

WEST SUSSEX COUNTY COUNCIL

Sidlesham Primary School



SEND Information Report

Autumn 2023


The little school where BIG things happen!

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This document explains how our school fulfils our statutory dues towards pupils with SEND and meets the needs of all learners.

All our children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training

(SEND 0-25 Code of Practice, 2015, p 92)

1. Which children does the school provide for?	
<p>We are a mainstream Primary School catering for pupils from age 4 to 11.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs, whose needs can be met in a mainstream setting.</p>	<p>SEND CoP 6.79 bullet 1</p>
2. Summary of how the school meets the needs of children with SEN and disabilities	
<p>Where a child has special educational needs, the school adopts a graduated response.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>We use the Assess - Plan - Do - Review model to ensure that pupils' needs are met appropriately at every stage. If the child has an Education Health Care Plan, we will work closely with parents and external agencies to ensure their provision is implemented in school. This includes for children looked after by the local authority.</p> </div> </div>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80</p>
3. How does the school identify children's special educational needs?	
<p>A pupil has SEN where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age.</p> <p>We assess each pupil's skills and level of attainment when they start at the school, and continue to assess them termly. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs.</p> <p>We aim to identify children's special educational needs (SEN) as early as possible so that the child achieves the best possible outcomes working with pupils and parents. This might mean using information from assessments, from their previous educational setting, or responding to concerns raised by staff or parents.</p> <p>As soon as we feel a child may have SEN, our Inclusion Leader will become involved. Where an SEN is identified, the child will be placed on our SEN register and provision will be put in place.</p>	<p>SEND Code of Practice 6.15-6.20</p> <p>6.79 bullet 5 and 6.21</p>

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

<p>All pupils have access to a broad and balanced curriculum which is suitable for everyone. We aim to create inclusive classrooms as standard, promoting the use of key SEND strategies such as visual timetables and coloured backgrounds on slides, which can be beneficial to everyone.</p>	<p>SEND CoP 6.79 bullet 8</p>
<p>We may differentiate how the curriculum is delivered for children with SEN, to ensure the learning is accessible. This could be through the initial input that is given, the task or the type of support for independent work, depending on the child's need. It may also involve making adaptations to the learning environment if needed. Termly Pupil Progress Meetings take place with class teachers, the Inclusion Leader and Assessment Lead and/or Headteacher to review each child's progress and assess whether their needs are being met or adjustments need to be made to the learning environment.</p>	<p>SEND CoP 6.12</p>

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

<p>All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners, supplemented with additional strategies where necessary. We support all areas of needs as found in the SEND Code of Practice.</p>	<p>SEND CoP 6.79 bullet 7 and 6.19</p>
<p>Our graduated support is organised in two waves:</p> <p>Adaptive Teaching is quality first teaching using strategies which apply to all children, including those with SEND. Our Inclusion Leader may advise teachers on any adaptations which would benefit children with SEND and will monitor their effectiveness.</p>	<p>SEND CoP 6.4</p>
<p>Targeted Provision also includes short term strategies for those who may need extra help in the form of additional interventions offered by the school.</p>	

6. How will I be involved in discussions about and planning for my child's education?

<p>In addition to our twice-yearly parents' evenings, parents of all children receive an annual report on their child's learning and progress. However, teachers encourage an ongoing dialogue through our school communication systems and welcome parental input on how well their child is doing.</p>	<p>SEND CoP 6.79 bullet 3</p>
<p>As part of the provision planning process, children who are on the SEN register will have an Individual Learning Plan which is written by the class teacher and the Inclusion Lead. Parents will receive a copy of this and it will be reviewed at the end of each term.</p>	
<p>Children who have an Education Health Care Plan will also have an annual review involving outside agencies as well as parents and teachers. Support is planned in order to help children reach the agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.</p>	

