



SEND (Special Educational Needs and Disability) Information Report

Introduction

Please also refer to our Learning Policy, SEND Policy, Inclusion Policy, Single Equality Policy and Accessibility Plan.

This report has been written in light of the Special Educational Needs and Disability Regulations 2014.

The Code of Practice defines special educational needs as follows:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children who have SEN may also have a disability, defined as ‘*a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.*’

We are committed to ensuring that every child is happy in school, loves learning and makes the very best progress they possibly can. We have high aspirations for children with SEN and disability and we recognise and celebrate their strengths as well as identifying areas in which they require support. We want every child to have an understanding of their own talents and interests and we are committed to working with children and

families to achieve the very best for each child with SEND, both academically and socially.

We are an inclusive school: we welcome and celebrate diversity and we have a fully inclusive approach to all opportunities and experiences for children with SEND.

We are committed to providing high quality classroom teaching for all children including those with SEN and disability. We place emphasis on children's social and emotional well-being.

We identify where a child has SEN and adapt classroom teaching or provide additional support to meet their individual needs. Children's progress and additional provision are regularly reviewed.

We place high emphasis on learning basic skills but also on learning to be creative, resilient, independent and adaptable and we encourage a range of talents.

We have an open door policy and daily contact with parents. We work in partnership with parents to ensure the best outcomes for children with SEND.

1. The kinds of special educational needs for which provision is made:

We are a mainstream school. We provide support for children with the following broad areas of SEN:

- **Communication and interaction** including speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and learning** including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder (CDC)
- **Social, emotional and mental health difficulties** including attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs** including physical disability, and visual or hearing impairments

2. Policy for identifying children with SEN and assessing their needs

We use a 'graduated approach' to identifying and assessing a child's SEN and to providing support. We intervene quickly to adapt classroom teaching or provide extra support where required whilst gathering assessment evidence. Our graduated approach identifies three levels of need: Monitoring, Additional Needs and SEN Support. Children at SEN Support are those identified as having special educational needs. Children at each level are provided with a different 'Wave' of support or intervention.

Monitoring/ provision at Wave One

For children whose progress is less than expected, class teachers monitor progress and adapt teaching to meet individual needs. High quality

classroom teaching, available to all children, including those with special educational needs or disability, is sometimes referred to as 'Quality First' or 'Wave One'. Wave One also includes making reasonable adjustments for children with disabilities, for example, providing a writing slope for a child with motor skills difficulties.

Teachers gather evidence to inform the assessment and identification of children's needs including using curriculum tests, teacher assessment, observation, consultations with parents and conversations with children.

Additional Needs/Wave Two

Some children may be identified as having additional needs which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Wave Two interventions include extra literacy and maths groups.

Children's responses to additional support can provide further information to support the assessment and identification of their needs. For children whose progress remains of concern following support at Waves One and Two, the Inclusion Team carry out additional assessments. These assessments may be sufficient to identify that a child has SEN and the nature of the SEN. Referral to an outside agency is made when appropriate in order to obtain further advice on the nature of a child's SEN or on appropriate support. Children identified as having SEN are placed at SEN Support.

SEN Support/Wave Three

Children identified as having special educational needs are provided with intervention at Wave Two or more personalised support referred to as Wave Three in addition to whole class Wave One teaching. Again, referral to an outside agency is made as appropriate.

We use a range of assessments including progress data, observations, standardised tests, assessment of the child's response to extra support, and the views of both parents or carers and the child. In consultation with parents, advice may be sought from outside agencies including the Educational Psychologist, the Learning and Behaviour Advisory Teacher (LBAT) Team, the Social Communication Team, the Speech and Language Therapy Service, the School Nursing Service and the Occupational Therapy Service. The School Nurse can also provide referrals on to the Child Development Centre (CDC) and the Child and Adolescent Mental Health Service (CAMHS).

3. Policy for making provision for pupils with SEND

a) How we evaluate the effectiveness of provision for pupils with SEN

The effectiveness of interventions is evaluated by the Inclusion Leader/SENDCo and Inclusion Team termly and reported to the Headteacher.

b) How we assess and review the progress of pupils with SEND:

Class teachers review the progress of all children every half term. The progress of all children is monitored by the Leadership Team.

