

Aldingbourne Primary School



SEND Information Report

Document Change History

Version No	Date	Change made by	Brief description of change
1	Dec 2020		
1.1	Nov 2021	Mr Trent	Wording amended/updated on pages 3,4,5,7 and Governor name added on page 10
1.2	Jan 2023	Mr Trent	Wording amended/updated on pages 4,5,6,7,8,9 and 10

Document Review History.

Review Date	Reviewed by	Comments
November 2021	Mr Trent	Amended as document change history
January 2023	Mr Trent	Amended as document change history

This SEND Information Report incorporates:

- **Section 69 of the Children and Families Act (2014)**
- **Paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)**
- **Regulation 51 and Schedule 1 Educational Special Needs Disability Regulations (2014)**
- **Section 6 of the SEND Code of Practice: 0-25 Years (2014)**
- **West Sussex Local Offer questions for parents which are highlighted in red.**

The aims of our school are...

1. To involve the children in making decisions and taking responsibility for aspects of their learning.
2. To provide a broad and balanced curriculum which fulfils the statutory requirements of the National Curriculum Programmes of study.
3. To ensure that children have the opportunity to learn from first-hand experience by investigating the world around them and thus gain knowledge and understanding of it.
4. To ensure that children gain respect for themselves and others by learning to work collaboratively and appreciate that they are part of a wider community.
5. To ensure that children develop religious and moral values, and respect for other cultures, religions and ways of life.

Aldingbourne Primary School is a mainstream setting catering for children aged 4 to 11. We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood.

In order to fulfil this vision, we are committed to:

- ensuring that all pupils have access to a broad and balanced curriculum.
- providing a differentiated curriculum appropriate to the individual's needs and abilities.
- ensuring the identification of all pupils requiring SEND provision as early as possible in their school career.
- ensuring that SEND pupils take as full a part as possible in all school activities.
- ensuring that parents are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach.
- ensuring that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Accessibility

We believe that all children are individuals and as a school it is essential that we cater for every child's individual needs. In striving to maximise every child's potential we are committed to ensuring equal opportunities so that no groups/individuals are disadvantaged through inequality. In conclusion EVERY CHILD SHOULD HAVE EQUAL EDUCATIONAL OPPORTUNITIES at school. We constantly look for further ways to support or enhance children's educational opportunities.

ACCESS TO THE CURRICULUM:

- ❖ Lessons provide opportunities for all children to achieve
- ❖ Lessons are responsive to pupil diversity
- ❖ Lessons involve work to be done by individuals, pairs, groups and whole class
- ❖ Pupils are encouraged to take part in a wide range of music, drama and physical activities
- ❖ Access to subjects appropriate for pupils with disabilities
- ❖ High expectations of all pupils
- ❖ Staff seek to work around all barriers to learning and participation

ACCESS TO THE PHYSICAL ENVIRONMENT

- ❖ Entry and exit areas to the school are accessible to all pupils including those in wheelchairs and the school is all on one level.
- ❖ Doorways providing movement around the main school allow access to all pupils including those in wheelchairs
- ❖ Playgrounds and outdoor sporting facilities provide access to all pupils including those in wheelchairs
- ❖ Pathways of travel around the school site are safe and easy to negotiate
- ❖ Disabled toilet in the front area of the school
- ❖ Reduced level hatch at school reception caters for those in wheelchairs

For more detail please refer to our Accessibility Plan.

Admissions

Our admission arrangements for SEND pupils follow the West Sussex Admission Guidelines.

Identification, Assessment and Monitoring of Pupils with SEND

Specific assessments and tracking processes include:

Phonics assessment, speech and language tool kit, Jump Ahead, observations, spelling tests, Salford Reading Tests, termly maths/writing assessment, Nessy.

We assess the child's needs using the assessments stated above, plan and conduct the necessary support and then review its effectiveness with parents and the child each term. Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions between the SENDCO and staff who review the Children's needs. The Governing Body are responsible for ensuring high quality provision is in place which meets the Section 69 of the Children and Families Act (2014), paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan), Regulation 51 and Schedule 1 Educational Special Needs Disability Regulations (2014) and Section 6 of the SEND Code of Practice: 0-25 Years (2014).

