



## Slindon Church of England Primary School

### Special Educational Needs Information

*Following the introduction of the new SEN/D Code of Practice (2014) schools are required to produce a SEN Information Report which must be displayed on their school website. This replaces any former SEN policies in accordance with Schedule 1 Regulation 51 of the Special Educational Needs and Disability Regulations 2014. The SEN Information Report details the support and provision our school will offer both potential and existing pupils with Special Educational Needs and/or Disability.*

#### Our Inclusive Ethos

Slindon Church of England Primary School is a mainstream school. We encourage all the children to feel valued, happy and active members of the school community. We recognise that all staff share the responsibility for identifying and supporting children with SEND. In adopting a teamwork/ triangulated approach (e.g. children, parents/carers and teachers.) We use our best endeavours to provide an inclusive learning environment, based on secure yet challenging learning opportunities for all.

***Inclusion involves change. It is an unending process of increasing learning and participation for all students. It is an ideal to which schools can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. An inclusive school is one that is on the move. \*(Booth and Ainscow, 2002: 3)***

The four guiding principles of the Early Years Foundation Stage underpin our school ethos. From the moment a pupil enters our school and throughout their time at Slindon Church of England Primary School, we ensure that:

1. Every pupil is a ***unique pupil*** , who is constantly learning and can be resilient, capable, confident and self-assured;
2. All pupils learn to be strong and independent through ***positive relationships***;
3. All pupils learn and develop well in ***enabling environments***, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
4. All ***pupils develop and learn in different ways and at different rates*** including pupils with special educational needs and disabilities.

Slindon Church of England Primary School is committed to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority, the SEND Hub and other agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported by the Local Authority to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

## **The kinds of Special Educational Needs for which provision is made at Slindon Church of England Primary School**

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The SEN/D Code of Practice: 0 to 25 Years (2014) states that:

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, the SEN Information Report/Local Offer may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

The Code of Practice outlines four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **Accessibility at Slindon Church of England Primary School**

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

At Slindon Church of England Primary School we endeavour to offer an education that is open and accessible to all learners. For further information, please see our Accessibility Plan.

## The Local Offer

From September 2014 every Local Authority was required to publish information about available services both in and outside of West Sussex for children and young people from birth to 25 who have Special Educational Needs and/or disabilities (SEND). This will be known as the 'Local Offer'.

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

As part of the Local Offer, there are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

At Slindon Church of England Primary School we have structured our SEN Information Report around these 14 questions.

## SEND Provision at Slindon Church of England Primary School

### 1. How does Slindon Church of England Primary School know if children need extra help?

At our school we believe that early identification is a vital part of good SEND provision. We aim to achieve this through monitoring:

- Concerns raised by parents/carers, class teachers, support staff or the child's previous school
- Academic progress and attainment
- Outcomes of standardised testing in relation to age expectations
- Changes in the child's behaviour
- A child's request for help

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

If you have concerns, your initial point of contact is your child's class teacher. As morning drop offs are a very busy transition time, it is best for discussions to take place after school or at another mutually convenient time. This can be arranged through contacting the school office to make an appointment. The SENCO will liaise with the class teacher and become involved directly if appropriate.

### 3. How will I know how Slindon Church of England Primary School supports my child?

- A decision about whether or not a child has a special educational need will be made collaboratively between parents/carers and the school. Once a decision has been made, any relevant testing and information gathering will take place. This will then inform target setting for the child and the type of support and intervention that the child will receive.
- Extra support may involve either small group work or be on a 1:1 basis with the class teacher, a specialist intervention teacher or support staff. Interventions will personalise learning, activities and resources as appropriate.
- If appropriate, your child may require an Individual Learning Plan (ILP). This document is created through input from the child, class teacher, parents/carers and the SENCO. Details of the content and duration of specific interventions will be communicated to parents/carers by the class teacher and/or the SENCO. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.  
Individual Learning Plan review meetings are held each term. This is a meeting where the class teacher meets with the SENCO to discuss the progress of the SEN children in their class. This shared discussion will assess the current provision and ensure that progress towards agreed outcomes is being made.
- Occasionally a child may require more specialist support from an outside agency. Where this is necessary referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, the agency will decide if their involvement is appropriate. Please be aware that a referral may not always result in the involvement of an outside agency and that waiting times can be lengthy. The SENCO will be able to keep parents/carers updated with this.

Each child's learning will be planned by the class teacher. It will be differentiated to suit the child's individual needs. This may include additional general support by the teacher or teaching assistants in class and/or differentiated tasks. If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the high quality teaching normally provided.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process:

#### **Assess, Plan, Do and Review.**



**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. This will be at least termly for children on SEN support, however assessing children at Slindon Church of England Primary School is an integral part of everyday teaching and learning. Our aim is to quickly identify children who are not making good or better progress as early as possible.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions form the basis for termly review meetings with the SENCO and as part of Parent/Carer/Teacher Consultations.

**Do** – providing the support; extra assistance for learning or learning aids.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - the child, their parents or carer, teacher and the Inclusion Leaders - contribute to this review. This stage then informs the next cycle, if necessary.

