



SEND Information Report

September 2018

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

1. What types of SEND do we provide for?

- ✓ Cognition and Learning – moderate learning difficulties; specific learning difficulties – for example: dyslexia, dyspraxia.
- ✓ Sensory, Medical and Physical – for example: sensory processing difficulties, hypermobility.
- ✓ Communication and Interaction – for example: autistic spectrum condition, speech and language difficulties.
- ✓ Social, Emotional and Mental Health – for example: attention deficit hyperactivity disorder.

2. How does the school identify children with special educational needs and disability?

- ✓ We obtain information from your child's pre-school or previous school.
- ✓ We have individual meetings with parents/carers of new children entering Reception.
- ✓ The class teacher will visit the feeder pre-school to observe your child and speak to their key worker.
- ✓ We obtain information from other agencies who have worked with your child. Such as speech and language therapist.
- ✓ The school has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review.'
- ✓ We analyse data and track individual children's progress over time. Regular Pupil Progress Meetings with the SENDCo, Headteacher and class team involve discussions about any children we are concerned about.
- ✓ If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and may use tests or assessment tools to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.
- ✓ The school works very closely with a range of other agencies that also provide relevant assessment information.
- ✓ After additional support and professionals have been consulted, a decision could be made that a more formal assessment is required, leading to an application for an Education Health Care Plan (EHCP). Parents are always fully involved in this process.

This information will be used to plan for your child to meet any additional needs they have. Once your child has been identified as having SEN we will monitor their progress and development.

3. What should I do if I think my child may have special educational needs and/or disability?

- ✓ You should talk to your child's class teacher. The class teacher will discuss your concerns with the Inclusion Manager/SENDCo.
- ✓ Your concerns will always be taken seriously as your views are very important to us. We recognise that you know and understand your child better than anyone.

4. Who is our special needs and disability co-ordinator (SENDCo) and how can he be contacted?

- ✓ Our Inclusion Manager/SENDCo is Bill Gratwick.
- ✓ Bill works 1 day a week, this is usually on a Tuesday.
- ✓ If you would like to contact him you can either call the school on 01323 870203 or email him at bgratwick@alfriston.e-sussex.sch.uk.

5. How will school staff support my child?

- ✓ All children will be supported by their class teacher with high quality lessons where planning takes account of the needs of each child.
- ✓ Class teachers will plan for a range of additional support to meet the needs of the children in the class. This will be reviewed at regular intervals to ensure that provision remains appropriate.
- ✓ Pupil Progress Meetings are held at least five times per academic year with the Headteacher, Inclusion Manager/SENDCo and Class Team to monitor the progress of each child and ensure that additional support is meeting the needs of the pupils.
- ✓ Where necessary, the class teacher will consult with the Headteacher and Inclusion Manager/SENDCo and a more personalised programme of support may be introduced.
- ✓ The school may seek your permission to make a referral to an outside service for further advice and support.

6. How will the school adapt the curriculum and learning environment be matched to my child's needs?

- ✓ Lessons are planned so that all children can learn and make progress.
- ✓ The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- ✓ The school always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- ✓ We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

- ✓ We endeavour to ensure that all class rooms are Autism friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- ✓ We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- ✓ The class teacher tracks the progress of each child towards meeting their targets.
- ✓ Opportunities will always be provided for children with additional needs to work in a variety of ways e.g. mixed ability and similar ability groups with peer support, adult supported small groups, 1:1 support with an adult and independently.
- ✓ The school will make every effort to make reasonable adjustments to ensure that all pupils can access the full range of opportunities offered within the curriculum.

7. How do we consult with parents of pupils with special education needs and disability, and involve them in their child's education?

- ✓ We have an open door policy (this can be found in the Policies section of our school website) for any daily information that needs to be shared between school and home. Parents can arrange a more private meeting with the class teacher or with the Inclusion Manager/SENDCo if there is anything of a more serious or private nature to be discussed.
- ✓ Parents' consultation evenings are held twice a year to review progress, with an opportunity to meet the Inclusion Manager/SENDCo.
- ✓ Information about your child's targets are shared with parent/carers.
- ✓ The class teacher issues mid-year and end of year reports to parents/carers.
- ✓ Reports from outside agencies shared/discussed as appropriate.
- ✓ Review meetings for individual children's plans of support.
- ✓ Parent opportunities to develop understanding of the curriculum, such as presentations, workshops or one to one meetings, SEND forum.
- ✓ Where appropriate we highlight relevant workshops or courses for parents, e.g. autism spectrum disorder (ASD) support network for parents.