Progress of children with SEND is reviewed by the Inclusion Leader/SENDCo at least termly in order to determine children's levels of need and to plan support for the following term. Progress of individuals or

groups is reviewed more frequently. This process is called 'Assess, Plan, Do, Review'.

c) The school's approach to teaching pupils with SEND

We have high expectations for children with SEND in academic progress, in the social and emotional aspects of learning and in their full participation in the wider life of the school. Our Learning Policy promotes high quality teaching for all children including those with SEND. We provide a broad and balanced curriculum for all pupils. Teachers plan 'low threshold high ceiling' lessons within a mastery curriculum to promote the highest levels of achievement for all pupils, and differentiated lessons to meet the needs of groups and individual learners. Most additional support is provided within the classroom with close liaison between the class teacher and Inclusion Team teacher or teaching assistant. Children are withdrawn for additional support where it is judged this best meets their individual needs or to provide targeted intervention for a group.

d) How adaptations are made to the curriculum and learning environment

We provide a broad and balanced curriculum in all year groups and for all children. We adapt our curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils

We are committed to providing a learning environment that allows all children full access to all areas of learning. We make reasonable adjustments to ensure all children are included in all opportunities and experiences within school and on visits outside the school, wherever possible. Reasonable adjustments are used in the classroom where appropriate for individual children including:

- appropriate seating for children with visual or hearing impairments
- enlarged print
- visual aids
- personalised visual timetables, prompts and signs
- 'Now, next, then' task planners
- rest breaks
- individual work stations
- sign language
- table top literacy and maths visual resources
- concrete maths resources
- use of coloured backgrounds on computer screens and interactive whiteboards
- use of coloured paper or overlays
- use of technology including reading and spelling computer programmes and to provide alternative means of recording
- additional time to process information
- writing slopes
- pencil grips
- 'Move and sit' cushions
- graduated approach to expectations

We have a Single Equality Duty in place. The school building is fully accessible with full wheelchair accessibility, two disabled toilets and a therapy room with hoist.

e) Additional support for learning available to pupils with SEN

Focus groups in the classroom are provided by year group teaching assistants. Additional support may also be provided by an Inclusion Team teacher or teaching assistant. This could include the School Start programme in Reception to develop speech sounds or language skills; support for individual children with a Speech and Language Therapy programme; the Wesford programme in Year 1 to develop phonological awareness; individual or group support with reading including Read Write Inc; individual or group support with writing, spelling, handwriting or maths; Lego Club to develop social communication skills; Resilience Group to promote social skills, emotional well-being and mental health; support for individuals with social, emotional or mental health needs; and Jump Ahead to develop motor skills. In addition, a small number of children receive support from a therapist employed by the school. The Speech and Language Therapy Service, School Nursing Service and Physiotherapy Service also provide support in school for a small number of children. Where a referral has been made to an outside agency and a report received, the school writes an Individual Learning Plan for the child, incorporating advice regarding adaptations to the learning environment or curriculum and any additional support planned.

Access arrangements for the Year 6 national curriculum tests for individual children are applied for in the spring term, using the Department for Education's online application procedure.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

Please see d) above.

A risk assessment may be written for an individual child to enable him/her to engage in activities and parents consulted on the arrangements made. For pupils with specific medical needs, the school writes an Individual Healthcare Plan in consultation with parents. The school consults the school nurse regarding individual children's healthcare plans.

g) Support available for improving the emotional and social development of pupils with SEND

Our PSHCE curriculum is based on the SEAL (Social and Emotional Aspects of Learning) programme and promotes emotional and social development for all children. Class teachers provide opportunity for all children to express their views during PSHCE lessons. Class teachers inform other staff at weekly briefings when a child is identified as in need of additional pastoral support. The Senior Leadership Team meet regularly to discuss and to take action on all reported child concerns, the well-being of children with SEN and disability and any reported incidents of bullying. Children with SEN are given additional opportunity to share their views in preparation for termly parent consultations.

We use an electronic database to monitor patterns of behaviour and to record and prevent incidents of bullying.