We have supported children with: global learning difficulties, specific learning difficulties, physical disabilities, sensory issues, emotional, social, behavioural and mental health difficulties, social communication difficulties and speech and language difficulties.

How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Class teachers monitor the progress and attainment of children and track this each term. Any child not making the expected progress is discussed with the school's SENDCO and members of staff to establish whether class teaching can be adapted or if specific interventions are required. We routinely provide intervention for lots of children who just need a little extra support but do not have Special Needs or Disabilities. They are identified and monitored as 'Concerning Children' but not placed on the Special Needs Register.

If a child presents with needs that are not specifically academic, for example behavioural, emotional, speech or physical difficulties, the class teacher will discuss the child with the SENDCO to decide whether a referral is needed to outside agencies such as Occupational Therapy, Speech Therapy, Early Help or support sessions arranged with Teaching Assistants.

If a parent believes that their child is in need of specific support, they can speak to the child's class teacher before or after school and/or request a meeting with the school's SENDCO.

How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person's learning?

The progress of all children is tracked each term through teacher assessment. Teachers make their judgements based on the learning they see and hear in the classroom and evidence is found in children's books and observations made by staff. Interventions are monitored and progress tracked based on the objectives that are set each half term. If your child is on our Special Needs Register their support sessions will be recorded in the Teaching Assistants Evidence of Support Book. All parents and children are invited to three parent's evenings each year and receive three reports which detail their child's levels of effort, attainment and targets. If your child has special educational needs or disabilities (SEND), they will be placed on the SEND register and will have an Individual Education Plan (IEP) or Provision Map which details their current targets and support needs. Support detailed in Provision Maps will be shared with parents in children's termly reports and if your child has an Education Health and Care Plan (EHCP) you will be invited to meet with the SENDCO for annual reviews. The school operates an "open-door" policy where parents are actively encouraged to speak with staff on a regular basis. Home/school communication books are used to aid communication where parents feel that this would be useful.

SEND Provision:

How will school staff support my child/young person?

Support will depend on the needs of the individual child. Support may include:

- Teacher/Teaching Assistant support in the classroom
- Intervention groups run by Teaching Assistants/Teacher
- 1:1 interventions run by Teaching Assistants
- Sessions with people from outside agencies e.g. speech therapists

Interventions and support might involve support with reading, sentence structure, narrative, number, auditory & visual memory, Speech and Language, precision teaching, physiotherapy and occupational therapy. Interventions are reviewed and adapted each half term based upon the needs of the children.

How will the curriculum be matched to my child/young person's needs?

All children follow the National Curriculum taught through English, Maths and Topic lessons as well as Infant and Junior Rotations. Class teachers are responsible for high quality teaching in their classes for all children, including those with SEND. A wide range of activities and resources catering for all learning styles and differentiated to the needs of the child ensures all children can access appropriate materials. This may include access to IT equipment, pre-teaching of core topic vocabulary, the use of word finders and other adaptations to the learning environment that may be required. However, we are an open-plan school which makes it difficult for us to provide the quiet teaching spaces that some children with SEND

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

Discussions between the child, class teacher, SENDCO, parents and Head Teacher (and outside agencies if appropriate) focus on the specific needs of the child. Interventions or adaptations are put into place and then closely monitored for impact. Progress is monitored each half-term and children on the SEND register have their provision map/IEP reviewed termly.

If the specific criteria for access arrangements on KS2 SATs is met, these arrangements are put into place. This may include the use of a reader, a scribe, additional time, access to IT equipment or modified tests.

How are the school's resources allocated and matched to children's/young people's special educational needs?

Guidance on resources is taken from the child's Education Health and Care Plan (EHCP) and from outside agencies where appropriate. Recommended resources are purchased (if offering good value for money) or loaned from a school in the locality. The budget is allocated on a hierarchy of need and fulfils the statutory requirements of the Statement or Education, Health, Care Plan as a minimum.

Pupils receiving support without a Statement of SEND or Education Health Care Plan are supported with resources allocated from the main school budget. Pupil Premium money is used for employing Teaching Assistants who implement extra support sessions with teaching assistants e.g. daily reading and One-O'Clock Club.

