



Lavington Park Federation:
Graffham CE Infant & Duncton CE Junior Schools
SEND (Special Educational Needs and Disability) Information Report November 2016

Introduction

Across our Federation (Graffham CE Infants and Duncton CE Juniors) we strive to discover, imagine and learn together. We aim to provide access to a full curriculum for all pupils, who, at any time, might be in need of additional support with regard to their academic, emotional, social or physical and mental health needs. Equality of opportunity must be a reality for our children and this is made possible by the attention we pay to the different groups of children within our school community. We provide learning environments that enable all pupils to make the greatest possible progress and achieve their full potential in caring, supportive and fully inclusive surroundings. To ensure consistency, all staff work in accordance to the guidance provided in the Special Educational Needs & Disability (SEND) Code of Practice 2015 as well as stringent policies which support our inclusive ethos (including Keeping Children Safe in Education 2016). All staff across our Federation are teachers of Special Educational Needs and are committed to narrowing the attainment gap between those with additional needs and those without.

SEND Contact Details

If your child has been identified as having additional needs, has a disability, or you would like to know more about what we can offer then please feel free to contact us. Our named SENDCo (Special Educational Needs & Disability Co-ordinator) for both schools is Mrs Jenny Sturt.

Graffham CE Infant School: 01798 867324/ office@graffhaminfant.org.uk

Duncton CE Junior School: 01798 342402/ office@duntonjunior.org.uk

Across the Federation, we pride ourselves on our strong communication. Parent and child voice is paramount in all stages of our SEND provision and we welcome the opportunity to build positive relationships with all involved.

Expertise from across our Federation is used flexibly to meet the needs of all pupils. We have access to a wealth of training opportunities from both internal and external sources. Staff share good practice helping our Federation to have a consistent approach to our SEND provision.

Mrs Martin (the Federation's Headteacher) is also keen to offer advice/support and to hear your views. She maintains an open door for parents/carers and regular 'Child Chat' sessions to ensure you are all regularly being heard.

In addition to school support, we are also lucky enough to have access to a locality hub. This is a great resource for parents and can be accessed at:

<http://www.rvhub.org.uk>

Our SENDCo

Jenny Sturt is responsible for the implementation of the SEND policy and will support all members of staff. Other areas of responsibility include:

- Liaising with children, parents and carers, teachers, support staff and all outside agencies
- Providing support to children in and out of class
- Attending Leadership meetings to promote inclusion for all
- Attending appropriate training and sharing this with all staff
- Assessing children with SEND in greater detail - for example, verbal and non verbal skills, processing abilities etc
- Monitoring provision across our Federation
- Monitoring progress of children on our SEND register
- Maintaining the SEND register.
- Planning and monitoring of Pupil Premium.
- Co-ordinating Early Help Plans.

What is SEND?

SEND is clearly defined within our SEND policy, p. 2&3. This can be found on our website.

Across our Federation, we may start to consider if a child has SEND when:

- A child demonstrates significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic achievement criteria are considered and the thresholds for achievement may be variable.
- Has a disability which either prevents or hinders making use of educational facilities generally provided in schools.

Difficulties or disabilities may relate to one or more of the following areas of need identified within the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and Learning
- Behavioural emotional and social development
- Sensory or physical conditions.

SEND provision refers to that which is different or additional to provision made generally for most children across the Federation. Both informal and formal assessments are at the core of our Federation's learning. This allows teachers to determine areas of strength and areas of development for each child's learning. Although we have high expectations for all, our assessments enable us to be sure that at least **adequate** progress is being made against nationally set, age related expectations. If a child is not making expected progress then we will begin to investigate further to determine the reasons why.

Assessment and Identification of SEND

In some cases, a child may join the Federation who has already received a diagnosis relating to SEND or received early interventions from previous settings. The SENDCo will work closely with the child, parents/carers and other agencies to ensure provision is maintained.