An Inclusion Team teaching assistant works with identified children to develop social skills, improve emotional well-being and behaviour or develop resilience through Resilience Group or planned individual

interventions. Support with emotional and social development is provided by Inclusion Team teaching assistants working with individual children, including those with an EHCP.

A number of children receive support from our therapist.

Referrals for individual children with social, emotional and mental health difficulties are made to the LBAT team, Social Communication team, and School Nursing Service. The School Nurse provides support in school for a small number of individual children with emotional or mental health difficulties.

4. Name and contact details of Inclusion Leader/SEND Co-ordinator:

Mrs Deborah Angeli office@billingshurstprimary.org.uk

5. Information about the expertise and training of staff in relation to children with SEND and how specialist expertise is secured

All staff receive a programme of in-service training enabling them to support all children in school.

Training for school staff in relation to SEND has included: key features of the SEND Code of Practice; Dyslexia Awareness; Every Child Counts maths interventions; Robust Vocabulary; speech sounds production; the School Start speech and language programme; the Wesford phonological awareness programme; Autism Awareness; sensory processing; Lego Club (Therapy) for children with social communication difficulties; Resilience Group; ADHD; the Jump Ahead motor skills programme. Individual members of staff receive training by the Inclusion Leader/SENDCo to enable them to support individual children or groups as appropriate.

Specialist expertise is sought through referral by the school, in consultation with parents, to the following agencies: Educational Psychologist, Learning and Behaviour Advisory Teacher Team; Social Communication Team; Speech and Language Therapy Service; School Nursing Service; Occupational Therapist; Your Space Therapy service. Referral to the Child Development Centre and CAMHS is made through the School Nursing Service.

6. How equipment and facilities to support children with SEND are secured

Please see 3d) above

The school purchases equipment according to assessment of children's needs.

A small number of resources is shared by locality schools.

7. Arrangements for consulting parents of children with SEN and involving them in their child's education

We recognise the importance of working in partnership with parents and value their contribution to the progress their child makes in school. We hold termly extended parent consultations in which class teachers, the Inclusion Leader/SENDCo, intervention teacher (as appropriate) and parents review children's progress, set clear outcomes, and discuss teaching strategies and ways parents can support their child at home. We

welcome parents' views and provide a questionnaire to enable them to contribute to this process.

8. Arrangements for consulting young people with SEN and involving them in their education

All children contribute to planning class topics. Individual targets in reading, writing and maths are shared with children. Children's self-assessment is an important part of our Assessment Policy. Children's views are shared with staff through School Council representatives. Children with SEN are given additional opportunity to express their views on their strengths, progress and needs, in preparation for termly parent consultations, through their One Page Profile.

9. Arrangements for the treatment of complaints from parents of pupils with SEN about provision made at the school

Parents should contact their child's class teacher in the first instance, if concerned about their child's progress or well-being. Parents are also welcome to contact the Inclusion Leader/SENDCo Mrs Angeli. Formal complaints should be made using our complaints procedure published on the school website.

10. How the school involves health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and their families

The school liaises closely with the School Nursing Service seeking advice regarding children with medical needs and with referral to other health bodies. The school liaises with the West Sussex Multi-Agency Safeguarding Hub. We initiate or support Early Help Plans, liaising with the Family Link Worker Service. Details of local authority support services are provided on the school website.

11. Contact details of support services for parents of children with SEND

The West Sussex SEND Information, Advice and Support Service (SEND IAS) for parents is available on the West Sussex local offer (please see below).

Details of voluntary sector organisations and courses for parents are published in parent newsletters and flyers made available on the information stand in the school entrance.

12. The school's arrangements for supporting pupils with SEND in transferring between phases of education

Our transition arrangements include the following:

- 'Joining us' page on the school website
- Every child allocated a 'buddy'
- Visits to pre-schools by staff and visits to school by pre-schools
- Year 6 teachers and Inclusion Leader/SENDCo liaise with secondary school SENDCos
- Programme of additional visits to The Weald School arranged for individuals and groups
- Records from previous schools and information from parents used in planning teaching and support

- Enhanced transition including 'Moving On' booklets provided for individual children moving between year groups and on to secondary school
- Advice is sought from outside agencies for individual children

13. The local authority's local offer

The West Sussex Local Offer is available at www.westsussex.local-offer.org

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