New Horizons Seaside Primary SEN Information Report

NHAT Seaside Primary School's SEN Information Report provides information for parents/carers of children who have Special Educational Needs/Disabilities (SEND). This information outlines the support and provision you can expect at NHAT Seaside Primary School.

All schools in Adur have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority, the SEND Hub and other agencies to ensure pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of the pupils with Special Educational Needs and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At New Horizons Seaside Primary, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support children through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. This is where the Inclusion Team step in.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

Mrs Cornish (Deputy Headteacher for Inclusion and Support – SENCO)
Mrs Turner (Learning Mentor)
Ms Booth (SEND Teaching Assistant)

2. What are special educational needs (SEN) or a disability?

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:

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. 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.

A child of compulsory school age 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.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, downs syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia and dysgraphia
- Social, emotional and mental health difficulties, for example, attention deficit

hyperactivity disorder (ADHD), Social, emotional and mental health (SEMH)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes, physical disability
- Moderate/severe/profound and multiple learning difficulties

3. How does the school identify children with Special Educational Needs and Disabilities?

On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents and carers are the first educators of their child, their knowledge is essential. On school visits and initial meetings, we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting, we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.
Any child identified as having a special educational need and/or disability is identified on the SEND register.

4. What should I do if I think my child may have special needs?

- You should first contact your child's class teacher to discuss your concerns
- The class teacher will then discuss it with the Deputy Headteacher for Inclusion/SENCO

5. How does NHAT Seaside assess and review pupils' progress towards outcomes?

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The class or set teacher will work with the Deputy Headteacher for Inclusion/SENCO and the parents/carers to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. How will Seaside Primary School support my child?

- Class lessons will be adapted to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Pupils may be included in classroom interventions in a specific area such as daily reading or daily spelling, handwriting or number facts. This can take place individually or in groups. Extra help will be regularly reviewed by the class teacher and teaching assistant and by the Inclusion team.
- Sometimes this help is not enough to move a child on. In these cases, the child will be assessed in order to take part in a more specific intervention such as a Read Write Inc intervention or literacy difficulty intervention.
- All interventions are recorded on the whole school provision map, which is a record of what is happening, how often, for whom and the impact. This shared document is discussed and amended on a regular basis. It helps us to highlight any potential issues or successes in order for further support to be planned.
- The school holds half-termly provision meetings which include the class teacher, Inclusion team and teaching assistants. At these meetings, each child's progress is discussed and interventions are adjusted as required.
- Occasionally, a pupil may need more expert support from an outside agency such as a speech and language therapist. A discussion with parents/carers will take place before the referral is made. Following this, assessment by an outside agency would take place and a programme of work or advice will be provided for the school or parents to implement if necessary.
- If a child is supported by an EHCP, they will have an Individual Learning Plan written for them. This document is created with all stakeholders (DHT Inclusion, class teacher, TA and parents). These are reviewed termly as a minimum.

7. How will the curriculum be matched to my child's needs?

Class work is adapted by the class teacher to enable every child to access learning. This may include:

- Changing the task to make it easier for the child.
- Keeping the level of the task the same but providing extra support so that children can access it e.g. a list of spellings or key words, a sentence starter, a chance to talk through work with a partner before recording it, an opportunity to choose a different way of presenting their work, enlarged text or different coloured paper.
- Providing equipment that enables a child to participate in learning e.g. pen or pencil grips, easy to use scissors, writing slopes, number squares, times table squares and many other appropriate resources.

8. How will I know how my child is doing?

We always welcome discussions with parents/carers.

- You will be able to discuss your child's progress with their class teacher at our two formal parents' evenings.
- You are also welcome to make an appointment with the Deputy Headteacher for Inclusion at Parents' Evenings.
- Children with very specific needs may have an Individual Learning Plan (ILP).
- Children with an Educational Health Care Plan (EHCP) will have an annual review

meeting that includes everyone involved in the child's education and development.

- If your child is participating in a specialist intervention that is not part of our usual school curriculum, you will be informed by letter, meeting or phone call.
- You may also make an appointment to speak to your child's class teacher at any time.
- After an appointment with your child's class teacher, you can make an appointment with the Inclusion team to discuss the matter further.
- End of year reports will give parents an overview of progress and attainment through the year.

9. How will pupils be involved in decisions regarding provision that can better meet their needs?

Children with SEN have a number of opportunities to be involved in their education. Children are encouraged to have an input into their statutory review meeting through identifying their strengths and areas for development and suggesting how improvements can be implemented.

10. How will you help me to support my child's learning?

- The class teacher will suggest ways of supporting your child's learning through homework, discussions at parents' evening and meetings.
- The Deputy Headteacher for Inclusion is available to meet with parents to discuss how to best support children at home.
- The class teacher or the Deputy Headteacher for Inclusion can meet to discuss behaviour strategies where home and school need to be consistent.
- If outside agencies or the Educational Psychologist have been involved, the advice received by school is also available for parents.
- The school organises workshops for parents at strategic times of the year. These focus on different areas of the curriculum.