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

<p>We seek pupil voice using staff who are familiar to the pupil to talk about their views and what helps them to learn before each termly provision planning meeting / review.</p>	<p>SEND CoP 6.79 bullet 4 and 6.79</p>
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<p>There are weekly discussions in each class through the PSHE lessons. Classrooms also have a worry box for the children to engage with.</p> <p>Children with an EHCP or where evidence is being gathered for an EHC Needs Assessment will help adults in the school (along with parents / carers) produce a one-page profile about themselves, which informs the content of the EHCP or Needs Assessment. This is reviewed annually.</p>	bullet 5
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8. How does the school prepare and support children to transfer from or to another school / setting?	
<p>In Early Years, prior to children joining the school in September each year, the class teacher will visit nurseries and discuss the needs of all children that will be joining us. Any individuals who have already been recognised as having SEN will also be discussed with the Inclusion Leader to ensure the right provision is in place before their arrival.</p> <p>When children join us from another school, throughout the year, we liaise with parents and their previous school to ensure we have as much information as we can to aid their transition and ensure any additional support required for SEN can be put in place.</p> <p>The Year 6 teacher meets with the relevant staff (usually Head of Year 7) to discuss all children transitioning to secondary school. For children with SEN, our Inclusion Leader would also meet with the SENCo of the secondary school and make plans for transition. This might involve additional visits, preparatory material or activities to help the child at the point of transition. In some cases an enhanced transition package will be arranged through West Sussex support services.</p> <p>For children with EHCPs, their final annual review in Year 5 will consider their options for Key Stage 3 (secondary school.)</p>	SEND CoP 6.79 bullet 6

9. What training do school staff have to support pupils with SEND?	
<p>A rolling programme of training, led by our Inclusion Leader through staff meetings and support staff meetings, ensures that teachers' knowledge of how to support children with SEN through quality first teaching is kept up to date and refreshed regularly. Staff attend external training when needed to help them meet the needs in their class.</p> <p>When we plan individual support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan specific training for the staff member(s) on how to best meet the needs of the children they will be working with.</p> <p>We have a wide range of training available to us through West Sussex County Council, and through external providers.</p>	SEND CoP 6.79 bullet 9

10. How does the school measure how well it teaches and supports children with SEN?	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves in all four areas as discussed in the SEND Code of Practice. We use assessment data and teacher assessment to look at whether our teaching and programmes of support have made a difference in our termly Pupil Progress Meetings. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p>	SEND CoP 6.79 bullet 10

<p>The Inclusion Leader and SLT monitor teaching in learning in each classroom with a focus on the SEN learners and will provide training and support if needed. The impact of interventions with support staff is monitored through observations, pupil progress meetings and by tracking pupil progress.</p>	
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<p>11. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
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<p>It is possible to access most areas of our site used for teaching and learning during the school day using disabled access ramps, and we have a disabled access toilets available. Should the need arise, we will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.</p> <p>The Inclusion Leader works with the business manager to purchase resources needed in class to ensure learning is accessible to all, and can take place effectively. This is allocated in response to need.</p> <p>Our Accessibility Plan is available on the school website.</p>	<p>Section 69 Children and Families Act 2014</p>
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<p>12. How are children included in activities with other children, including school trips?</p>	
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<p>We are committed to all pupils being included in all activities, including physical activities, extra curricular activities and school trips. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with other children, and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>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. Risk assessments include specific reference to any children with specific needs that would be a consideration for particular activities, and an individual risk assessment will be completed if needed</p>	<p>SEND CoP 6.79 bullet 11</p>
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<p>13. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
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<p>The school offers a wide variety of pastoral support for pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● A Personal, Social, Health and Economic and Relationships Education curriculum based on the PSHE Jigsaw planning, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. ● We have a qualified ELSA who runs 1:1 sessions and nurture groups. ● School staff meet regularly to discuss the overall wellbeing of all pupils and consider any support or action needed. This includes issues related to safeguarding. ● We use CPOMS to track welfare concerns and patterns of behaviour that might help us in identifying a need for support. ● Daily assemblies which include promoting our school values and raising awareness of topical issues such as bullying, racism or inequality help support our inclusive ethos and equality policy. 	<p>SEND CoP 6.79 bullet 12</p>
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<ul style="list-style-type: none"> ● When needed individual Health care plans and Intimate Care plans are created working alongside pupils and parents / carers. ● We may work with other services to support children, e.g. Education Support, Inclusion Officer for attendance, Child and Adolescent Mental Health Services, Early Help services etc. 	
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14. Where can I get information, advice and support?	
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<p>The West Sussex Local Offer shows advice and advocacy services for children, young people and parents and carers. https://westsussex.local-offer.org/</p> <p>SENDIAS is a West Sussex website where parents can access a wide range of information and services to support children with SEND, including mental health and wellbeing support. https://westsussexsendias.org/</p>	<p>CoP 6.81 re local offer Children and Families Act regulation 51;1</p>
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15. Who can I contact for further information or if I have any concerns?	
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<p>If you wish to discuss your child’s special educational needs or are unhappy about any issues regarding the school’s response to meeting these needs please contact the following:</p> <ul style="list-style-type: none"> ● Your child’s class teacher ● The Inclusion Leader ● The Headteacher <p>For complaints, please refer to the school’s complaints policy, available on the school website.</p>	<p>SEND CoP 6.79 bullet 14</p>
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