

# Burwash CEP School

## SEN Information Report

September 2017

## Glossary of Terms

- SEN - Special Educational Needs
- SEND - Special Educational Needs and Disability
- SENCO - Special Educational Needs Co-ordinator
- LA - Local Authority
- ASD - Autistic Spectrum Disorder
- SALT - Speech and Language Therapy
- OT - Occupational Therapy
- EY - Early Years
- KS1 - Key Stage 1 (Years 1&2)
- KS2 - Key Stage 2 (Years 3-6)
- EHCP - Education, Health and Care Plan

# 1. About this report

The Children and Families Act 2014 states 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 the school website. It is reviewed once a year.

There is information on the law and guidance we follow on the East Sussex website: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

**Statutory school policies, available to view on our website, which support this report include:**

- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- School Admissions Guidance
- Privacy (Data Protection) Policy

## 2a. Who do I contact about my child's SEN

If your child already attends the school, your first point of contact is your child's class teacher, who will be happy to make an appointment to talk with you.

At times you may wish to contact our SENCO, Miss Katy Willis. Miss Willis has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. She provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that our pupils with SEN receive high quality teaching and appropriate support. She is aware of provision available under the East Sussex Local Offer.

We consider parent views to be very important and believe that information sharing is vital to your child's success. We are keen to hear about both successes and any concerns you may have, which will always be taken seriously.

## 2b. The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions
- An SEN information report is published annually
- There is a qualified teacher designated as a SENCO for the school.

In addition, our governing body works with the SENCO and Headteacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school. Our SEN governor is Mrs Jo Brown.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.

### 3. Which children does the school provide for?

We are a maintained Church of England Primary School and we admit pupils between the ages of 4 and 11. We are an inclusive school. This means we provide for children with all types of special educational needs.

If you would like 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 would like 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 for children without special educational needs. You can find further information about applying to our school in the following places:

- Burwash CEP School admissions guidance on our website
- The East Sussex Local Authority website - [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)
- The Information for Families Team - 0345 60 80 192

## 4. Summary of how the school meets the needs of pupils with SEN

Burwash is a very caring school and we aim to provide as much opportunity for children to reach their potential as possible.

- Children who have SEN will be discussed and planned for by the class teacher and the SENCO.
- The SENCO will oversee any additional support given to children on the SEN register.
- A Burwash CEP School 'Individual Plan of Support' will be drawn up in consultation with parents and will take account of children's views.
- Burwash 'Individual Plans of Support' will be reviewed on a termly basis following an 'assess, plan, do, review' process.
- Should a child require further support or intervention a 'School Based Plan' may be drawn up to identify a child's needs and the support they require. Parents will be included and consulted in developing and evaluating the plan at each stage.
- If your child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN plans that we have in school and we will involve parents and foster carers or social workers in discussions, as appropriate.

## 5a How does the school identify children's SEN?

### *The definition of SEN*

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible experience of school and are able to fulfil their potential.

- A pupil has SEN if they have a learning difficulty or disability requiring special educational provision.
- A learning difficulty or disability means that the child either:
  - has a significantly greater difficulty in learning than the majority of their peers or
  - has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.



## 5b How does the school identify children's SEN?

### *The kinds of SEN that can be provided for at our school*

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – this includes children with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including children displaying withdrawn or isolated behaviour, as well as displaying challenging, disruptive or disturbing behaviour. Other difficulties include disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs can be included in our school community.

## 5c How does the school identify children's SEN?

### *Identifying children's needs*

- Teachers regularly assess children's attainment in all curriculum areas.
- Teachers will track children's learning to ensure that they are making progress and achieving within age related expectations. This ensures that any difficulties are identified early.
- Staff work closely with each-other and any concerns raised about children are reported to the class teacher and/or SENCO (if appropriate).
- Staff are trained to recognise the indicators of different Special Educational Needs (SEN) e.g. dyslexia, ASD, speech and language needs, social and emotional issues.
- Burwash is a 'Dyslexia Friendly School' which means all staff can recognise the signs of dyslexia and all the classrooms are set up to be 'dyslexia friendly'.
- The school has links with Early Years settings to ensure transition into Reception year is positive for all children. Information regarding children with SEN is shared.
- The school can make additional assessments relating to concerns over different types of SEN e.g. basic speech and language assessments, dyslexia screening.

