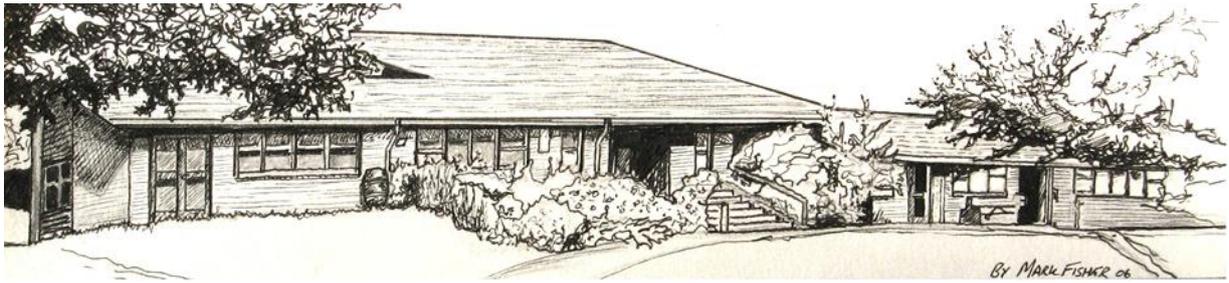




## Sedlescombe C.E. Primary School



### Special Educational Needs Information Report

#### 1. About this report

The Children and Families Act 2014 says 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 our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

Signed: Chair of Governors

Date:

#### 2. Who do I contact?

If you are thinking of applying for a place for your child, contact the school office on 01424 870585 or via email [office@sedlescombecep.e-sussex.sch.uk](mailto:office@sedlescombecep.e-sussex.sch.uk)

We welcome visits to the school by prospective families.

If your child is already at the school, you should talk to the child's class teacher initially and can arrange this by making an appointment via the office.

The Inclusions Manager is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) Plans. The Inclusions Manager also provides professional guidance to school staff and works closely with parents and other services that provide for support for children in the school.

Inclusions Manager: Naomi Oakley

Phone number: 01424871110

Email: [noakley@sedlescombecep.e-sussex.sch.uk](mailto:noakley@sedlescombecep.e-sussex.sch.uk)

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

We are a Church of England Primary School and admit pupils from ages of 4 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want 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 want 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 from children without special educational needs.

- [Sedlescombe admissions policy: Sedlescombe CE Primary School website](#)
- [school admissions - East Sussex.gov.uk](#)
- contact Information for Families for admissions advice 0345 60 80 192

### 4. Summary of how the school meets the needs of children with SEN and disabilities

**Our Vision Statement:**

*Every Child Matters  
Together we enjoy learning  
Together we achieve  
Together we succeed*

**Our Core Value:**

*Respect: For everyone and everything*

**Our School Motto:**

*'I will be the best that I can be.'*

At Sedlescombe Church of England Primary School we are committed to offering a fully inclusive environment and curriculum for all our pupils. We ensure every effort is made to meet the individual needs of pupils, whatever their needs or abilities. Every student is valued, nurtured and helped to develop confidence and self-belief in their abilities and strengths, and encouraged and supported to meet their full potential.

We believe that good quality first teaching is the key to ensuring that all children meet their potential, alongside aspirational targets and well-planned, timely interventions. We work in partnership with parents/carers and children and develop close relationships with outside agencies, allowing children to have focussed, meaningful outcomes that allows them to make good progress.

Aims at Sedlescombe Church of England Primary:

- 1) To be an inclusive school. This means that equality of opportunity must be a reality for our children. This is achieved through the attention we pay to the different groups of children within our school.
- 2) To ensure that pupils 'Special Educational Needs' are identified, assessed and provided for within a broad and balanced curriculum. This will be in line with the EYFS & National Curriculum Programme of Study unless specific arrangements have been made for disapplication.