As identified within the SEND Code of Practice (2015), the Federation endorses a 'graduated approach' to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention. This includes the 'Assess, Plan, Do, Review' model which will help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that when and where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

The Federation operates three stages of support; 'Teacher Aware', 'SEN Monitored' and 'SEN Supported'.

- Teacher Aware – is used simply as a monitoring tool by all teachers and support staff. Children who are not making as much progress as we would like are identified and tracked carefully. This helps to ensure quick identification and access to further support if progress remains slow. Any concerns regarding progress or development at this stage should be discussed between parents/carers/child and class teachers.
- SEN Monitoring - children whose progress remains slow will still have their needs managed by their class teacher. Guidance from the SENDCo may be sought regarding inclusive classroom strategies. At this stage, the need/s will still be supported within 'normal' Quality First class teaching and differentiation. Strategies are clearly identified within plans to show how support is being provided. Parents, carers and the child are all encouraged to contribute to this process.
- SEN supported: children move into this stage when the school and parents/carers feel that outside advice/additional support above normal differentiation and class teaching is needed to fully support the child. The SENDCo works closely with the child and their family to ensure all is being done to support the best possible outcomes. A **Personal Learning Plan (PLP)** will be developed which will contain specific targets to support progress.

PLP's are written and reviewed each term in collaboration with the SENDCo, class teachers, the child and their family and in conjunction with any outside agency advice that has been given. The Federation works extremely hard to ensure that all parties involved are kept as up to date as possible with all developments. All children within our Federation have access to current reading, writing and maths targets in the form of a Learning Tree. Learning Trees can be found in exercise books and are edited to include PLP targets. Children are encouraged to take ownership of their learning by using the targets in their tree to support and extend learning.

It is important to remember that good SEND provision requires a fluid approach to ensure that ever changing needs are supported. Although PLP's are formally assessed once a term, they are in fact subject to constant assessments resulting in targets being changed earlier in the cycle. Furthermore, it should be noted that for some, SEND does not last the length of a child's school career. After a period of maintained progress and stringent assessments, support may be reduced or the child may be removed from the Federation's SEND register altogether.

Federation Provision

Class and subject teachers are responsible for:

- providing inclusive learning environments for all
- the progress of **all** children in their class.

To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'Quality First' teaching)
- differentiate the curriculum to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set and review targets on PLP's and discuss these with parents and pupils.

All of the above are subject to strict monitoring procedures completed by the SENDCo, SEND governor (Marie Bracey) and our Headteacher.

Support Staff form part of our teaching teams and support SEND:

- through 'Quality First' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

INTERVENTION: Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- supporting staff in the classroom
- a more focused level of support in a small group withdrawn from the class.

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the SENDCo. Teachers oversee the intervention, in consultation with the SENDCo, so that they can adapt provision according to need.

How does the Federation support learning?

Our inclusive approach to provision means that the majority of needs are met through an appropriately differentiated curriculum. Lessons are structured to provide a range of differentiated activities. The Federation adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- direct or indirect support in the classroom
- focused withdrawal support from the classroom.

We emphasise learning within normal peer groups. Although the needs of individual pupils are considered carefully they may not necessarily be supported in a 1:1 context. Provision is made for small groups of children as well as more personalised, individualised learning as appropriate. Bespoke pastoral and learning support is enhanced by the provision of Learning Mentors. Provision of social skills groups also help to develop pupils self-confidence and self-belief.

- The SENDCo, Deputy Headteacher or class teachers can offer advice and practical ways that you can help your child at home.
- For those with additional needs, the class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teachers can be shared.
- If your child is placed at the 'SEN Supported' stage of our SEND register then they will have a written PLP containing individual targets. This will be discussed with you on a termly basis and you will be given a copy of the PLP. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. Both parents and the child are asked to contribute towards the development of these plans.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress. Recommendations from external agencies - e.g. a speech and language therapist - will be shared with you so that strategies can be implemented at home and school. If a class teacher needs to discuss an issue with you, it will be done privately, and strategies to support your child will be offered.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

Pastoral, medical and social support

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- The entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this should be your first point of contact. If further support is required the class teacher liaises with our SENDCo or Deputy Headteachers for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- We have a policy regarding the administration and management of medicines on the school sites.
- Parents need to speak to both the school office and class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

What are Outside Agencies?