## 6a. How does the school teach and support pupils with SEN?

- Class teachers will be responsible for ensuring that all children's needs are met in the classroom.
- Class teachers differentiate their lessons to ensure that all children are able to access the learning in their classes.
- Some children may have additional support from a teaching assistant.
- Class teachers may arrange additional intervention programmes to meet the needs of children who are not working in line with age appropriate expectations e.g. extra reading support.
- Any additional measures put in place for children will be assessed to ensure they are having an impact on the child's learning.
- Children may also be offered one to one time to consolidate learning. Some children, who have been referred to specialist agencies such as Speech and Language Therapy, may have a set of targets that they work towards with a TA on a regular basis.

## 6b. How does the school teach and support pupils with SEN?

- The decision about what type and how much support a child with SEN will receive will be made by the SENCO and class teacher. The reasons for any decisions made will be shared with parents as appropriate to each child's needs.
- The type of support provided for each child is based on the child's needs.
- Some children may require additional support from an adult, different resources or an adapted environment and we will endeavour to provide this.
- Occasionally the school may not be able to provide some aspects of support due to lack of availability of outside agency services. Should this occasion arise the school will discuss this with parents.
- Our aim will always be to ensure that children can be as independent in their learning as possible.

## 7. How will the curriculum and learning environment be matched to my child's needs?

- 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.
- 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'.
- We will look at the child's level of achievement and see what support they need to make good progress and reach their potential.
- We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).

## 8a. How are parent and carers involved in reviewing children's progress and planning support?

It is our aim that the school works in close partnership with parents and maintains purposeful communication between school and home. We will always have regard to the views, wishes and feelings of parents/carers.

- A Burwash CEP School 'Individual Plan of Support' will be drawn up for all pupils on the SEN register in consultation with parents and will take account of children's views.
- Burwash 'Individual Plans of Support' will be reviewed on a termly basis following an 'assess, plan, do, review' process.
- Should a child require further support or intervention a 'School Based Plan' may be drawn up to identify a child's needs and the support they require. Parents will be included and consulted in developing and evaluating the plan at each stage.
- Parents will be offered an opportunity to review their child's progress through SEN review meetings which will be held in the spring, summer and autumn terms as part of the 'assess, plan, do, review' process for creating a child's 'Individual Plan of Support'.

## 8b. Other ways parent and carers can be involved in their child's learning and review of their progress.

- School staff are available at the end of the day to discuss any minor issues relating to your child. It is possible to arrange a parents/teacher meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed.
- 'Individual Plans of Support' for children with SEN give suggestions for parental support based on your child's targets.
- Occasional parent information sessions are held by the SENCO and different aspects of SEN have been discussed e.g. dyslexia, nurture groups.
- Advice is sometimes given to parents whose children have accessed support from outside agencies depending on a child's needs and the ability to access these services from the Local Authority e.g. Speech and Language Therapy or Occupational Therapy.

## 8c. Other ways parent and carers can be involved in their child's learning and review of their progress (continued).

- Sharing assemblies - each class shares their work with parents in a special assembly once every two terms.
- Formal parent consultation evenings will be held twice a year.
- Annual reports are sent home at the end of each academic year.
- Open mornings - once a year parents are invited into school to spend some time with their child during a normal working day.



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

- We encourage children to be aware of how well they are succeeding in lessons by sharing the learning intention and success criteria with them.
- Children are encouraged to self-assess their work and judge how well they achieved in the lesson.
- Targets are shared with children and are reviewed termly.
- During the 'assess, plan, do review' cycle of the Burwash 'Individual Plan of Support' we carry out 'Pupil Voice' questionnaires to ascertain children's views about how well they feel their needs are catered for and how they feel about their own learning and progress.

