

WEST DEAN C OF E PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
(SEND)
INFORMATION REPORT

Policy Review Information	
Reviewed By	Head Teacher, SENCO and Governing Board Working Party
Ratified By	Governing Body
Review Frequency	1 year
Policy Reviewed and Agreed	January 2024
Next Policy Review Due	January 2025

What is a SEND Information Report?

All schools are required to provide information for parents/carers about how they identify and support children with Special Educational Needs and/or Disabilities (SEND). This SEND Information Report outlines how West Dean CE Primary School meets the needs of children with SEND and forms part of the West Sussex Local Offer.

The Local Offer outlines the services, support and events available for children and young people in West Sussex who have SEND. To find out more about the Local Offer visit:

<https://westsussex.local-offer.org/>

West Sussex SENDIAS, provides impartial information, advice and support to children and young people who have SEND for those aged 0-25 and their parent/carers. To find out more about SENDIAS visit:

<https://westsussexsendias.org/>

The SEND Information Report comprises of fourteen questions that provide parents/carers with information about the provision made at West Dean CE Primary School to support children with SEND.

1. How does West Dean CE Primary School know if children need extra help?

Class teachers at West Dean CE Primary School are continually monitoring children's learning. If they are concerned that a child is making less than expected progress, they will seek to identify a cause or barrier for learning. The progress of every child in the school is regularly assessed, progress is monitored and tracked at termly Pupil Progress Meetings with the Head Teacher and SENCo.

We know if pupils need extra help when, despite quality first teaching, they are:

- Making little or no progress in specific areas
- Experiencing persistent emotional or behavioural difficulties
- Experiencing significant sensory and/or physical needs that are impacting on their learning
- Experiencing ongoing communication or interaction difficulties that impedes the development of social relationships and cause substantial barriers to learning

In addition to this:

- Concerns may be raised by parents/carers, teachers, teaching assistants, the child's previous school or healthcare professionals
- There is a change in a child's behaviour or attitude
- A child asks for help

A child who is identified as making less than expected progress, or having a change in social or emotional well-being is then placed on the SEN Monitoring Register. The class teacher

will discuss these concerns with parents/carers either at the termly parent consultation evening or ask for an additional meeting. The SENCo, class teacher and teaching assistants will work together to identify a cause/area of need and any number of the following may be put in place:

- Targeted intervention either individually or in a group
- Further assessments to identify gaps in learning
- Access to adapted learning materials or specialist equipment
- Staff development and training to introduce effective strategies
- Access to outside agencies for advice on strategies or interventions

If after two terms, a child does not begin to make sufficient progress further discussions will be held to decide whether the child has a special educational need that requires further support that is 'additional to and different from' quality first teaching. If this is the case, the child will be added to the SEN Support register and an Individual Support Plan (ISP) will be written, parents/carers will be informed by their child's class teacher.

What should I do if I think my child may have special educational needs?

The first point of contact to discuss your child's educational needs will always be your child's class teacher. You can also contact the Special Educational Needs and Disabilities Co-ordinator (SENCo), Mrs Emma Bowman, please ask at the school office if you would like to organise a meeting or email: ebowman@westdean.w-sussex.sch.uk

Mrs Bowman works at West Dean CE Primary School every Tuesday, she is on the playground at the beginning and end of the school day if parents want to speak to her informally.

2. How will West Dean CE Primary School support my child?

If it is determined that your child has special educational needs, you will be informed by your child's class teacher or the SENCo, your child will be added to the SEN Support register. The aim of formally identifying children with SEND is to help the school ensure that effective provision is put in place to enable your child to make progress.

The support provided consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle of support which helps us to learn more about your child and what helps them to make progress, it enables our provision to be refined and revised as the understanding of their needs grow.

Assess: We continue to assess the needs of your child; we listen to their views and the views of their parents/carers. A one-page profile is written with the child recording their interests,

strengths, what they enjoy about school, what they find difficult about learning and what helps them to learn.

Plan: Information from assessments and discussions will be used to write an Individual Support Plan (ISP) for the child, showing the additional provision that will be offered and targets for progress.

Do: Class teachers, with the support of the SENCo, will be responsible for overseeing the implementation of a child's ISP. Interventions may be delivered via targeted support in the classroom or through out of class intervention groups. There will be regular liaison and feedback with the staff delivering interventions so that any required refinements of the support can be managed promptly.

Review: Pupil Progress Meeting are held each term with class teachers as part of the assess, plan, do, review cycle to ensure children are making progress or to discuss whether further advice/support is needed from outside agencies. The impact of additional support will be reviewed and if progress is being made the intervention will continue but if not, an alternative approach will be discussed.