8. How do we consult with pupils with special education needs and disability, and involve them in their education?

- ✓ We have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENDCo and/ or support staff.
- ✓ Targets set for children are reviewed with them - children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development.
- ✓ We provide children with the information and support necessary to enable full participation in decision making.
- ✓ We support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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

- ✓ We are an inclusive school and we welcome and celebrate diversity. We recognise the importance of physical and emotional health and are committed to ensuring

children's safety and well-being. We believe that having high self-esteem is crucial to a child's emotional well-being and academic progress.

- ✓ We have a caring, understanding team who look after all our children.
- ✓ Our whole school behaviour policy reflects the values of the school, and encourages all children to make a positive contribution to the school and wider community.
- ✓ We can provide additional support for children's emotional, social and behavioural needs. This may include: nurture groups, social skills and friendship groups, pupil voice, individualised behaviour programmes including rewards and sanctions.
- ✓ Prescribed medicine can be administered in school with signed parental permission with the agreement of the Head teacher. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs you will need to speak to the Headteacher or Inclusion Manager/SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists.
- ✓ The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the Inclusion Manager/SENDCo or Headteacher.

10. What specialist services and expertise are available at or accessed by the school?

We are able to access specialist support for the following:

- ✓ ADHD (attention deficit hyperactivity disorder)
- ✓ ASD (autistic spectrum disorder)
- ✓ Attachment disorder
- ✓ Social Emotional and Mental Health needs
- ✓ Complex medical needs
- ✓ Dyslexia
- ✓ Motor skills
- ✓ Sensory needs
- ✓ Speech, language and communication

We may access support from outside services*, such as:

- ✓ Communication Learning Autism Support Service (CLASS)
- ✓ Bowel and Bladder Service
- ✓ CAMHS (Child and Adolescent Mental Health Service)
- ✓ Children's services
- ✓ Counselling services
- ✓ Early years' Service (EYS)
- ✓ Educational psychology service
- ✓ ESBAS (Education Support, Behaviour and Attendance Service)
- ✓ Family Support Services
- ✓ Teaching and Learning Provision (TLP)
- ✓ Occupational Therapy
- ✓ School Health Team
- ✓ Sensory Needs Service (SNS)
- ✓ Speech and language therapy
- ✓ GRT (Gypsy, Roma & Traveller) Team
- ✓ English as an Additional Language Service (EALS)
- ✓ Children's Disability Services (CDS)

- ✓ Virtual School for Looked After Children

** Please note - for these services a referral will have to be made from the school or one of the outside agencies and there may be a waiting list.*

Further information about some of these services can be found at:

<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/>

11. How do we evaluate the effectiveness of our SEND provision?

We have internal processes for monitoring quality of provision and assessment of need. These include:

- ✓ Lesson observations.
- ✓ Observations of intervention work.
- ✓ Work scrutiny.
- ✓ Pupil voice.
- ✓ Discussions at Pupil Progress Meetings.
- ✓ School Based Planning Meeting reviews.

The children are regularly assessed as part of the school's ongoing process. Additional specialist tests and assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

12. What training have the staff had/are having to support children and young people with special educational needs and disability?

- ✓ All staff are kept up to date with regular training
- ✓ The senior leadership work together to ensure that staff have the skills they require to support all pupils.
- ✓ Medical training to support pupils with medical care plans e.g. epilepsy, diabetes, epi-pen training when the need is identified.

Who	Area of expertise
All leaders & teaching staff	Precision Teaching training SEND reforms and the SEND Code of Practice Nurture & Attachment Disorder training Physical Intervention ASD (Autism) training Social, Emotional & Mental Health
All support staff including office staff	Precision Teaching training SEND reforms and the SEND Code of Practice Nurture & Attachment Disorder training Physical Intervention ASD (Autism) training Social, Emotional & Mental Health
Individual members of staff have had the following additional training: <ul style="list-style-type: none"> • Loss & Bereavement • Communication in Print • Language Link • Speech Link • Speech & Language • Dyslexia • Positive Handling • Sensory Processing • Thrive Practitioner: Childhood Years 	

13. How will my child/young person be included in activities outside the classroom including school trips?

- ✓ We make sure that activities outside the classroom and school trips are available to all.
- ✓ Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils. The school will always make reasonable adjustments for all children to take part.
- ✓ A range of after school clubs are available to all pupils.
- ✓ Health and safety audits will be conducted as and when appropriate.

