



Special Educational Needs Information Report

Western Rd CEP School, Lewes

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

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

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

Signed Jonathan Sharp (Chair of Governors)
Date 26/5/16

2. Who do I contact about my child's special educational needs?

If you are thinking of applying for a place, contact the school administrator, Cris Winter. If your child is already at the school, your first point of contact at school is your child's class teacher. School phone number 01273 473013.

The Special Educational Needs Coordinator (SENCO) 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 SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Josie Anderson is our school's SENCO

How to Contact phone – 01273 473013

Best time to contact - All day Wednesday and Thursday afternoon

3. Which children does the school provide for?

We are a maintained Primary School and admit pupils from age 4 to 11. We have an inclusive ethos. 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.

- [Western Rd C.P. School admissions policy can be found on our 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

At Western Rd we aim to include all pupils, regardless of their need, in the life of the whole school community. We aim to do this in a way that involves the views of parents and the children themselves, respecting individual beliefs, tradition and culture. This is in accordance with the Children and Families Act 2014 and the Equalities Act 2010. The support and needs of SEND children are regularly reviewed and updated using our SMART Target approach. The `assess, plan, do, review` cycle of monitoring children`s progress is a key element of our good practice.

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.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.

The SEN Co-ordinator (SENCO) will gather evidence from the class teacher and support staff who are working with the individual child and build up a picture of what the child's level of attainment is. The school's assessment without levels system will be a guide. If it is well below what is expected at their age then the SENCO will carry out assessments and observations of the child to try and identify any learning difficulties that the pupil may have. The SENCO will then advise the class teacher about ways forward for the pupil within the class setting, through quality first teaching in the first instance. If progress continues to be slow the SENCO and the class teacher will liaise about intervention work and how this will be best delivered by the class team.

If a child has behavioural difficulties we would consider them to have special educational needs if their behaviour, over time, is creating a barrier to their academic progress.

Similarly if a child speaks English as a second language, then they would be identified as needing special education support. Our teaching, learning and assessment policy can be found on our school website.

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

At Western Rd we support SEND children within the class setting through quality first teaching and through differentiated tasks that are planned by the class teachers. This is delivered, using a personalised and scaffolded approach by the class team.

Intervention programmes which address a variety of needs such as core skills, social interaction, nurture and confidence building are delivered in small groups or on a 1:1 basis depending on what is going to ensure quality of delivery.

This additional and differentiated support work is monitored for its effectiveness through regular assessment work. Monitoring of small step progress through the use of SMART Targets is essential at short intervals for progress to be measured for SEND pupils with complex needs. This can also be ongoing teacher assessment or more formal assessments which diagnose learning difficulties such as dyslexia.

The professional practice and development of school staff is maintained through the implementation of the school's performance management procedures which are overseen by the head teacher and governing body.

7. How will the curriculum and learning environment be matched to my child's/young person'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 use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).

Parents can get information about their child's year group curriculum from the school website and newsletters.

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

At Western Rd we encourage parents and carers to have as much involvement in reviewing their child's progress as possible. SEND children's support is documented in a variety of formats depending on their level of need but all SEND children have a review meeting at least termly which will involve the school staff, parents and the SENCO.

All SEND children have a provision map with a SMART Target which is reviewed termly or more often as the need arises and parents are fully informed through a meeting about any changes in their child's provision.

Children with more complex needs will have School Based plans which are reviewed three times a year and those with Local Authority funding have an Education and Healthcare Plan or statement which will be reviewed annually. School staff, parents and outside agencies attend these annual reviews.

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

Make a statement about your commitment to involving children/young people in their learning.

Summarise how you meet SEND Code 6.64 to 6.71 – similar to the section on parents above.

SEND pupils at Western Rd are invited, through pupil voice and other opportunities, see tables below, to contribute to the decisions that are made about their support in school. This is done through the child talking with a trusted adult such as the support staff, class teacher or SENCO.

Often a 'home-school' book is used to inform the staff about any concerns from home that may help them to understand the child's response to their support on a daily basis.

The chart below shows the different opportunities children have to talk about their learning.