Monitoring procedures clearly identify when learning needs are more complex and persistent than can be met by the school support and interventions already put in place. If a child is causing further cause for concern then the school (with parental permission) can call on the advice of outside agencies. Examples of these agencies include:

- West Sussex Learning, Inclusion and Assessment Team
- West Sussex Psychology Service
- Speech Therapists
- Occupational Therapists
- Think Family

Further details about such agencies can be found at: <http://www.rvhub.org.uk>

A request for support from outside agencies is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried. The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- suggest that a statutory assessment may be an option
- consult with all parties involved with the child.

Statutory Assessments: Education, Health Care Plan (EHCP)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. The EHCP incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- information on any special resources or arrangements put in place.

This information includes where relevant:

- Personal Learning Plans (PLP) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

Recording Systems

Individual records are stored in either or both of the following systems:

- Once the SENDCo has made contact with a child, all paper information is stored in individual files, within a locked filing cabinet in the SENDCo's office at our Junior site. All staff have access to this cabinet. The premises manager checks that the cabinet is locked once everyone has left the building to ensure security.
- Class teachers are required to collate evidence against PLP targets. These files are kept in the classrooms and are used to monitor provision.
- A basic SEND register is kept on our school database 'SIMS' system. A more detailed paper copy is kept by the SENDCo and reviewed regularly with all staff.
- Provision maps are written for individuals who are placed within the 'SEN supported' category of our register. This summarizes the support each child has received over a term.

Class teachers maintain detailed assessment records for all children against nationally agreed standards.

Inclusion during outside experiences

We aim for all children to be included on school day trips, our regular Forest School sessions and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure the health and safety of all. We work closely with the staff at the visit site to ensure that all needs are met. It may be that we invite the child's parent or carer along, allowing the experience to be enjoyed whilst maintaining maximum health and safety.

Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDco to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND.

The school's SENDco regularly attends the Rother Valley Inclusion Hub meetings in order to keep up to date with local and national updates in SEND.

The SENDCo meets regularly with staff to remind and review the resources we have available in both our schools. We have a small budget which is accessed by children demonstrating the most complex needs.

How are Parents and Carers involved in Federation Life?

Parents/carers are strongly valued throughout our Federation and there are many opportunities to be part of our community. Across the Federation, we offer:

- Subject workshops covering areas such as phonics and reading
- Regular drop in sessions where children share their work and achievements
- Formal Parent/Teacher consultations
- Tea and chat sessions with our Headteacher
- Child chat sessions where the children are encouraged to share their views and opinions
- A class rep (parent/carers) for each class
- Forest School.

Transition

Our local secondary school is Midhurst Rother College (MRC). Our transition starts when the children start Key Stage Two (juniors) as MRC hosts additional learning and sports activities that are offered to all children in their locality. These opportunities significantly increase in Year Six (the final year in primary school) to allow the familiarisation process to start.

Once your child has been allocated a place at MRC, they will experience a more formal familiarisation day. For those who have extra needs, additional sessions will be offered when a member of our support staff will accompany them.

The SENDCo from MRC also makes a visit to our Junior school to discuss any additional needs with the SENDCo and class teacher.

COMPLAINTS

We hope that complaints about SEND would be rare; however, should you have a concern that you feel has not had a satisfactory outcome then please follow the process outlined within the Federation's Complaints policy.

LOCAL OFFER

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

West Sussex SEND Local Offer can be obtained from West Sussex County Council's website:

localoffer@westsussex.gov.uk

The Federation's Local Offer is on the school website, or is available from the SENDCo.