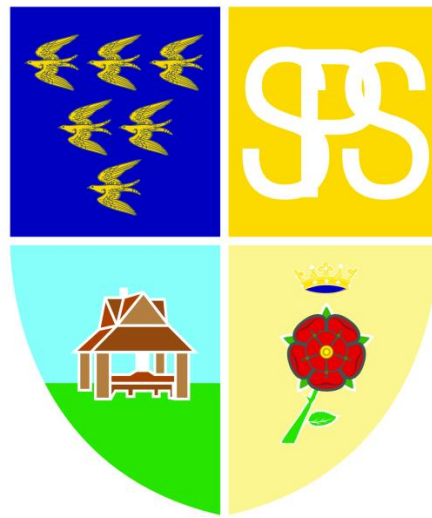


Sedlescombe Church of England Primary School



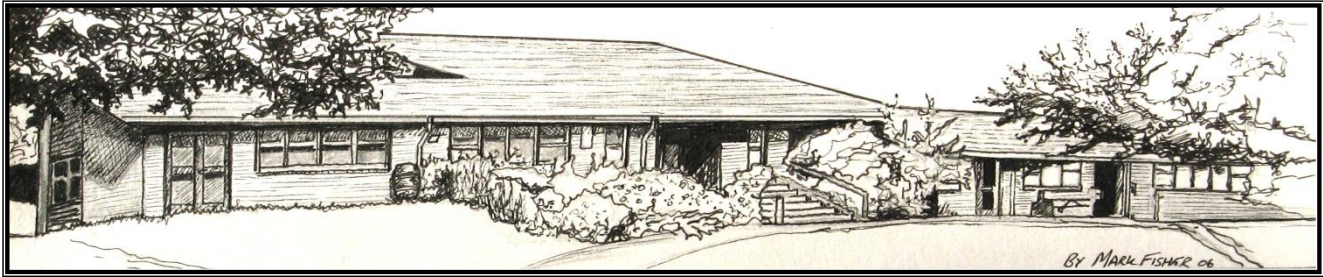
Special Educational Needs Policy and SEND Information Report 2023 -2024

Signed: (Chair of Governors)

Signed: (Headteacher)

Date:





Sedlescombe Church of England Primary School

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead	Naomi Oakley	01424 870585 noakley@sedlescombe.school
Deputy Designated Safeguarding Lead	Caroline Harvey	01424 870585 charvey@sedlescombe.school
Deputy Designated Safeguarding Lead	Elise Brogan	01424 870585 ebrogan@sedlescombe.school
Nominated governor for safeguarding and child	Jane Fleming	01424 870585
Chair of Governors	Jane Fleming	01424 870585
Local Authority Designated Officer (LADO)	Consultation via the online portal here	
Safeguarding Officer and Assistant Local Authority		
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 0-19.SPoA@eastsussex.gov.uk
	Emergency Duty Service – after hours, weekends	01273 335906 01273 335905

Sedlescombe Vision and Values



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- Provide a welcoming, safe and nurturing environment where everyone can learn and grow as a unique individual.
- Encourage and support each other to be ambitious, resilient and independent lifelong learners.
- Develop enquiring minds and a love of learning.
- Value everyone and celebrate their beliefs, achievements, skills and contributions.
- Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.
- Reach the highest standards in achievement and attainment.
- Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.

Learning, Loving and Growing Together with God

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1. About this Report and Policy

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This Report and Policy explain 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/localoffer

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

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

2. Roles and Responsibilities

If you are thinking of applying for a place for your child, contact the school office:

- Telephone: 01424 870585
- Email: office@sedlescombe.school

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 Inclusion Manager:

Our Inclusion Manager 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. Our Inclusion Manager provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. Our Inclusion Manager is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high-quality teaching.

Our Inclusion Manager is Mrs. Oakley, experienced in Special Educational Needs work; she attends regular training on SEN to keep our school and provision up to date.

- Inclusions Manager: Naomi Oakley
- Phone Number: 01424 870585
- E-mail: noakley@sedlescombe.school

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
- The SEN Information Report is updated annually and published on the school website
- There is a qualified teacher designated as the Inclusion Manager for the school

In addition, our governing body works with the Headteacher and Inclusion Manager in determining the strategic development of SEN Policy and provision, including establishing a clear picture of the resources available in the school.

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 and publishes information about this that includes specific and measurable objectives.

The Headteacher:

The headteacher will:

- Work with the Inclusions Manager and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusions Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN Policy

3. Children the School Provides for

We are a Church of England Primary School and part of the Diocese of Chichester Academy Trust (DCAT), we 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 an 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. Meeting the Needs of Children with SEN and Disabilities

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 high quality 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.
- 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 an Additional Needs Plan (ANP) and where necessary a Health Plan. We will co-ordinate these plans with the SEN support plans and will involve parents and carers as well as foster carers or social workers in discussions.

5. Identification and Assessment of 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 if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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 schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age.

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

- Communication and Interaction – this includes children with speech language and communication needs and those with an Autism Spectrum Disorder.
- Cognition and Learning – this includes children with moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties. This also includes children with specific learning difficulties, 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 becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, anxiety or attachment disorder.
- Sensory and/or Physical Needs -this includes children with visual impairment, hearing impairment, multi-sensory impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

To track pupils' progress and to identify children who need additional provision we will assess each pupil's current skills and level of attainment on entry to the school. We will then make regular assessments of progress for all pupils (full details are available in our Assessment for Learning and Teaching Policy). These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be in class provision, i.e. high-quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child/young person has SEN.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age before they even start school. However, for other children difficulties become evident only as they develop.

