



Together we learn, together we succeed

SEN Information Report 2020- 2021

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

Named staff member responsible for Looked After Children – Mrs J Comber & 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 Milnes

Safeguarding Lead – Mr N Avey

Deputy Safeguarding Leads – Ms J Clarke & Mrs J Comber

All staff are contactable through the school office on 01293 871272 or email 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 and Care Needs Assessment (EHCNA) 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 Education, Health and Care Needs Assessment (EHCNA), 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 Education, Health and Care Needs Assessment (EHCNA), the Local Authority will send the governing body a copy of the EHCNA 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 EHCNA 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 Education, Health and Care Needs Assessment (EHCNA) 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.

There are four categories of SEN :

Cognition and Learning
Communication and Interaction
Sensory and Physical Needs
Social, emotional and mental health difficulties

Please ask for a copy of our Special Needs Policy which will give you more detail.

Arrangements for consulting parents of children with SEN and involving them in their child's education

Where it is decided that special educational provision is required to support rate of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Assessments will be both Formative – daily teacher assessments made reviewing pupil responses to work, questions and answers etc, and Summative – 'Insight Tracking' of pupil outcomes and levels. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "**additional to and different from**" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence – based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

Pupil Profiles

These are produced with the children in that they talk about their likes and dislikes and what they feel are their strengths and weaknesses. They also discuss what they feel could help them with their work and these are discussed as strategies which could help them in the classroom.

Pupil Profiles are updated annually or termly depending on the targets that have been set for the child. All children are told what their targets are and what they are striving to achieve with our support.

Parents will be informed of how their child is doing by:

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also make use of more regular communication via a home/school diary or messaging on the school virtual Teams platform.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01293 871272.

Progress of Pupils with SEN

Headteacher, Class teachers and SENDCO monitor progress.

Formative and Summative assessment systems (as described above) and Pupil progress meetings allow teachers to track the progress of individuals. The SENDCO 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 using Insight data tracker each term and allows us to measure impact over time.

The SENDCO 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.

How the school prepare/support my child when joining or transferring to a new school

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo is available to meet with all new parents of pupils who are known to have SEND, to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Appointments with the SENDCo can be made via the school office.
- If pupils are transferring from another setting, the previous school records will be requested immediately.

Transition to the next class

- As we are a small school, the children are in mixed age classes. All pupils receive transition sessions during the summer term, spending time in new class groupings. When moving from KS1 to KS2 additional meetings are set with some SEN children to give them the experience of what the changes will be like. This can include joining a class for story time, a walk around the classroom to know where everything is kept and what the classroom is like, making a booklet with pictures so that the children have a record to find their way around the room. Due to the present issue with COVID 19, it is possible that traditional arrangements may be adapted to ensure safety. In this instance, it is likely that transition booklets will be used to support pupil transition.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in year 5 for pupils with an EHCNA begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos' of both schools will discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parent notifying their child has been enrolled at another school.

How will the curriculum be matched to each child's needs?

- 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 SENDCO 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.
- Teachers plan using pupils' achievement levels, scaffolding tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with the parents.

The school also offers a wide variety of pastoral support for pupils. These include:

- An evaluated Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the SENDCO's Pupil Profiles (the parents and child's voice are prominent in these) and aim to support improved interaction skills, emotional resilience and well-being.
- Access to an identified Learning Mentor.
- Pupils who find outside class times difficult are provided with support within the school to develop their social interaction skills.
- Some TAs, who are identified as supporting a child, will also provide playground support.

Inclusion for disabled pupils:

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

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

The staff have had the following training to support children and young people with SEND:

School staff have received a range of training at three levels; awareness, enhanced and specialist

Awareness training has been provided to specific staff on:

- How to support pupils with dyslexia and literacy difficulties. Run by Speech Therapists
- How to support pupils on the autistic spectrum. Run by the Learning, Behaviour & Support Team.
- How to support pupils with behavioural difficulties. Run by the Learning, Behaviour & Support Team.
- How to support pupils with speech, language and communication difficulties. Run by Speech Therapists
- Attachment Theory and strategies to support children. Run by West Sussex Advisors

Specialist training has been provided to the SENDCO on:

- The SEN coordination award. Warwickshire University
- Horsham School Partnership meetings
- The Learning and Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils. They also have a specific Team who will advise on children on the Autistic spectrum.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training. Run by West Sussex Advisors

The school is currently participating in a Pilot for Inclusive education. This is being led by the SENDCO who has done a full audit on the 4 aspects – 1) The environment, culture & ethos; 2) Leadership; 3) Personal Development, Wellbeing & welfare of children, young people & staff; 4) Quality of Education.

How Equipment and facilities to support children and young people will be secured

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Learning and Behaviour Support Team. This team also has a separate Autism Team who can allocate specific advisors when required.
3. Hearing Impairment Team.
4. Visual Impairment Team.
5. Educational Psychology Service.
6. Educational Welfare Officers.
7. Social Services.
8. School Nurse.
9. NHS Speech Therapy
10. Occupational Therapy Team.
11. Child and Adolescent Mental Health Service.
12. Speech and Language Therapy Service.
13. Early Help Support.
14. Fegans Counselling Services
 - In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Needs Assessment (EHCNA) plan being provided and some funding towards to their support.

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

1st class @ number

1st class @ writing

Bespoke support from Teachers Moderation toolkit

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

Drawing and Talking therapy

Fegans Counselling

Learning Mentoring

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

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 2020/2021 to date:

Social Communication Team

Educational Psychology Team – West Sussex Team and Xavier Eloquin

Speech and Language Therapist (SALT) – NHS; Debbie Smart and Charlotte Hartwell

Learning Behaviour and Inclusion Advisory Team

Pupil Entitlement Team

Family Support Network

Social Services

School Nurse Team

Pupils at Risk of Exclusion

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>

<https://westsussexsendias.org>

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