- 3) To recognise our responsibility to children with learning difficulties.
- 4) To recognise our responsibility to children with medical conditions.
- 5) To recognise our responsibility to children with greater ability (see Gifted & Talented policy).
- 6) To work in partnership with pupils, parents, outside agencies, feeder and transfer schools.
- 7) To provide a framework for special educational needs within school addressing identification, assessment, provision, recording, monitoring, review and evaluation.
- 8) To develop a whole school approach to meeting and evaluating special educational needs through the development of curriculum policy and by providing support and training for teachers where necessary.
- 9) To develop appropriate resources to meet individual needs and raise people's awareness with regards to the availability of these resources.
- 10) To enable pupils to have access to all elements of the school curriculum, to have their views considered and to work independently.
- 11) To ensure that every pupil with SEN and/or disability has maximum opportunity to achieve academically, spiritually, morally, socially and culturally.
- 12) To promote the education of all pupils by supporting respectful, inclusive learning environments which support progression of the 'whole' learner.
- 13) To ensure that the school complies with and implements the requirements of the Education Act 1996, the Disability & Discrimination Act 2005, the SEN Regulations, the SEN Code of Practice 2014 and other statutory guidance.

If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

## **5. How does the school identify children's special educational needs**

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism.
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice (please also see our Assessment Policy).

Parents/carers are encouraged to discuss any concerns they have as early as possible with the class teacher.

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

The aim at Sedlescombe CEP School is for all children to receive high quality teaching from their class teacher. The class teacher will take overall responsibility for the daily provision for your child.

If a pupil has a specific area of need then the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need. This provision and the impact of that provision will be monitored by the Inclusions Manager to ascertain their effectiveness and to inform future planning.

Pupil progress meetings are held three times a year. This is when class teachers meet with the senior leadership team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Outside agencies may be consulted, with parental permission, as part of the identification of a SEND need and/or provide ongoing support.

Children with complex needs may spend time within our nurture class if they are struggling to cope with the demands of the mainstream classroom.

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

High quality teaching, adjusted planning, scaffolding (or tailoring support) and resources to suit individual pupils is the first step to meeting the needs of children who may have special needs. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. Booster groups and interventions may be used for small groups and individual children. The impact of these will be measured and provision will be adjusted accordingly.

If a child has been identified as having a special educational need, they may be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher and the Inclusions Manager three times per year. IEPs will be discussed with parents/ carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil.

Children with the most complex needs may need an individualised curriculum or may spend time in the nurture class. Please also refer to the school's Teaching and Learning Policy for more information: [Sedlescombe CE Primary School website](#)

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

In the first instance parents should make contact with their child's class teacher to discuss any issues. Parent consultation meetings take place twice a year, so that parents can discuss their child's progress.

Parents will also receive an end of year report for their child and at this time an appointment can be made to discuss any concerns.

All children with a Statement of Educational Needs / an Education Health and Care plan or if they are SEN support will have an individual education plan (IEP) these will be shared with parents so that they can support the children in their learning. IEP's will be reviewed three times a year in consultation with parents, class teachers and any outside services involved.

Additional Needs plans will be used to record meetings and plan outcomes and provision for children with the most complex needs. This will provide the basis for an application for an EHC Plan if we, and any outside services involved, believe it appropriate. Parents will be informed about the process.

Home school communication books may be used for children to provide a communication link between home and school.

Parents may also request a meeting with the Inclusion Manager via the school office.

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

At Sedlescombe we value the input of our pupils when planning programmes of support and identifying needs. We believe that when children are involved in this process they have a better understanding of what the staff are trying to achieve and we understand what works for them or doesn't. Children are given opportunities to discuss their learning in a range of ways.

	<b>Who's Involved?</b>
Self-assessment	Pupil, class teacher
Class Circle times	Pupil, class teacher
Worry Box/Suggestions Box	Pupil, class teacher
Pupil Voice	Pupil, Inclusions Manager, class teacher
SEN support review meetings	Pupil, parents, class teacher, supported by Inclusions Manager
Annual Reviews (statements and EHC plans only)	Pupil, parents, Inclusions Manager, class teacher, support services, local authority
Questionnaires	Pupil, Inclusions Manager
Interview	Pupil, Inclusions Manager

## 10. How does the school prepare and support children to transfer to a new school or the next stage of education and life?

