL STAFF SUPPORT MY CHILD? HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. (Please see our Teaching and Learning Policy for more details) For children with special educational needs, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

7. HOW WILL THE SCHOOL ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND?

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Our Quality First Teaching employs a range of strategies to meet children's special educational needs including:

- scaffolding learning with writing frames, additional resources and top tips/reminders on display etc
- sharing learning objectives clearly
- using practical and visual resources
- appropriately differentiated work where tasks and expectations vary from pupil to pupil
- increasingly using a mastery approach to ensure that the children don't feel stigmatised and that we do not place a ceiling on their learning. Children are empowered to 'self-select' the level of challenge and encouraged to aim high, with plenty of chance for application of skills and consolidation
- making learning purposeful, fun and 'real life', with clear links to other curriculum areas
- ensuring children are clear about our expectations, are involved in developing 'success criteria' for work and understand what they need to do to improve
- groupings are varied so that children learn through talk, collaboration and peer feedback, 'magpieing' ideas from one another

We use a variety of assessment methodologies to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

8. WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE FOR PUPILS WITH SEND?

How is the decision made about what type and how much of support my child will receive once an IEP is in place?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCO will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources, and report children's progress to parents. Our aim is for pupils with IEPs to have 'exit criteria' so that they are not on the same IEP with the same objectives for a long period of time. An IEP should support the child in being able to access the curriculum effectively.

How are the school's resources allocated and matched to children's special education needs?

The school receives money as part of their annual budget to support provision for special educational needs. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with an Educational Health Care Plan (EHCP).

9. HOW DOES THE SCHOOL ENABLE PUPILS WITH SEN TO ENGAGE IN THE ACTIVITIES OF THE SCHOOL (INCLUDING PHYSICAL ACTIVITIES) TOGETHER WITH CHILDREN WHO DO NOT HAVE SEND?

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

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity, including residential visits.

10. WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SEND?

What support will there be for my child's overall wellbeing?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist support from one of our members of staff who will act as a Learning Mentor to support parents and children: the aim of this work will be to address the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupils, and other agencies as appropriate, and they are monitored and reviewed at agreed intervals.

11. SEN COORDINATOR CONTACT DETAILS

The first point of contact will always be your child's **class teacher**. The SENCOs at this school are **Mrs Canning & Mrs Moss**. The best way to make contact is to email on: office@westdean.w-sussex.sch.uk or head@westdean.w-sussex.sch.uk

12. WHAT EXPERTISE AND TRAINING DO STAFF HAVE IN RELATION TO CHILDREN WITH SEND AND HOW SPECIALIST EXPERTISE WILL BE SECURED?

What specialist services and expertise are available for access by this school?

External support services play an important part in helping the school identify, assess and make provision for children with SEND. These include:

- Conversations with Educational Psychologists
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs and Family and Child Support Specialist (FACSS)
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Advice and support from the Social Communication Team
- Targeted support for families on a variety of issues through the Family Link Worker service.
- Referral to the Education Welfare Officer service.
- External Specialist Support Services e.g. The Root of It; Play therapists, etc.

Before the school make any referrals, we will always gain your permission.

Referrals to a group of professionals from a variety of agencies can be made in certain circumstances, such as for children who are 'Young Carers', is or has been 'looked after', where there is a history of drug use in the family etc. The Headteacher will make these referrals through WSCC 'Holistix' system.

What training are staff supporting children with SEND had or are having?

We make an annual audit of training needs for all staff, taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The Special Educational Needs Coordinators (SENCOs) of each school within the Chichester Locality meet together each term to share good practice and this is a strength of our group of schools.

13. HOW ARE THE EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEND SECURED? HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT (INDOORS AND OUTDOORS)?

Our school has an accessibility plan which is reviewed regularly and can be found on the policy page of our school website. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs etc. Ramps are in place to enable access (to all areas other than the library) and an accessible toilet is available: further plans for developing this are in place. Should any pupil have additional needs which are not catered for in this way, the school would immediately make every endeavour to cater for these needs.

14. WHAT ARRANGEMENTS ARE THERE FOR CONSULTING PARENTS OF CHILDREN WITH SEND AND INVOLVING THEM IN THEIR EDUCATION? HOW CAN I BE INVOLVED?

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The SEND policy can be found on the policy page of our school website

The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlist their active help and participation. Our written reports to parents/carers are now clear where concerns have arisen. The results of any additional screening (eg: routine dyslexia screening) will be stored in children's Learning Journals, which are sent home each weekend, in order that parents/carers are always aware of this information. The Special Educational Needs Coordinator (SENCO) works closely with parents and teachers to plan an appropriate programme of support. The class teacher will keep parents informed and draw upon them for additional information. The SENCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

15.WHAT ARRANGEMENTS ARE THERE FOR CONSULTING CHILDREN WITH SEND AND INVOLVING THEM IN THEIR EDUCATION?

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Individual Education Plans (IEPs) and in termly IEP review meetings with their teachers. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

16.WHAT ARRANGEMENTS ARE MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SEND CONCERNING PROVISION MADE AT THE SCHOOL?

The school has a complaints policy, which is available on the policy page of the school website. Complaints will be dealt with in school initially and by the Headteacher and Governor with an SEND responsibility if necessary, following the policy.

17.HOW DOES THE GOVERNING BODY INVOLVE OTHER BODIES INCLUDING HEALTH AND SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SEN AND SUPPORTING THE FAMILIES OF SUCH PUPILS?

See question 12

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), educational psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help teams, social workers; and specialist advisory teachers.

18.CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND INCLUDING THOSE FOR ARRANGMENTS MADE IN ACCORDANCE WITH CLAUSE 32

This information is available upon request and via the Local Authority's Local Offer: <https://westsussex.local-offer.org/>

19. WHAT ARE THE SCHOOLS ARRANGEMENTS FOR SUPPORTING PUPILS WITH SEND IN WITHIN SCHOOL/TWO OR FROM SCHOOL?

How will the school prepare and support my child transfer to secondary school, from a pre-school setting or from another school during the primary phase? How are transitions within school supported?

We are an inclusive school: all pupils are welcome at West Dean and we aim to get to know each child as an individual and cater for their varied needs to the best of our ability. As a maintained school, our admissions are dealt with by WSCC and their policies for prioritising admissions to Looked After pupils and those with EHCPs are followed.

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

If children are joining us in the Early Years, they will have at least three visits to our school for 'taster sessions', where parents are involved in the induction as well as children. Staff will meet with parents/carers and visit children's homes as part of this 'getting to know each other' process: nursery or pre-school settings are also visited to discuss concerns and arrangements for transition with staff.

Children joining West Dean CE Primary School in any year group will be welcome to visit the school to familiarise themselves with the environment and meet key staff. Where appropriate, they will also be provided with key information, such as staff photographs and a list of routines of the day.

We have a successful transition programme to prepare children for the move into a new year- group, including taster sessions for pupils and introductory letters for parents/carers. Children with Autistic Spectrum Condition, or particular difficulties with change, will be provided with additional resources for starting school, moving to a new year group or moving on to Secondary School. These include additional visits, "Moving On" support packs or "Pupil Passports" which contain photographs of key staff members and key parts of the new building or area. We also run support groups and/or arrange additional visits to support children we identify as vulnerable during transitions.

Children with a Statement of SEND or an Education, Health and Care Plan will have their Annual Reviews held at least one full term before they leave our School in order that their needs can be reviewed and appropriate provision put into place for their transition. This will be attended by the Secondary School SENCO.

20. THE LOCAL AUTHORITY'S LOCAL OFFER

You might also wish to visit the following website:

West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <https://westsussex.local-offer.org/>