



SEND (Special Educational Needs and Disability) **Information Report**

Introduction

Please also refer to our Learning Policy, SEND Policy, Inclusion Policy, Single Equality Policy and Accessibility Plan.

This report has been written in co-production with a working party of parents/carers and staff and in light of the Special Educational Needs and Disability Regulations 2014.

The Code of Practice defines special educational needs as follows:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children who have SEN may also have a disability, defined as ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

We are committed to ensuring that every child is happy in school, loves learning and makes the very best progress they possibly can. We have high aspirations for children with SEND and we recognise and celebrate their strengths, as well as identify areas in which they require support. We want every child to have an understanding of their own talents and interests and we are committed to working with children and families to achieve the very best for each child with SEND, both academically and socially.

We are an inclusive school; we welcome and celebrate diversity and we have a fully inclusive approach to all opportunities and experiences for children with SEND.

We are committed to providing high quality classroom teaching for all children, including those with SEND, ensuring that all teachers have the expertise they need to support all pupils. We place emphasis on children’s social and emotional wellbeing.

We identify where a child has SEND and adapt classroom teaching through Quality First Teaching (QFT) and/or provide additional support to meet their individual needs. Children’s progress and additional

provision are regularly reviewed through Pupil Progress Meetings, Extended Parent Consultations, where progress towards Individual Learning Plan (ILP) is discussed, and ongoing formative and summative assessments.

We place high emphasis on learning basic skills, but also on learning to be creative, resilient, independent and adaptable. We encourage a range of talents.

We have an open-door policy and daily contact with parents/carers. We work in partnership with parents/carers to secure the best outcomes for children with SEND and ensure that parents have confidence in the SEND provision of the school.

SEND in our School

Children who have been identified as having special educational needs or disabilities and who are receiving SEND Support have been placed on the school's SEND Register.

We currently have 95 children on the SEND register. This equates to 15.6% of the total number of children on roll. The national average is 16%.

Of the 95 children, 84 of the children are receiving SEN support (13.8%). The national average is 12.2%.

Of the 95 children on the SEND register, 11 children have an Education, Health and Care Plan (EHCP) (1.81%). The national average is 3.7%.

1. The type of special educational needs for which provision is made

We are a mainstream school. We provide support for children with the following broad areas of SEND:

- **Communication and interaction** including speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and learning** including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD)
- **Social, emotional and mental health difficulties** including attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs** including physical disability, and visual or hearing impairment

2. Policy for identifying children with SEND and assessing their needs

We use a robust process to identify and assess a child's SEND and provide support. This is called the Graduated Approach: 'Assess, Plan, Do, Review' (APDR) Cycle. We intervene to adapt classroom teaching through Quality First Teaching (QFT) and/or provide extra support, where required, whilst gathering assessment evidence. Our Graduated Approach identifies three levels of need: Monitoring, Additional Needs and SEND Support. Children at each level are provided with a different 'wave' of support or intervention. Children at SEND Support are those identified as having special educational needs and disabilities. These pupils are recorded on our SEND Register and parents/carers notified. All pupils on the SEND Register will have an Individual Learning Plan (ILP), One Page Profile (OPP) and termly Extended Parent Consultation (EPC) to review their ILP targets. Pupils will also have a Practice Book where they will practise their ILP targets. For pupils in the Early Years Foundation Stage (EYFS), evidence towards their targets is collated in a folder.

Monitoring/ provision at Wave One

For children whose progress is less than expected, class teachers monitor progress and adapt teaching to meet individual needs. High quality classroom teaching, available to all children, including those with special educational needs or disability, is referred to as 'Quality First' or 'Wave One'. Wave One also

includes making reasonable adjustments for children with disabilities, for example providing a writing slope for a child with motor skills difficulties.