### **Additional support**

An 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

#### 4. How will the curriculum be matched to my child's needs?

- The class teacher is responsible for differentiating the curriculum to meet the needs of all learners. Where a child has a special learning need and/or disability, more personalised differentiation will be employed. This may focus on key areas of the curriculum and/or their pastoral care and well-being.
- When personalising learning, the class teacher will consider the needs and experience of the child in relation to the learning objectives. A range of strategies, considerations and resources will be utilised.
- Support staff may be allocated to work with the child in a 1:1 context or in a small focus group to target more specific needs. This may mean that at certain times a child will be focussing on a different curriculum area to their peers.
- If appropriate, specialist equipment (including computing) is available to enable the child to fully access the curriculum.

#### 5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent Consultation Evenings.
- Your child's class teacher is usually available at the end of the school day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by contacting the school office.

- Personal targets are set in partnership between parents/carers and the class teacher. The SENCO and outside agencies may contribute to target setting.

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

- The class teacher may suggest ways of supporting your child's learning at Parent Consultation Evenings.
- The SENCO may meet with you to discuss how to support your child.
- If outside agencies are involved, suggestions and activities are normally provided that can be used at home.

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

- Members of staff such as the class teacher, support staff and SENCO are readily available for children to discuss issues and concerns.
- Outside professionals and agencies may also become involved to support your child as necessary and appropriate.
- If a child has a medical need, a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff involved with the child.
- All school staff receive annual EpiPen training.
- Most medicines can be administered in school by staff providing that parents/carers have completed the relevant form which is available at the school office.

8. 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 seek their expertise and specialist advice. The agencies used by the school include:

- CDC (Child Development Centre)
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Sensory Support (hearing and visual)
- Occupational Therapist
- Speech and Language Therapist

- Educational Psychologist
- Learning Inclusion Team (behaviour, learning and social communication)
- Traveller Education
- Virtual School (For Looked After Children)
- Early Help Forum
- EMAT (Ethnic Minority Achievement Team)
- EWO (Educational Welfare Officer)
- Counselling/ Play Therapy
- Winston's Wish – bereavement
- Think Family
- Social Care

9. What training is undertaken by the staff supporting children and young people with SEND?

- School staff who work directly with children are involved in a programme of ongoing training. This covers general learning support as well as training relating to specific needs, conditions and disabilities.
- This training may be delivered internally through members of staff sharing knowledge and good practice, or externally by advisors or outside agencies.
- Training needs are constantly audited to ensure that school staff are able to support the needs of all learners.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate wherever possible.
- If it is deemed that an intensive level of 1:1 support is required and where it best suits the needs of the child, a parent or carer may be asked to accompany their child during the activity.

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

At Slindon Church of England Primary School we believe that all pupils learn and develop well in **enabling environments**. We are proud of our calm, beautiful learning environment and are pleased to be able to offer a community of learning that is accessible to all. Our school building can be accessed by wheelchairs. There is also a wheelchair accessible toilet facility. Other toilets are close to classrooms, particularly in Foundation Stage and Key Stage 1. Specialist equipment for children with physical needs can be provided, based on advice from the Occupational Therapist or Physiotherapist, in response to the individual child's needs.

For further information, please see our Accessibility Plan.

### 12. How will the school prepare and support my child when joining Slindon Church of England Primary School or transferring to a new school?

At Slindon Church of England Primary School we understand how moving schools can be an anxious time. Many strategies are in place to ensure that your child's transition will be as smooth as possible. These include:

- The SENCO and Headteacher meeting parents/carers prior to their child joining the school.
- Communication between members of staff from the previous and receiving schools prior to the child joining.
- Home visits by Catkins class teacher for new Reception pupils.
- Visits to feeder nurseries by Reception class teachers and/or the SENCO and Headteacher.
- Additional visits can be arranged for children who need extra time in their new school.
- We liaise with secondary school staff to ensure smooth transition for our Year 6 children starting at their new schools.
- Our SENCO can meet with the SENCO/ Inclusion Manager from the secondary schools to pass on information regarding children with SEND.
- Where a child may have more specialised needs, a separate meeting is arranged with our SENCO, the secondary school SENCO/Inclusion Manager and the parents/carers.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Any additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.



- There is sometimes additional funding from the Government and West Sussex Local Authority to support individual children on specific programmes. This includes Pupil Premium money and additional funds for children with an Education and Health Care Plan.

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

- When children join the school any allocation of additional support will be based on information received from a range of sources, including parents/carers, nurseries, pre-schools, previous schools and outside agencies.
- We endeavour, as fully as possible, to match allocation of support to meet a child's individual needs based on factors such as progress, attainment, outside agency suggestions, and the views of the parents/carers and child themselves. If further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to discuss the support their child is receiving with their class teacher and SENCO. Your class teacher may record this provision on an Individualised Learning Plan which will outline the support and interventions that are in place for that period.

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

If you wish to discuss your child's individual educational needs or have any further questions, please do not hesitate to contact one of the following:

- Your child's class teacher
- Our SENCO: Mrs Verity Hart [vhart@slindonprimary.co.uk](mailto:vhart@slindonprimary.co.uk)
- Headteacher: Miss Lucy Cooper [head@slindonprimary.co.uk](mailto:head@slindonprimary.co.uk)
- The school office on: (01243) 814330

\*Mrs Hart works at the school on Tuesdays only

Should any parent/carer of a child with special educational needs have any concerns with the level of support that their child is receiving they should raise these in the first instance with the Headteacher, Miss Lucy Cooper.

Please refer to the school's complaints policy which can be found within the 'Parent' section of our school website: [www.slindonprimaryschool.co.uk](http://www.slindonprimaryschool.co.uk)

We welcome your comments on this information, so please do contact us.