## 10. How will the school prepare and support my child to join the school, transfer to a new school or next stage of education?

- Parents of SEN children will be included in planning for transfers to and from different settings to ensure a smooth transition process.
- We have close links between SENCOs and staff at Early Years (EY) settings and KS3 settings.
- We ensure there is good transfer of information and relevant records to other school settings when a child moves on.
- Reception staff will visit most EY settings to observe and get to know children in an environment in which they feel comfortable.
- We have a comprehensive induction programme for all Reception children.
- We run 'transition to secondary' sessions for all vulnerable children in Y6.
- Specialist teaching assistants support some pupils attending 'taster days' at secondary settings.
- Secondary SENCOs will be invited to transition planning meetings with the school SENCO and parents for children who currently have a Statement or Education, Health and Care plan.

## 11. What training have the staff supporting children and young people with SEN had?

- A log is kept of all training that staff attend regarding SEN - please ask about training relevant to the needs of your child.
- New staff attend a selection of training when they start their post. This is either delivered within the school or by outside agencies e.g. dyslexia awareness, strategies to support children with ASD, Level 1 Basic Speech and Language training.
- Outside agencies will provide individual support and training to staff depending on the needs of the child.
- We have a specialist teacher and teaching assistant for pupils with dyslexia.

## 12a. How does the school measure how well it teaches and supports children with SEN?

The school is continually evaluating and refining its work to ensure that it is doing the best it can for all children.

- Every lesson observation carried out by the Headteacher has a focus on provision and progress of SEN pupils.
- All pupils' progress is tracked through pupil progress meetings with the class teacher, SENCO and Headteacher. Pupils who are vulnerable to underachievement and all SEN pupils are discussed and provision is planned to meet their needs.
- The SENCO keeps a record of all additional provision made for SEN pupils and pupils vulnerable to underachievement.
- Teachers, in collaboration with the SENCO, monitor and track the effectiveness of planned additional provision for SEN pupils or pupils vulnerable to underachievement. This helps them to develop the use of interventions that are effective and to remove those that are less so.
- SEN pupil progress is recorded through review meetings for Individual Plans of Support and School Based Plans with the SENCO and classteacher. These meetings have a focus on outcomes and a rigorous approach to the monitoring and evaluation of SEN support provided.

## 12b. How does the school measure how well it teaches and supports children with SEN?

- The SENCO and Headteacher look at the progress that children with SEN make across a school year and they compare this with the progress of children without SEN to ensure children with SEN are making good progress.
- The Headteacher, SENCO and Governors use published data each year to ensure that SEN pupils are achieving as well in National tests and checks as other SEN and all pupils locally and nationally. The Governors interrogate the data and ask challenging questions of the SENCO and Headteacher to ensure every child achieves their best and makes good levels of progress.
- If the rate of a child's progress is causing concern, staff will review current provision with parents and plan additional provision to support that child in fulfilling their potential.
- The SENCO, Headteacher, staff and SEN Governor work together to inform the planning and direction of SEN through the School Development Plan. We also invite parents to provide feedback at meetings with the SENCO when discussing their child.

### 13. How accessible is the school environment?

- Every class has an inclusive learning environment - visual timetables, dyslexia friendly resources etc. Adaptations to classroom environments can be made to ensure children with specific needs are able to participate fully in learning.
- The school can contact the Visual and Hearing Impairment Service for advice about how to adapt environments for particular needs.
- The school can make reasonable adjustments to the school environment to ensure that it is accessible for all.
- After school clubs are open to all children and reasonable adjustments can be made to allow all children to participate.