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is due to start in our Foundation Stage:

- ✓ We offer a range of introduction events before your child starts school to encourage a smooth transition.
- ✓ Transition meetings are held for children with pre-identified special educational needs along with The Early Years' Service.
- ✓ We meet with each family to share information.
- ✓ We work closely with your child's previous nursery or preschool and ensure records are shared.
- ✓ We visit your child in their previous nursery to get to know their interests, strengths and areas for development.

If your child is moving to another school:

- ✓ We will contact the new school's Inclusion Manager/SEND Co and ensure he/she knows about any special arrangements or support that need to be made for your child.
- ✓ We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- ✓ Specific information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- ✓ Where necessary, special arrangements are put in place for transition.
- ✓ The children will visit their new classes and be introduced to their new environment.

In Year 6:

- ✓ Children with additional needs have access to transition groups and we work closely with the secondary school.
- ✓ Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.
- ✓ Your child will have focused learning about aspects of transition to support their understanding of the changes ahead and Transition Pupil Voice may be used to identify their feelings and any concerns.
- ✓ All information is shared with the receiving school.

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

- ✓ The SEND budget is managed by the Headteacher, Inclusion Manager/SENDCo and the School Bursar.
- ✓ Resources are requested and ordered as necessary to support each pupil's learning.
- ✓ We hold regular meetings to monitor impact of extra support and SEND provision.
- ✓ The Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is an SEND Governor who meets with the Inclusion Manager/SENDCo several times a year.

16. How is the decision made about what type and how much support my child/young person will receive?

- ✓ Each child is assessed individually and appropriate support is put in place.
- ✓ Additional assessments from outside services, such as educational psychologists, occupational therapists, language and learning support, and speech and language will inform the types of support and/or resources needed.
- ✓ Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- ✓ Pupil Progress Meetings are held with the Headteacher, Inclusion Manager/SENDCo and Class Team to track progress and decide upon further support.
- ✓ Additional Needs Plans are discussed with parents and staff up to three times a year (if appropriate).

17. How does the school handle complaints from parents of children with SEND about the provision made at the school?

Informal Stage

If you have any concern, you should bring it to the attention of the class teacher as soon as possible. If you feel this has not resolved your concern you should speak to the Headteacher or Inclusion Manager/SENDCo who hear your concern informally, take any action necessary, and tell you what has been done.

Stage 1

If attempts to resolve your concern informally have been unsuccessful you should put your complaint in writing, or arrange an appointment with the Headteacher who will record your complaint. Your complaint will be handled sensitively and will be investigated by the Headteacher, or in her absence the Deputy Headteacher or Inclusion Manager/SENDCo.

Stage 2

If you still feel your complaint has not been resolved to your satisfaction, you should write a letter to the Chair of Governors requesting a review of your complaint. Your letter should be sent to the school, and in it you should make clear why you are complaining, to whom you have already spoken and what you would like to happen as a result of your complaint.

Stage 3

If you still feel your complaint has not been resolved to your satisfaction, you should write to the Clerk to the Governors repeating the substance of your complaint and why you feel it has not been resolved to your satisfaction and asking that it be heard by the Governors' Complaints Panel.

Your further recourse

The Governors' complaints panel is the last school based stage of the complaints process. If you still feel your complaint has not been resolved you should write to East Sussex Children's Services Department. Following that there are two other organisations you can approach – Secretary of State for Children, Schools and Families or Local Government Ombudsman. Their details are available in our Concerns and Complaints Policy in our school website.

18. Who can I contact for further information?

- ✓ Your child's Class teacher
- ✓ Inclusion Manager/SENDCo – Mr Bill Gratwick
- ✓ Headteacher – Mrs Lindsey Hudson
- ✓ Website – www.alfriston.e-sussex.sch.uk
- ✓ The school office - phone: 01323 870203 or email: office@alfriston.e-sussex.sch.uk

The Local Authority Offer can be found on the East Sussex County Council website:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/default.htm>