Teachers gather evidence to inform the assessment and identification of children's needs including using standardised tests, curriculum tests, teacher assessment, observation, consultations with parents and conversations with children. To support the early identification of needs, we have a two-step referral process. Step one uses the First Observation Form (FOF) and step two uses the Request for Inclusion Team Support (RITS) form. Parents/carers are notified, by the class teacher, when the FOF process is started and updated throughout.

A child may have a disability, but not require additional support e.g. a child with a medical condition who needs reasonable adjustments to be made in the classroom, but does not need intervention support. In this instance, the child would still be recorded on our SEND Register.

Additional Needs/provision at Wave Two

Some children may be identified as having additional needs, which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Wave Two interventions are provided by our Learning Support Assistants (LSAs).

Children's responses to additional support can provide further information to support the assessment and identification of their needs. For children whose progress remains of concern following support at Waves One and Two, the inclusion team carries out additional assessments. We use a range of assessments including progress data, observations, standardised tests, assessment of the child's response to extra support, and the views of both parents or carers and the child. These assessments may be sufficient to identify that a child has SEND and the nature of the SEND e.g. dyslexic tendencies. Referral to an outside agency is made, where appropriate, in order to obtain further advice on the nature of a child's needs – this would be the case if a parent is seeking a medical diagnosis such as autism. Parents may also contact their GP if concerned about their child's mental health, wellbeing or development. Children identified as having SEND are placed at SEND Support and added to our SEND Register.

SEN Support/provision at Wave Three

Children identified as having special educational needs may be provided with intervention at Wave Two or more personalised support referred to as Wave Three. Wave Three support is provided by Inclusion teachers.

In consultation with parents, and where a child's progress continues to be of concern, advice may be sought from outside agencies including the Educational Psychologist (EP), the Learning and Behaviour Advisory Team (LBAT), the Autism and Social Communication Team (ASCT), the Speech and Language Therapy Service (SALT), the School Nursing Service and the Occupational Therapy Service. The school may also provide referral to the Child Development Centre (CDC), Community Mental Health Liaison Team (CMHLT) or the Child and Adolescent Mental Health Service (CAMHS), depending on the nature of the child's needs. An Early Help Plan (please see 10. below) may be required prior to referral to the CDC or CAMHS where concerns are primarily related to the child's behaviour.

Education, Health and Care Plans

The school can request an Education, Health and Care Plan (EHCP) for a child with complex needs. Information on EHCPs is available on the West Sussex Local Offer (please see section 13 below). We would always want to work collaboratively with parents/carers, should school staff feel an EHCP is appropriate.

3. Policy for making provision for pupils with SEND

a) How we evaluate the effectiveness of provision for pupils with SEND

The effectiveness of interventions is evaluated by class teachers and reported to the Senior Leadership Team (SLT) and SENDCo. Information is collated and stored on a database.

b) How we assess and review the progress of pupils with SEND

Class teachers review the progress of children with SEND every term. The progress of children with SEND is monitored termly by the SLT, Inclusion team and SENDCo. Support is then planned for the following term. Progress of individuals or groups may be reviewed by the Inclusion team and SENDCo more frequently. This process is known as the graduated approach: 'Assess, Plan, Do, Review' (APDR) Cycle. The school reviews progress of children with Speech and Language Therapy programmes and forwards this to the SALT service.

c) The school's approach to teaching pupils with SEND

We have high expectations for children with SEND in academic progress, in the social and emotional aspects of learning and in their full participation in the wider life of the school. Our Learning Policy promotes high quality teaching for all children including those with SEND. We provide a broad and balanced curriculum for all pupils. Teachers plan 'low threshold high ceiling' lessons within a mastery curriculum to promote the highest levels of achievement for all pupils and use a range of strategies and approaches to meet the needs of groups and individual learners. Additional support is provided within the classroom, at the point of learning, with close liaison between the class teacher and Inclusion teacher or LSA. Children are only withdrawn for additional support where it is judged this best meets their individual needs or to provide targeted intervention for a group.

