



**Together we learn, together we succeed**

### **SEN Information Report 2018-19**

As part of the children and Families Bill (2014), Schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0 – 25. The intention of this report is to improve choice and transparency for families.

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

- Achieve their best,
- Become confident individuals in fulfilling lives,
- Make successful transition into adulthood, whether into employment, further or higher education.”

(SEND 0 – 25 Code of Practice, 2015, p92)

#### **Staff:**

Special Educational Needs and Inclusion Coordinator – Mrs J Comber

Pupil Premium – Mr N Avey

SEN Learning Support Assistant and Learning Mentor – Mrs H Caplin

SEN Learning Support and HLTA – Mrs K Lord and Mrs S Russell

Special Educational Needs (SEN) Governor: Mrs E Worskett

All staff are contactable through the school office on 01293 871272 or email [office@rusper.w-sussex.sch.uk](mailto:office@rusper.w-sussex.sch.uk)

#### **Admissions:**

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of SEN of pupils at our school.

For children with an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school in the plan unless:

- a) It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
- b) The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
  - Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
  - Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs could be better met in specialist provision.

#### **Number of pupils with SEN:**

| <b><u>Level of support</u></b> | <b><u>Number of pupils</u></b> | <b><u>Percentage of School</u></b> |
|--------------------------------|--------------------------------|------------------------------------|
| EHCP                           | 1                              | 0.96 %                             |

|                                     |           |               |
|-------------------------------------|-----------|---------------|
| <b>SEN support (including EHCP)</b> | <b>20</b> | <b>19.2 %</b> |
| <b>Monitoring</b>                   | <b>5</b>  | <b>4.8 %</b>  |
| <b>Total (SEN + Monitoring)</b>     | <b>25</b> | <b>24 %</b>   |

**N.B – Monitored Pupils** = monitoring children who give cause for concern that they may not progress at the expected level.

| <b><u>Categories of SEN</u></b>                         | <b><u>Number of children at SEN support with this as their main area of need</u></b> |
|---|--|
| <b>Cognition and Learning</b>                           | <b>13</b>  |
| <b>Communication and Interaction</b>                    | <b>0</b>   |
| <b>Sensory and Physical Needs</b>                       | <b>1</b>   |
| <b>Social, emotional and mental health difficulties</b> | <b>6</b>   |

### **Pupil Premium**

We currently have 8 children on our pupil premium register.

Children receiving Free School Meals are also closely monitored. We currently have 6 children in this group.

We currently have an additional 1 child, who is Ever 6 (have received FSM at some point in the last 6 years).

We also currently have a CLA pupil (a child who has been looked after in social care).

Details of provision and progress can be found on our school website.

### **Inclusion for disabled pupils:**

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

### **Provision**

We focus on early identification and intervention, and are confident that all children are identified and appropriately placed on the register.

We provide a two-pronged approach to provision: firstly, we provide support in the classroom to help children access the mainstream curriculum; and secondly, we provide strategic intervention work to help children close the gaps in their learning.

Following termly assessment meetings with the SENCO and class teachers, children's needs are identified, targets are set and suitable provision is made as deemed appropriate for each child and will include in class support from a TA, withdrawal in small groups or 1-1, with a TA.

### **Provision for Cognition and Learning**

Talk 4 number

Success @ Arithmetic

KS 1 phonics intervention based on Song of Sounds

KS 2 No-nonsense spelling programme

SPAG sessions for year 6

Numeracy sessions for year 6

1<sup>st</sup> class @ number

1<sup>st</sup> class @ writing

Bespoke support from Teachers Moderation toolkit

Bespoke maths intervention from Singapore Maths books

### **Provision for Communication and Interaction Needs:**

1:1 speech and sound sessions  
Bespoke Training from Speech Therapist to TA for a specific child's needs

### **Provision for Physical and Sensory Needs:**

Jump Ahead Programme  
Bespoke Physio and Occupational therapy plans

### **Provision for Social, Emotional and Mental Health Needs:**

Time to Talk  
Learning Mentoring  
Bespoke guidance from locality Ed Psych, LA Ed Psych and LBAT (Learning and Behaviour Advisory Team)

### **SEN Register**

The SEN register is written alongside Pupil Profiles. These are both updated termly. The Pupil Profile details the targets for the child and the provision that has been put into place. We have also implemented pupil progress meetings with the SENCO and class teacher to update targets and provision required. This is closely monitored to check for progress. They are also discussed with parents in order that they are informed and can also support work being carried out. Some children have Behaviour Plans which are also monitored and updated as required.

### **External Agencies:**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

The following agencies have been involved with children at this school in the academic year 2018/2019 to date:

Social Communication Team  
Educational Psychology Team – West Sussex Team and Xavier Eloquin  
Speech and Language Therapist (SALT) – NHS; Rachel Barton and Debbie Smart  
Learning Behaviour and Inclusion Advisory Team  
Pupil Entitlement Team  
Family Support Network  
Social Services  
School Nurse Team

### **Progress of Pupils with SEN**

Class teachers and SENCO monitor progress.

Assessment systems and Pupil progress meetings allow teachers to track the progress of individuals. The SENCO uses this data to support the identification of children with additional needs to ensure that appropriate intervention and provision is made. The impact of these interventions is tracked internally each term and Tracker allows us to measure impact over time.

The SENCO works closely with the class teacher, teaching assistants and Learning Mentor to ensure that we are successful in providing quality learning experiences for all our pupils including those who have SEN or other vulnerable groups in our school.

### **Attendance and Exclusion**

There have been no exclusions this academic year. Attendance and absences are monitored daily by a designated member of the school's office staff.

### **Parents/Carers involvement in the provision for pupils with SEN, disabilities and/or medical needs:**

Parents/Carers are involved in reviewing/developing provision for children with additional needs. Pupil Profiles are reviewed with teachers and parents/carers termly. Education and Health Care Plans are written with the involvement of parents/carers and other agencies as required. Parents/carers are invited to attend and contribute to all review meetings.

**Staff Development 2018 – present:**

| All staff                               | Teaching staff         | TA's                                 | Individual staff  |
|---|------------------------|--------------------------------------|---|
| Epi-pen training<br><br>Asthma training | HELP locality training | Bespoke Speech and Language training | Success @ Arithmetic<br><br>Attachment theory and strategies for School, classroom and Pupils.<br><br>Additional strategies for supporting learners with social skills. |

**Policies:**

For more information, please see our website, where you can find the following documents:

SEND policy

Pupil Premium Funding Report

**Complaints:**

For information on complaints about the SEN support the school provides, please see our complaints policy, found on the website, as it is inclusive to all.

**Useful websites/links/contacts:**

For further information about children and young people with Special Educational Needs and Disabilities:

<http://compass-support.org/index.html>

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

<https://westsussex.local-offer.org/services/7-information-advice-and-support-service-send-ias-formally-known-as-parent-partnership>

West Sussex Information, Advice and Support Service for parents: 03302 228 555