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

- Every effort will be made to ensure that all children are included in activities outside the classroom and on trips.
- When there are specific issues that may affect a child's ability to participate on a trip parents will be consulted in the planning process to ensure their child's needs are met.
- Risk assessments will be carried out for every activity that takes place outside the school grounds. They will be used to plan safe and inclusive school trips.

## 15a. What support will there be for my child's overall well being and their emotional, mental and social development?

### All Children

- Starting School - Information will be gathered about any special circumstances, medical issues etc.
- We want all pupils to feel safe at school and we implement a variety of strategies to ensure this - see Behaviour/SEN and Inclusion/Anti-Bullying school policies. You can ask for a copy of these policies in the school office.
- We encourage all children to develop their confidence and show their talents e.g. sharing assembly, forest school, residential trips, plays etc.
- A 'Watch File' is kept to share information quickly amongst staff about specific children e.g. medical needs or friendship issues.
- E-Safety lessons take place in all classes to ensure children are informed about online safety.
- If a child needs extra support for their well-being we can work with children individually to discuss any problems and find solutions - this is known as Pupil Voice.
- We run 'Nurture Groups' for some children to help them develop their social skills.



## 15b. What support will there be for my child's overall well being and their emotional, mental and social development?

### Children with medical needs

- We have staff trained who can administer medicines during the school day if needed.
- Where a child has SEN the SENCO will oversee and coordinate children's medical needs and their SEN provision.

### SEN Children

- Starting School - Some children with SEN may require special measures to be put in place to ensure a smooth transition into school. School staff will work closely with parents and Early Years providers to plan for transition into school.
- The school can refer children to outside agencies for support depending on whether a child's needs meet the referral criteria and availability of the service from the Local Authority e.g. Child and Adolescent Mental Health Services.
- Staff are trained to provide a variety of intervention sessions to support the development of a child's well-being e.g. circle time, developing social use of language and nurture group.

## 16a. What specialist services and expertise are available at or accessed by the school?

### Available at School

- High quality teaching in all classes.
- We are a 'Dyslexia Friendly School'.
- We run 'Nurture Groups' for children with a variety of specific needs.
- Staff are trained to work with children with a variety of different SEN - please ask about training relevant to the needs of your child.
- Currently we have a specialist dyslexia teacher and teaching assistant who work with some children.
- Staff are trained to carry out a range of basic assessments e.g. fine and gross motor skills, speech and language skills and dyslexia screening.

## 16b. What specialist services and expertise are available at or accessed by the school?

### Outside Agency Services

The school can refer children to outside agencies for support. The decision to refer a child will be taken by the SENCO in consultation with parents depending on whether a child's needs meet the referral criteria and availability of the service from the Local Authority. The school has limited access to some services and so the school will make judgements about the priority of need before considering whether it is appropriate to refer.

- Educational Psychologist
- Communication, Learning and Autism Support Service
- Children's Integrated Services - OT, SALT
- CAMHS - Child and Adolescent Mental Health Service
- School Nurse
- Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life.

Further information about the Local Authority's Local Offer can be found on East Sussex Local Authority website <http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/SENDD/default.htm>

## 17. Who can I contact for further information?

- Class Teacher
- SENCO - Katy Willis
- Head teacher - Debbie Gilbert
- School Website
- Information for Families - This is a service that parents can access independently for further advice and support. <http://www.parentlinksussex.org.uk/>
- The Local Authority Local Offer - [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)
- SEND Information, Advice and Support Service - [www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)

## 18. If I have a concern or a complaint about SEN provision for my child who should I speak to?

If you have a concern or complaint we always try to deal with it helpfully and reasonably. If we need to, we try to put things right as quickly as possible.

- In the first instance please raise any concerns with your child's class teacher.
- If you would like further information or would like to take the matter further please make an appointment with the SENCO.
- If your concern cannot be sorted out in this way or you are not happy with the way it has been dealt with you can complain to the Headteacher who will investigate your complaint. You would normally do this in writing.
- For further information please see our Complaints Policy - available in the school office.