d) How adaptations are made to the curriculum and learning environment

We provide a broad and balanced curriculum in all year groups and for all children. We adapt our curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils

We are committed to providing a learning environment that allows all children full access to all areas of learning. We make reasonable adjustments to ensure all children are included in all opportunities and experiences within school and on visits outside the school, wherever possible. Reasonable adjustments are used in the classroom, where appropriate, for individual children including:

- appropriate seating for children with visual or hearing impairments.
- enlarged print
- visual aids
- personalised visual timetables, prompts and signs
- 'Now, next, then' boards
- task planners
- learning breaks
- sensory breaks
- individual work stations
- sign language
- table top literacy and maths visual resources
- concrete maths resources
- visual models (What A Good One Looks Like)
- use of coloured backgrounds on computer screens and interactive whiteboards
- use of coloured overlays
- use of coloured reading rulers
- use of technology including reading and spelling computer programmes and to provide alternative means of recording

- additional time to process information
- writing slopes
- pencil grips
- 'Move and sit' cushions
- emotions diaries and strategies to regulate emotions
- graduated approach to expectations

We have a Single Equality Policy in place. The school building is fully accessible with full wheelchair accessibility, two disabled toilets, two disabled parking spaces, internal and external ramps, a 'soft space' room, a sensory room and a therapy room with hoist. Accessibility is supported through our Accessibility Plan (please see the school website).

e) Additional support for learning available to pupils with SEND

Inclusion teachers provide teaching support from our Early Years Foundation Stage (EYFS) to Year 6, and advice and support to class teachers, as well as supporting in class.

Wave 2 interventions provided by LSAs include the School Start programme in EYFS to develop speech sounds or language skills; support for individual children with a Speech and Language Therapy programme; individual or group support with reading including Read Write Inc; individual or group support with spelling, handwriting or maths; Lego Therapy to develop social communication skills; Jump Ahead to develop motor skills. Our Emotional Literacy Support Assistant (ELSA) provides support for individuals with social, emotional or mental health needs and social skills and Lego Therapy groups. A small number of children receive support from a therapist commissioned by the school. The Speech and Language Therapy Service, School Nursing Service and Physiotherapy Service also provide support in school for a small number of children.

All children with SEND have an Individual Learning Plan (ILP) incorporating key targets to promote progress and key strategies or resources. Where advice from external agencies has been received, this is incorporated into the child's ILP.

Access arrangements for the Year 6 national curriculum tests for individual children are applied for in the spring term, using the Department for Education's online application procedure.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

Please see d) above.

A risk assessment may be written for an individual child to enable them to engage in activities and parents consulted on the arrangements made.

For pupils with specific medical needs, the school writes an Individual Healthcare Plan (IHP) in consultation with parents. If the IHP is complex, we refer to the School Nursing Service for advice.

Some pupils may have a Pastoral Support Plan (PSP) to support them to access the school day.

g) Support available for improving the emotional and social development of pupils with SEND

Our PSHCE curriculum is based on the West Sussex Education for Safeguarding (E4S) Curriculum. Class teachers provide opportunity for all children to express their views during PSHCE lessons.

Within the year teams, children in need of additional pastoral support are identified by class teachers through discussions in weekly PPA sessions. Any concerns are shared with SLT and if appropriate, shared with the wider staffing body.

Children with SEND are given additional opportunity to share their views in their One Page Profiles (OPP).

A copy of the OPP is stored in both the pupil's Practice Book and in the teacher's classroom cupboard. The OPPs and ILP year group overview document are kept in the classroom cupboard so that they are accessible for supply teachers. The class SEND file is also stored in the classroom cupboard.

We use CPOMs to store and manage information, as well as monitor patterns of behaviour.

Our ELSA works with identified children individually or in groups to improve emotional wellbeing or social skills. Support with emotional and social development is also provided by LSAs working with individual children, including those with an EHCP.