11. What support will there be for my child's emotional and social development well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The following support is offered to our children:

- Members of staff such as class teachers, teaching assistants, the Deputy Headteacher for Inclusion and our Learning Mentor are available for pupils who wish to discuss issues and concerns. This provision frequently involves the Headteacher and the Deputy Headteachers. As a school, it is essential that we know all the children as individuals
- When necessary, we run social skills groups
- For children with more specific needs, an individual behaviour or pastoral plan is put into place
- Attending the school Breakfast Club in the mornings
- A zero tolerance approach to bullying

- Encouraging the children to become more active members of the school community, taking on various roles within the school such as prefects and sports leaders.
- The school is committed to providing all children with the opportunity to attend a residential visit in Years 4, Year 5 and Year 6.

Pupils with Medical Needs

- If a pupil has a medical need, then a care plan is compiled by the Office Staff and Deputy Headteacher for Inclusion using advice from parents and relevant agencies where necessary. These are discussed with all staff involved with the pupil
- Staff receive EpiPen and Asthma training regularly
- In rare circumstances and in agreement with parents/carers, medicines are administered in school.

12. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- The Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- The CDC (Child Development Centre at Worthing Hospital)
- Speech and Language Therapy Services
- The School Nursing Service
- Occupational Therapy
- Physiotherapy
- Family Link Workers
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Social Services
- Others as necessary

13. What training does the staff have in supporting pupils with SEND?

All staff receive training related to SEND. These have included sessions on how to support children on the autistic spectrum, how to support children who have difficulty with maths, reading, writing and RWI, attachment disorders, anxiety concerns, de-escalation and behaviour management.

Other members of staff have received more specialist training in:

- Dynamo Maths
- Autism Awareness
- Mental Health and Wellbeing Support in School
- Speech and Language
- Team Teach
- Social Stories and Comic Strip Cartoons
- Dyslexia Awareness

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

15. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all
- Toilets which are adapted for disabled users
- Wider doors in all parts of the building
- A shower room

16. How will the school prepare and support my child when starting school or transferring to secondary school?

Many strategies are put in place to ensure that a pupil's transition is as smooth as possible. These include:

- Meetings for new reception parents to help them prepare their children for school.
- Visits from Seaside staff to the pre-school settings.
- Meetings between the previous and receiving schools prior to the pupil joining/leaving.
- Invitations to story times for nursery school children in the summer term before they join us.
- Transition days/afternoons within school when moving between year groups.
- Transition days to local secondary schools. Extra visits can be set up for those children that need them.

Where a pupil has more specialised needs, a separate meeting is arranged with parents and any agencies and an individual transition plan can be put into place.

17. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources.
- The additional provision may be allocated after assessments, progress review meetings and discussion with the class teacher, Deputy Head teacher for Inclusion, Year leader or outside agencies.
- See the Pupil Premium Policy for information on how the school's pupil premium is spent.

18. How is the decision made about how much support my child will receive?

- When the children join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year, provision is regularly adjusted and the Deputy Headteacher for Inclusion will allocate extra provision in consultation with the class teacher, outside agencies and the Year/Phase Leader.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents' evenings
- Meetings with the Inclusion Team
- 'Team Around the Family' (TAF) meetings with outside agencies
- Annual review meetings where children have an Education and Health and Care Plan (EHCP)
- Individual Learning Plans. Children with complex or specific needs will have their provision recorded on an Individual Learning Plan. Parents are invited to meet with the DHT for Inclusion regularly to review the targets and set new ones.

20. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact your child's class teacher, your child's Year Group Leader or Mrs Cornish (Deputy Headteacher for Inclusion and Support/SENCO).

21. How do I complain about the SEN provision?

Complaints about SEN provision in our school should be made to the class teacher and Deputy Headteacher for Inclusion. If a matter is unresolved, it will be dealt with by the Headteacher – Mr Lee Murley. Please refer to the school's complaints procedure available on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

22. Contact details of support services for parents of pupils with SEN

Find support, guidance and information for parents and carers of children and young people with SEND on the websites below.

https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/

https://www.westsussexconnecttosupport.org/how-to-live-well-with-a-health-condition-or-disability/send/

The Local Authority Local Offer

The Children and Families Act (2014) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.

The West Sussex Local Offer can be found at: https://westsussex.local-offer.org/
or call the West Sussex local Offer team on 0330 222 8555 and ask for 'Local Offer' or emailing localoffer@westsussex.gov.uk

Monitoring arrangements

The SEN policy and SEN information report will be reviewed by the Deputy Headteacher for Inclusion/SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body at the beginning of each year (Mrs Sue Main).

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