We understand the importance of smooth transitions for all our children as they move into new classes or onto new settings, and we are sensitive to the needs of individual children.

When moving onto secondary school, transition meetings are held with all the new schools and parents and if necessary, any outside services that are involved.

When moving to new classes children are given the chance to visit their new class and teacher, supported by a familiar adult. Social stories are used to support children in their understanding of the process of change. Children with Statements or EHC Plans have enhanced transition, with more visits, if required.

## 11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange a whole school training day.

There is a rolling programme of continued professional development based on the identification of specific needs in school and this is reviewed annually.

We have three licenced Thrive Practitioners. All staff have received training on Thrive and how to use this within the school.

Two members of staff have a Post Graduate Certificate in Dyslexia and are accredited by the BDA (British Dyslexia Association).

A number of staff members have completed Autistic Spectrum Disorder (ASD) training, speech and language training, sensory needs training, Positive handling training, Diabetes training, forest school training, Makaton training and Catch Up training, lego therapy training, Build to express and sensory circuits training.

We have a wide range of training available to us:

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

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

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

We send home a parent questionnaire every year then summarise the results and feedback the results to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

## **13. How accessible is the school and how does the school arrange equipment or facilities children need?**

The school is fully accessible for wheelchair use. Ramps and lifts have been installed to ensure children are able to access all areas.

The school has also been set up to support a child with a visual impairment.

We aim for all the classrooms to be dyslexia friendly.

## **14. How are children included in activities with other children, including school trips?**

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

### **15. What support is there for children's overall well-being and their emotional, mental and social development?**

We carry out whole school screening using the Thrive Assessment tool. Individuals that are identified as showing signs of emotional delay or interruption will then have an individual assessment, following discussion with and consent from parents/carers. We are then able to work with children in small groups or 1:1, to support any identified emotional interruptions.

Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs ([www.thriveapproach.co.uk](http://www.thriveapproach.co.uk)).

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do and review.

We also offer Fegans Counselling service for identified children and following discussions with parents.

Children are able to have changes to the day made for them if they struggle at particular times, e.g. lunch time initiatives are available for those who find this unstructured time a challenge.

There are designated safe spaces for children around the school and when needed children may also have a designated person to go to.

The school also has access to bereavement support.

Nurture groups run throughout the year, focussing on different children and are designed to address specific needs as they arise.

The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS), Early Help services.

## 16. What specialist services does the school use to support children and their families?

At times it may be necessary to consult with outside services to receive more specialist expertise.

The services used by our school include:

- The Combined Integrated Therapy Services- which includes speech and language therapists, occupational therapists, and physiotherapists.
- Little Ridge Speech and Language Out Reach Service
- The Educational Psychology Service
- CLASS- Communication Learning Autism Support Service
- School Nursing Service
- COPES-The Children's Outreach and Parents Extended Support service
- ESBAS- Education Support Behaviour and Attendance Service
- CAMHS- Child Adolescent Mental Health Service
- Service for Children with Sensory Needs - visual and hearing support
- Virtual School – for children who are looked after by the Local Authority
- Teals - Traveller and English as an Additional Language Service
- Dragonflies – Bereavement Service
- Torfield outreach
- Fegans
- FLESS – Flexible Learning Education Support Service

Please refer to East Sussex Local Offer for further information.

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>  
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## 17. Where can I get information, advice and support?

**The 'Local Offer' on the internet**

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

**SEND information, advice and support service**

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk)

[www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)

### **18. What do I do if I am not happy or if I want to complain?**

It is really important to keep communication between home and school open and to raise any concerns as early as possible. This can be done by arranging an appointment with the Inclusions Manager or class teacher through the school office. We seek to try and resolve any concerns as quickly as possible using informal discussion.

If after talking to the school you are still concerned or would like to make a formal complaint then the school has a Complaints Policy that can be downloaded from the school website or you can speak to a member of the school office team who will be happy to provide you with a copy.

All complaints must be dealt with in line with this school policy.