A small number of children receive support from a therapist commissioned by the school.

We have The NEST (Nurture and Emotional Support Team), a check-in room, for pupils who struggle to transition from home to school in the mornings. We also have a 'soft space' room and a sensory room.

Referrals for individual children with social, emotional and mental health difficulties are made to the EP, LBAT, ASCT and the School Nursing Service. The School Nursing Service provides support in school for a small number of individual children with emotional or mental health difficulties.

4. Name and contact details of Inclusion Leader/SEND Co-ordinator (SENDCo)

Mrs Katie Towner (Monday – Wednesday) and Mrs Theresa Alford (Wednesday – Friday)

Contactable through the following email addresses:

office@billingshurstprimary.org.uk or send@billingshurstprimary.org.uk

Mrs Towner and Mrs Alford are experienced teachers and SENDCos who hold the Postgraduate Certificate in Professional Practice (PGCiPP): National Award for Special Educational Needs Coordination. Mrs Towner and Mrs Alford are also Assistant Headteachers and members of the Senior Leadership Team (SLT).

Mrs Towner and Mrs Alford lead the Inclusion Team, which consists of the SENDCo, SEND Administrator, Inclusion teachers and ELSA. Inclusion teachers work closely with the class teacher to support pupils at the point of learning within the classroom.

Mrs Towner and Mrs Alford also work closely with the Learning Support Assistants, holding regular meetings and training sessions.

5. Information about the expertise and training of staff in relation to children with SEND and how specialist expertise is secured

All staff receive a programme of in-service training enabling them to support all children in school.

Training for school staff in relation to SEND has included: key features of the SEND Code of Practice; Dyslexia Awareness; Every Child Counts and First Class at Number maths interventions; precision teaching; speech sounds, the School Start speech and language programme, Total Communication, Colourful Semantics and 'Bucket Club' (Attention Autism) in EYFS; Autism Awareness; sensory processing; Lego Therapy; ADHD; functional (motor) skills; Jump Ahead, Write from the Start and Speed Up; ELSA training; developmental trauma, Nuffield Early Language Intervention (NELI), attachment and supporting relational trauma and loss, Team Teach, Communicate In Print, Speech and Language Therapy; Creating a Communication Friendly Classroom, Speech Sounds (Part 1 & 2), Narrative Language, Core TA training. During the coronavirus pandemic, online training was provided for new LSAs in Speech and Language and Autism Awareness.

Individual members of staff receive training or advice from the SENDCo to enable them to support individual children or groups, as appropriate.

Specialist expertise is sought through referral by the school, in consultation with parents, to the following

agencies: Educational Psychologist, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Speech and Language Therapy (SALT) Service, School Nursing Service, Occupational Therapist and Your Space Therapy, Community Mental Health Liaison Team, and the Thoughtful Engagement team. The school has a termly consultation and review meeting (CARM) with an advisory teacher from each of the LBAT and ASCT teams. We have an annual planning and review meeting with the Educational Psychologist and also use the service's telephone consultation system. The school refers children to the Speech and Language Therapy Service through our annual autumn planning meeting. The school is able to refer to the CDC and CAMHS, although an Early Help Plan may be required first, depending on the nature of the child's needs.

6. How equipment and facilities to support children with SEND are secured

Please see 3d) above

The school purchases equipment according to assessment of children's needs. A small number of resources are shared by locality schools.

7. Arrangements for consulting parents/carers of children with SEND and involving them in their child's education

We recognise the importance of working in partnership with parents/carers and value their contribution to the progress their child makes in school. We hold termly Extended Parent Consultations (EPC) in which parents/carers, the class teacher, Inclusion teacher and the SENDCo (as appropriate) review the child's progress, set clear outcomes, and discuss teaching strategies and ways parents/carers can support their child at home. We welcome parents/carers' views and provide a questionnaire to further help them contribute to this process. The child's ILP is reviewed, and next steps planned. All documentation is shared with parents/carers.