We recognise that parents/carers know their children best and listen and understand when parents/carers express concerns about their child's development. We also listen and address any concerns raised by children/young people themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded and we will formally notify parents/carers. We are required to collect and submit data on the levels and types of SEN within the school to the Local Authority. This data, collected

through the School Census, is also required to produce the national SEN Information Report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. SEN is a developing process. For children in our school with a significant SEN need, we create a Support Plan to highlight the current targets for that child, to be worked on in school and in the home. These support plans are reviewed three times a year in consultation with parents, class teachers and any outside services involved.

In East Sussex an Additional Needs plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made the expected progress, consideration will be given to requesting an Education, Health and Care (EHC) Assessment from the Local Authority. This request can be made by the school or by parents/carers.

In considering whether an EHC Needs Assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school and parents/carers to meet the child/young person's SEN. An EHC Assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child/young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level, which are also to be supported in the home. All children with an Education Health and Care Plan will have targeted support plan. EHCPs are reviewed at least annually.

6. Teaching and Supporting Children with SEN

The aim at Sedlescombe Church of England Primary 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 intervention 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 Inclusion Manager to ascertain its effectiveness and to inform future planning.

At Sedlescombe we run a range of interventions which your child may access throughout the school:

Bullseye	Lexia	Socially Speaking
Catch up	Nuffield Early Language Intervention	Time to Talk
Fizzy Fingers	Power of 2	Toe-by-Toe
Forest School	Touch typing	Word Wasp
Jump Ahead	Sensory Circuits	Write from the Start
Language Link	Speech Link	Zones of Regulation
Lego Therapy	Speed Up!	

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.

7. Curriculum and learning environment

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.

Please also refer to the school's Assessment for Learning and Teaching Policy for more information: [Sedlescombe CE Primary School website](#)

8. Consulting and Involving Parents

We are committed to working in partnership with parents and carers.

We will:

- Have regard to the views, wishes and feelings of parents/carers.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

- Meet with the parents/carers of children. Parent consultation meetings take place twice a year, so that parents can discuss their child's progress.
- Provide an annual report for parents on their child's progress.

In the first instance parents should contact their child's class teacher to discuss any issues.

All parents have access to Tapestry, an on-line journal of their child's learning. Information is shared via this platform and parents/carers are able to contact staff via this. This platform may be used for more regular contact with parents, sharing information from home and school.

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

9. Involving children in reviewing their progress and planning support

We are committed to involving children/young people with SEN in decisions about their learning.

We will:

- Find out about, and listen to, the views, wishes and feelings of children/young people.
- Provide children with the information and support necessary to enable full participation in decision making together.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

10. Supporting pupils moving between phases and preparing for adulthood

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. Additional transition sessions are planned in for some children who we identify and feel would benefit from this.

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

11. Expertise and staff training

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 whole school training.

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

A member of staff has a Post Graduate Certificate in Dyslexia and is 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, forest school training, Makaton training, Catch Up training, Lego therapy training, Build to express, sensory circuits training, Lexia, NELI and Zones of Regulation.

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. Assessing and reviewing pupils' progress

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

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 record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We document details of additional or different provision made under SEN support. This forms part of regular discussions with parents/carers about the child's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four-part cycle:

- Assess
- Plan
- Do
- Review

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent/carers, pupil and teaching staff will be clear about how they will all help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC Plan

EHC Plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, a school representative, a Local Authority SEN officer, a health service representative, a Local Authority social care representative and any outside agencies working with the child/young person will be invited to the review meeting when appropriate.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting
- Prepare and send out a report of the meeting to everyone invited within two weeks after the meeting
- Try to synchronise EHC Plan reviews with social care reviews where a child is looked after by the Local Authority

13. Accessibility and equipment or facilities that 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. Please also see our Accessibility Plan (available on our website).

We aim for all the classrooms to be dyslexia friendly. We can use a range of aids, such as laptops, coloured overlays, visual timetables and specialist equipment recommended by specialist services.

14. Enabling pupils with SEN to engage in all activities

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. All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs and wrap around provision.

No pupil is ever excluded from taking part in any activity because of their SEN or disability.

15. Support for Emotional and Social development and Well being

We use the Zones of Regulation, teaching children to identify what Zone they are in and strategies they can use to help them return to the Green Zone.

We have an established Forest School at Sedlescombe, that all children will experience during their time at school, additional sessions may also be allocated to children to support their social development and well-being.

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. 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 and CLASS.

We have a zero-tolerance approach to bullying (please see our Anti-bullying Policy available on our website)

16. Specialist services 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.
- The Educational Psychology Service
- ISEND Early Years Support Service
- CLASS- Communication Learning Autism Support Service
- School Health 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
- EAL - English as an Additional Language Service
- Dragonflies – Bereavement Service
- FLESS – Flexible Learning Education Support Service
- Willow Tree Children’s Support – Family illness and bereavement
- Youth Fairy – mental health and emotional well being

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/>

17. Advice and support

The 'Local Offer' on the internet

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 AMAZE.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

18. Complaints

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.

Other school policies that include information that may be important for pupils with SEN are:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour for Learning Policy
- Assessment for Learning and Teaching Policy
- Supporting Pupils with Medical Conditions
- Equality Policy