What specialist services and expertise are available for access by this school?

We work with NHS services including School Nurse, Child Development centre (CDC), CAMHS Physiotherapy, Occupational therapy and Speech and Language therapy for children who have specific needs which require a referral to these services. We also work with the Learning Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Educational Psychology Service and Early Help Team where there is a need to seek further guidance on a child's learning or well-being. The school use West Sussex Local Offer to draw on a variety of expertise. Our SENDCO liaises termly with SENCOs from other local primary schools.

Holistic Approach:

How will my child be included in activities outside the school classroom including school trips?

All children have the opportunity to access all activities regardless of SEND status. Adapted resources or transport can be organised by the school and additional adult support is implemented where necessary. This is discussed with the parent/carer and a risk assessment produced based upon this.

What support will there be for my child's emotional, social or mental health?

All children take part in a structured pastoral and nurture programme, which includes PSHCE lessons, circle time, assemblies and school councils where children are encouraged and supported to discuss well-being. The school can provide mentors for those children who have difficulties with self-esteem or who have barriers to learning caused by emotional, social or mental health issues. If necessary we can make referrals to ask for support for families experiencing difficulties. Outside agencies can be asked for advice and to help prevent exclusions and increase attendance.

How accessible is the school environment (indoors and outdoors)?

Our single story open-plan school is wheelchair accessible throughout. Toilets are close to all classrooms. There is a large disabled toilet too. We have a 'kiss and drive' parking space which can be used as a disabled parking bay. Specialist seating and equipment for children with physical needs are provided based on advice from the occupational therapist or physiotherapist, in response to the individual child's needs. Our outdoor areas also have ramps.

Transition:

How will the school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education in life?

Transition meetings are held prior to the child starting if special educational needs have already been identified. We liaise with key members of staff in the child's current setting and meet with any outside agencies working with them. The child is invited to the school to take part in transfer day, if transferring at the beginning of a new school year, or for a visit if transferring at a different time.

All Year 6 children spend a day at their new school to prepare for transition as well as receiving a visit from a member of staff at their new school. The SENDCO passes on all relevant information to the new school and is available to discuss specific children's needs. The school invites the new school to come to the child's Annual Review if the child has an Education Health Care Plan. All records including electronic is passed to the new school and a transition meeting takes place if requested by the receiving school.

Staff:

What training are the staff supporting children and young people with SEND had or are having?

Support staff have training and/or qualifications and experience to support children. We are also able to access training and share expertise through our locality of schools which include Barnham, Eastergate, Slindon, St Philip Howard, Walberton & Binsted, Ormiston Six Villages Academy and Yapton.

Parents/Carers:

For further information about events or services available in the area for children with additional needs or special educational needs and/or disabilities (SEND) and their families please look on the **West Sussex Local Offer** website www.local-offer.org.

The **West Sussex SEND Information, Advice and Support Service (WS SENDIAS)** also provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disability accessed through the Local Offer Website or be contacted on 0330 222 8555.

How are parents/Carers involved in the school? How can I be involved?

The school operates an "open door" policy and encourages parents to have regular contact with the class teacher, teaching assistants, SENDCO and Head Teacher. We have an active Parent Teacher Association who arrange fun and exciting fundraising events and are always keen to welcome new parents to the team. We invite parents to volunteer in school by hearing children read, take part in topic days, come on trips and through working parties to develop and maintain the site, such as painting.

Parents are invited to each term's parent's evening.

Parents/carers of children with EHCPs are invited in for a meeting each term to review the IEP and co-produce future targets.

Who can I contact for further information?

The class teacher should always be the person you speak with first and they will then direct you to other people as necessary. The Head Teacher and SENDCO are always happy to speak with parents and appointments can be made via the office. The SENDCO can be contacted via the office in person or by email too.

School Telephone Number: 01243 542913

Head Teacher: Miss Elizabeth Webster
head@aldingbourne.w-sussex.sch.uk

Office: office@aldingbourne.w-sussex.sch.uk

SEND Governor Mrs R Peters

Complaints:

If any parent/carer wishes to register a complaint regarding provision for their child they should express their concerns to the class teacher, SENDCO or head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school's Complaints Procedures Policy.

To be reviewed annually.