One Page Profiles and Individual Support Plans will be shared at least termly with parents/carers.

Your child may need more expert support from an outside agency such as a speech and language therapist, educational psychologist or occupational therapist. The SENCo will discuss this with you to gain your consent before any referral is made. Following a referral any advice or recommendations given to the school will be shared with parents/carers, a specific intervention programme of support may be provided for the school and parents/carers to implement if necessary.

3. 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 appropriate tasks and achievable outcomes to ensure all children in their class can access the curriculum and achieve success.

When a child has been identified with special needs their work will be adapted and scaffolded by the class teacher to enable them to access the curriculum more easily. This may involve modifying learning tasks, through the use of additional resources or working with a teacher/ teaching assistant to further support their learning. Appropriate specialist equipment may be given to the child e.g. writing slopes, coloured overlays, wobble cushions, sensory aids, pen/pencils grips or specific use of technology.

4. How will I know how my child is doing?

You will be able to discuss your child's progress at termly parents' evenings. You will be told how well your child is progressing in relation to the national expected standards for their age. During these meetings teachers will share your child's targets with you. These targets

will identify the next steps for learning and we hope to work on these targets in a partnership with you.

If your child is on our SEN Support register then your child's Individual Support Plan, showing the planned provision for your child, will be shared and reviewed with you at parent's evening.

The SENCo also runs additional parent consultation meetings each term for you to discuss any concerns you may have about how your child is doing although appointments can be made to speak in more detail with your child's class teacher or our SENCO at any time. Children with complex needs may have an Education, Health and Care plan which will be formally reviewed with you, at least annually.

Academic reports are shared with parents/carers in the Spring Term, these reports give an overview of progress and attainment.

How will you help me to support my child's learning?

The class teacher will suggest ways of supporting your child's learning at parents' evenings, you will be given a copy of your child's targets or next steps for learning which will help you to support your child to make progress at home. If your child has an Individual Support Plan, strategies to support your child's learning at home will be discussed and recorded.

The SENCo is available to meet with you to discuss how to support your child at home. If an outside agency, such as the Speech and Language Team, have worked with your child then an intervention programme will be provided to help you support your child at home.

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

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties.

These include:

- Members of staff such as class teachers, teaching assistants and the SENCo are readily available for children who wish to discuss issues and concerns. On arrival in school each morning children are encouraged to complete the emotional register in their classroom. Children who are struggling emotionally are quickly identified by teachers and teaching assistants, they are given an opportunity to share their worries at the beginning of the school day to enable them to be ready to learn.
- Monty, our school dog, is also a source of comfort for many children who find walking or grooming him an effective way to regulate their emotions.
- PSHCE lessons are timetabled each week and cover themes related to physical health, mental health and relationships.
- All children are encouraged to become active members of the school community, taking on roles of responsibility within the school such as members of Pupil Parliament, Bronze Ambassadors in sport or through participation in after school clubs.

Pupils with medical needs

If your child has medical needs then a referral can be made to the school nursing team. If appropriate a health care plan is written in consultation with parents/carers, staff and the school nurse. Health care plans are discussed with all staff who work with the child and specialist training is delivered by the school nursing team as required.

Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school on completion of a medication form.

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

At times it may be necessary to consult with outside agencies to receive more specialist advice. The agencies accessed by West Dean CE Primary School include:

West Sussex Local Authority Education Team

- Autism and Communication Team (ASCT)
- Early Years Transition Team
- Educational Children and Adolescent Mental Health Service (CAMHS)
- Psychology Service
- Learning Behaviour Advisory Team (LBAT)
- Sensory Support Team
- Ethnic Minority and Traveler Achievement Service (EMTAS)

Family Support

- CRUSE
- Early Help / Enabling Families
- Young Carers

Health

- Child Development Centre (CDC)
- Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- School Nursing Service

We will always ask for your permission before discussing your child with any outside agency. The agency may ask us to complete a report or questionnaire before an external assessment takes place.

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

All staff follow a programme of continual professional development which includes training 'in house' and with outside agencies. This may include training on whole school SEND issues, training to support identified groups of learners in school, or specific training to meet an individual's needs.

Training in the following areas has recently been completed by staff:

- Adapting the Curriculum for all pupils, including those with SEND with Louise Burgess (SEND and Inclusion Advisor)
- Subject Leadership development with Louise Stallard (Education Advisor)
- First Aid
- Team Teach – positive handling training to manage and deescalate challenging behaviour
- Speech and Language
- The Art of Brilliance – promoting positivity and well being
- Sensory Circuits

SENCo

The SENCo attends termly SENCo Leadership Forums lead by SEND and Inclusion advisors and half termly meetings with local SENCos to share good practice and keep up to date with local and national developments.