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self assessment</i>	<i>Pupil, class teacher/form tutor</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>Pupil, class teacher/form tutor</i>	<i>Weekly or as needs arise</i>
<i>Worry Box/Suggestions box</i>	<i>Pupil, class teacher/form tutor</i>	<i>Weekly or as needs arise.</i>
<i>School Council</i>	<i>Class, class teacher/form tutor</i>	<i>Termly</i>
<i>Pupil Voice</i>	<i>Pupil, SENCo, class teacher/ form tutor</i>	<i>At least once a year</i>
<i>SEN support review meetings</i>	<i>Pupil, parents, class teacher/form tutor supported by SENCo</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.</i>	<i>Once a year</i>

10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

At Western Rd we aim to fully support SEND children with transition to a new setting. This is important for ensuring continuity of care and support for these children as they progress through the school system.

The secondary schools in the Lewes area liaise closely with the primary schools to support the transition of all Yr 6 pupils to Key Stage 3 in terms 5 and 6. They arrange extra visits for SEND pupils at this time.

Any SEND children with EHC Plans will have their provision reviewed in Term 2 of Yr 5 so that parents can make an informed choice for their child's secondary school. It should then be reviewed in Term 2 of Yr 6 and this review should include the member of staff from their chosen secondary school who will support SEND students on entry to secondary school in Yr 7. This is usually the SENCO. Western Rd SENCO co-ordinates the arrangements for these meetings.

Western Rd has a programme in place to support SEND children within school transition when children move up to the next curriculum year and especially when moving from Key Stage 1 to Key Stage 2.

Home visits are carried out by our Early Years team prior to children beginning in the Reception Class. Assessments made in pre-school settings will be shared with the Early Years team about children identified with SEND.

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 an INSET training day.

The head teacher, in consultation with staff and governors, sets up the whole school development plan at the beginning of the year and this is reviewed throughout the academic period from September to July. This plan carefully matches the training needs of the staff with the targets and objectives set down in the document.

All our teachers are fully qualified and trained in accordance with the professional requirements of the DfE.

Our SENCO is an experienced SENCO with an M.A. training in the Management of Special Needs in Mainstream Schools, 1996 and is a dyslexia specialist teacher

Our teaching assistants receive training to deliver literacy, speech and language, numeracy and social skills interventions.

Lunchtime assistants are trained in supporting children with play skills and other specialist staff include our play therapist.

We have a wide range of training available to us which is mainly provided by outside agencies such as the Speech and Language Service. We also provide INSET for staff using the expertise from within the school community.

[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.

The SENCO develops an action plans using the East Sussex SEN Self Review Tool.

<https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx>

We 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?

At Western Rd we make reasonable adjustments and provide auxiliary aids to our premises in accordance with the Equalities Act to help all SEND pupils who require access to the school building. We have set out our policy regarding this in our Equalities and Accessibility Plans.

For more information see our Equality Policy, Equality Action Plan and our Policy on Supporting Pupils with Medical Conditions on our school website.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/examplepolicies.aspx>

14. How will my child/young person be 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 SEND engage fully in the life of the school and in any wider community activity. The class teacher in consultation with the parents will plan ahead for any off site trip or activity to ensure that their child will be able to access wider curriculum activities safely and fully. Similarly school staff will liaise with parents about how SEND children can take part in after school clubs which will involve a variety of activities, including physical exercise.

15. What support will there be for my child's/young person's overall well-being and their emotional, mental and social development?

We know that it is extremely important for every child's mental and emotional well being to be supported and monitored at school. SEND pupils are especially vulnerable in this aspect of life at school. Without careful monitoring and planning for their support in this area they will fail to thrive and make progress and feel that they are included in the life of the school. Through school assemblies and class based programmes such as SEAL and intervention work using Circle Time activities we support children as part of the school community and as individuals.

We can also offer individual therapeutic work and some group nurture work for those who are particularly vulnerable.

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 SEND support planning cycle of assess, plan, do, review.

SEND pupils are vulnerable to bullying and are often not successful with friendships. We have an anti-bullying policy which sets out how we should support any child who brings instances of bullying to members of the staff.

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

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

As part of the cycle of SEND 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.

Specialist Outside Agencies the school may use are:
Speech and Language Service
Educational Psychologist Service
Communication, Language and Autism Support Service

Link to local offer pages on council and health services.

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

East Sussex County Council's Local Offer:

www.eastsussex.gov.uk/localoffer

Parent information Contact at school:

<https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/>

Parent Information Contact
Josie Anderson (SENCO)
Contact 01273 473013
Best time to contact All day Wednesday and Thursday afternoon

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
www.eastsussex.gov.uk/sendadvice

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

Contact the Head teacher in the first instance to discuss your concerns. If your concerns are not satisfactorily resolved, please see the school's Complaints Policy on the school website.