



## SEND Information Report at Arundel CE Primary School November 2019

This SEN Information Report covers a set of information as laid out in:

- schedule 1 regulation 51 from the Special Educational Needs & Disability Regulations 2014, which includes the governing body's policy and practice for pupils at the school with special educational needs (statements in black below); and
- *Equality and Disability information:*
- the school's admission arrangements for pupils with SEN or disabilities;
- the steps the school have taken to prevent pupils with SEND from being treated less favorably than other pupils;
- the facilities provided to assist access to the school by disabled pupils;
- the accessibility plan the governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.
- Section 69 of the Children's and Family Act 2014

### 1. The kinds of special educational needs for which provision is made at school.

Arundel Church of England Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. All teachers are teachers of children with special educational needs. Hayley Meyer (Inclusion Manager) has undertaken the new Government NASEN qualification.

At ACE we ensure that our Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice.

- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory/physical*
- *Communication and interaction*

Every school is required to use their best endeavours to make sure that a child with SEND receives the support they need – this means doing everything they can to meet children and young people's SEN." (SEND 0-25 Code of Practice, 2014, p92)

### 2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. tests judged against level descriptions
- Pupil progress in relation to Target Tracker.
- Standardised screening or assessment tools.

- Screening /diagnostic tests
- Reports or observations
- Information from parents

**3. Information about schools' policies for making provision for pupils with special educational needs, whether or not pupils have EHC Plans including:**

**(a) how the school evaluates effectiveness of its provision for such pupils;**

The Governing Body's responsibilities for pupils with SEN include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that pupils' needs are made known to all who are likely to teach them
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEN policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

A number of pupils may have an EHCP. In addition to the regular review of their Pupil Passport, their progress and the specific support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

The school also recognises that parents have a right to request an application for an EHCP. EHCPs will be reviewed annually. The Inclusion Manager will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the Inclusion Manager considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

**(c) the school's approach to teaching pupils with special educational needs;**

## SEND SUPPORT Stage 1

Through SEND support, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion Manager. The Inclusion Manager will gather information from the pupil, parents and class teacher. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Learning Plan (ILP). The ILP will record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

The Pupil Passport will be reviewed termly and the outcomes will be recorded. ***Pupils will participate in the review process according to their age and abilities.*** Parents are also welcome to participate in the target-setting and review process.

### **(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;**

Arundel Church of England Primary School values the abilities and achievements of all its pupils in line with the school mission statement that states "We stress the development of each child as a unique person", and is committed to providing, for each pupil, the best possible environment for learning.

### **(e) additional support for learning that is available to pupils with special educational needs;**

## SEN SUPPORT Stage 2

If the pupil does not make adequate progress receiving SEND support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Learning Support Team, Behaviour Support Team and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **SEND support stage 2** will be similar to that made for **SEND support stage 1** but will typically be more intensive, individualised and sustained. This may include sessions with Special Needs Support Teachers, who will provide a programme of work which will be incorporated into the Pupil Passport. Advice from outside professionals will be incorporated into the Pupil Passport and these professionals will be invited to contribute to the monitoring and review of progress. The Pupil Passport will have reviewed and new targets and strategies which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request an application for an EHCP. Whilst the application is being carried out, the pupil will continue to receive **SEND support stage 2** provision.

Strategies employed to enable the child to progress will be recorded within a Pupil Passport which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants

• The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

**(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;**

All children will have access to all activities, regardless of their need.

**(g) support is available for improving the emotional and social development of pupils with special educational needs;**

- ✚ pastoral, medical and social support is available in the school for children with special educational needs and disabilities.
- ✚ the building of children's/ young people's independence and resilience is developed through our strong school ethos
- ✚ medicines are kept securely and administered by trained staff only
- ✚ behaviour is good at ACE. We use specific strategies to encourage good behaviour, including reward systems and our positive behaviour policy (Sept 2019)
- ✚ children/young people including those with SEND are supported to contribute to all parts of school life, including school councils or roles of responsibility through being given the same opportunity to do so

**4. In relation to mainstream schools and maintain nursery schools, the name and contact details of the SEND coordinator.**

The Inclusion Manager is Hayley Meyer and can be contacted via email: [hmeyer2.938@lgflmail.org](mailto:hmeyer2.938@lgflmail.org)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.**

School staff receive regular internal, as well as external, training. Details of training are kept by the School Business Manager.

**6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.**

Accessibility is good at ACE. All building work is undertaken in compliance with accessibility regulations. We work hard to ensure that all pupils are treated fairly; nobody is treated less favourably, regardless of their needs.

**7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.**

Termly SEND drop-ins are held for parents of children with Special Educational Needs. These are led by the Inclusion Manager and SENTA.

**8. The arrangements for consulting young people with special educational needs about and involving them in their education.**

Children with SEND are consulted with regards to their provision and Pupil Passport targets.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of

Practice outlines additional measures that the Education Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

**10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational Psychologists
- The LEA/Inclusion Support Team
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- Local playgroups/nurseries
- Specialist Services
- Education Welfare Officer
- Social Services

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

These include:

- Regular visits from the nominated Educational Psychologist for the school.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Multi-agency meetings (known as the Children and Young Person Planning Forum or CYPPF), with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Family Link Worker service.
- Referral to the Education Welfare Officer service.

Before the school can make any referral to a specialist service we will always gain parent's permission.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Discussions are held with Secondary schools in the Summer Term prior to transfer. A transition document is produced for Year 6 children with additional needs by the Year 6 teacher in collaboration with the Inclusion Manager) and SENTA.

*'SEND support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process'.*

(CoP 2014:6.57)

### **13. Information on where the local authority's local offer is published.**

More information can be found at:

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

*H Meyer Nov 2019*