The SENCo is enrolled in the SENCo Development Programme for 2023/2024 aimed at building and enhancing their professional skills to improve positive outcomes for children with SEND.

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

All activities outside the classroom, including school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all pupils to participate.

If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child during the activity in addition to school staff.

9. How accessible is the school environment?

Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, parent/carers and visitors including those with physical and sensory needs or where English is not a first language.

The physical school environment is accessible for all our children, with ramps in place to enable access to all areas of the school other than the library. There is an accessible toilet available, and the school has a designated disabled parking bay outside the school entrance. If you or your child have any other disability, please enquire so we can see if we can make reasonable adjustments to meet your needs.

10. How will the school prepare and support my child when joining West Dean CE Primary School or transferring to a new school?

At West Dean CE Primary School we understand that moving schools can be a difficult time for children and therefore many strategies are in place to enable a pupil's transition to be as successful as possible including:

From Pre-school to Reception

- A comprehensive and nurturing transition programme takes place during the second half of the summer term for children starting school with us in September.
- Reception teachers meet with pre-schools to discuss each child and gather information about any additional needs children may have. Reception teachers visit pre-school settings to meet each child and gather more information about children through conversations with staff.
- All children are invited into school for three 'Stay and Play' afternoons in the classroom, initially accompanied by their parents. During the second of these sessions, parents meet with the Headteacher and Reception teachers to find out more about the school and are given an opportunity to get to know each other.
- During the first week of September, Reception teachers visit each child at home to start building relationships with families.
- An advisory teacher from The Early Years SEND Transition team may organise meetings with parents, pre-school settings, Reception teachers and the SENCo to provide advice and guidance on how best to support a child's transition into Reception.
- Reception teachers meet each child at the classroom door every day providing parents with an opportunity to share any concerns they may have.
- Every child is given a Home School Diary as a way of communicating between home and school.

We want our children to be excited and confident about starting their next stage of education so in the term before children go to secondary school, we have a transition programme to prepare them and to ensure a smooth and confident transfer:

From Year 6 to Secondary School

- All children visit their new school on common transfer day, usually the first Wednesday of July. Some children, including those who are vulnerable, anxious or have additional needs may benefit from extra visits which are discussed with parents before being arranged with the SENCo.

- Year 7 staff from each secondary school visit West Dean to meet with pupils to discuss their transition and answer any questions they may have. Year 6 staff and the SENCo also have the opportunity to discuss pupils at this meeting.
- The SENCo at West Dean contacts the SENCo of each secondary school to pass on information about the needs of children with SEND.
- All relevant paperwork is transferred to the secondary school SENCos.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

The Headteacher or the SENCo are always willing to meet with parents/carers when children join West Dean CE Primary School in order to find out more about SEND and any specialist support they may require or agencies already working with them.

11. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated by West Sussex each financial year to support provision for children with SEND. This is based on the number of pupils on roll who are on the SEN Support register and this varies from year to year. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

There may be additional funding for children with an EHCP or for those who qualify as Pupil Premium. Please refer to the Pupil Premium Policy for information on how the school allocates this money:

http://www.westdean.w-sussex.sch.uk/web/pupil_premium/285222

12. How is the decision made about how much support my child will receive?

Your child's needs will be carefully assessed and monitored, decisions about how much support they will receive are made based on their ability to access the curriculum and make progress. The decision about the type and amount of support your child will receive will involve your child's class teacher, SENCo and Headteacher during termly Pupil Progress Meetings. We will also take into account advice from outside agencies to make the best use of available resources.

Once decisions have been made about the provision your child will receive this information will be shared and discussed with you. We regularly assess the impact of any additional support and resources when reporting your child's progress to you. If your child has been identified as SEN then the support they receive will be outlined on their Individual Support Plan.

13. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher

- attendance at parent consultation evenings
- supporting targets at home
- during discussions with the SENCo or Headteacher
- meetings with other professionals such as LBAT or Early Help
- Annual review meetings where children have an Education and Health and Care Plan (EHCP)

14. Who can I contact for further information?

The first point of contact to discuss your child's educational needs will always be your child's class teacher. You can also contact the SENCo, Mrs Emma Bowman, please ask at the school office if you would like to organise a meeting or email:

ebowman@westdean.w-sussex.sch.uk

Alternatively you may wish to make an appointment with the Headteacher, Mr Chris Williams, through the school office or by email: office@westdean.w-sussex.sch.uk or head@westdean.w-sussex.sch.uk