Termly SEND Coffee Mornings are held for parents/carers where there is a training focus and time for networking. Feedback regarding SEND processes is regularly sought from parents/carers. Parents/carers are also invited to work collaboratively with the Inclusion team on the co-producing of documentation relevant to SEND.

8. Arrangements for consulting young people with SEND and involving them in their education

Individual targets in reading, writing, maths or any area of identified social/emotional health need are led by discussions with the children and shared with relevant staff and parents/carers alike. Children's self-assessment is an important part of our Assessment Policy as this reflects our Teaching and Learning Policy, with a focus on metacognition, as well as our Feedback Policy.

Children's views are shared with staff through School Council representatives.

Children with SEND are given additional opportunity to express their views on their strengths, progress and needs through their One Page Profile and within the Pupil View section of the ILP, which is shared at the EPC each term. Children are also given the opportunity to give feedback on their learning during the third week of every half term through Pupil Progress Checks, which are carried out by the Inclusion teacher.

9. Arrangements for the treatment of complaints from parents/carers of pupils with SEND about provision made at the school

Parents/carers should contact their child's class teacher in the first instance if concerned about their child's progress or wellbeing. If the matter is not resolved parents should then contact the SENDCo, Mrs Towner and/or Mrs Alford. If the matter remains unresolved, parents should then contact the Headteacher.

Formal complaints should be made using our complaints procedure published on the school website.

10. How the school involves health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and their families

The school refers to the School Nursing Service in accordance with the service's referral criteria:

- Continence issues e.g. soiling, day or night time wetting
- Sleep issues
- Growth (over and underweight concerns); Healthy lifestyle
- Developmental concerns
- Support for school staff when they need to produce individual health care plans for pupils
- Poor attendance related to enduring illness
- Health conditions that require a SN health assessment (Emotional/ Physical)

The school liaises with and provides information for the Child Development Centre (CDC) and Children and Adolescent Mental Health Service (CAMHS). The school liaises with the (West Sussex Integrated Front Door). SLT initiate or support Early Help Plans, liaising with the Early Help service to provide support for families. SLT attend a 'termly conversation' with the Early Help service, seeking advice on next steps. Details of local authority support services are provided on the school website.

The school works with a range of external agencies including:

- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Educational Psychology (EP) service
- Alternative Provision College (APC)
- Occupational therapists and physiotherapists
- Speech and Language Therapy (SALT) Team
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Your Space Therapy
- Early Help
- Community Mental Health Liaison Team
- Thoughtful Engagement Therapy

These links are maintained through virtual or face-to-face meetings, telephone consultations and email support.

The school is part of the Billingshurst Locality, which supports the work of Special Educational Needs and Disabilities Coordinators (SENDCo) in supporting the schools' further development of inclusive practices and training for staff.

11. Contact details of support services for parents/carers of children with SEND

The West Sussex SEND Information, Advice and Support Service (SENDias) for parents/carers is available on the West Sussex local offer (please see 13 below).

Details of voluntary sector organisations and courses for parents are published in the parent newsletter, sent direct to parents/carers via email, as well as flyers and/or leaflets made available on the information stand in the school entrance.

12. The school's arrangements for supporting pupils with SEND in transferring between phases of education

Our transition arrangements include the following:

- 'Joining us' page on the school website
- Visits to preschools by staff and visits to school by preschools

- Year 6 teachers and the SENDCo liaise with secondary school SENDCos
- Programme of additional visits to The Weald School arranged for individuals and groups
- Records from previous schools and information from parents/carers used in planning teaching and support
- Enhanced transition including 'Moving On' booklets provided for individual children moving between year groups and on to secondary school
- Advice is sought from outside agencies for individual children

13. The local authority's local offer

The West Sussex Local Offer is available at <https://westsussex.local-offer.org/>

Date: November 2023