



Shinewater Primary School and Nursery

Special Educational Needs Information Report

Approval Date	January 2018
Next Review	January 2019
Co-Headteachers	Mrs M Burbidge/Mrs N Kaufman
Chair of Governors	Mrs J McCarthy-Penman
Version	1

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer</p> <p>We will review this report every year alongside the school governors and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.</p> <p>Phone: 01323 762129 Email: office@shinewater.e-sussex.sch.uk</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND CoP 6.81</p>
2. Who do I contact regarding my child's special educational need?	
<p>If your child is already at the school, your first port of call is your child's class teacher.</p> <p>The Special Educational Needs and Disabilities Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>Our SENCO is Ms Sarah Jones</p> <p>How to Contact Ms Jones Phone – 01323 762129 Email – sarahj@shinewater.e-sussex.sch.uk</p>	<p>SEND CoP 6.79 bullet 5</p>
3. Which children does the school provide for?	
<p>We are a SWALE Academy Primary School and Nursery and we admit pupils</p>	<p>SEND CoP 6.79 bullet 1</p>

from age 2 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

Please see our School Admissions Policy or alternatively follow the school's website link:

<http://www.shinewater.e-sussex.sch.uk>

East Sussex Admissions:

<https://new.eastsussex.gov.uk/educationandlearning/schools/>

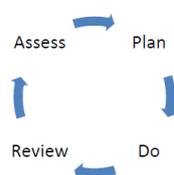
Contact Information for Families for admissions advice: 0345 60 80 192

The kinds of SEN that are provided for

4. Summary of how the school meets the needs of children with SEN and disabilities

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

The SEN support takes the form of a four part cycle: assess, plan, do, and review. We involve pupils and parents to participate at each stage of the cycle.



Assess: Teacher assessment and formal tests will be used to assess how well any child is progressing, and adaptations to teaching and learning will be made where necessary. All teachers differentiate work within their classes and assess progress continually. Differentiation means that lessons are planned to take account of different learning styles and ability.

Plan: If a child is not coping at the level expected, flexible planning and

**SEND CoP
6.79 bullet 5**

<p>provision will be used to tailor lessons to suit your child, with the aim of the fullest integration possible.</p> <p>Do: Gaps in learning or difficulties with specific concepts will be addressed through a range of interventions and support, which may include anything from review and reinforcement within the lesson to 1:1 tutoring. This may be supported by the SENCO or outside agencies. Children are encouraged to take an active role in planning their own learning and identifying the next steps to make progress. All children have access to challenge activities to extend their learning.</p> <p>Review: All children’s progress is regularly reviewed as part of an ongoing process. Parents are invited to meet with class teachers three times a year. Meetings are supported by the SENCO.</p> <p>Where a child has not made expected progress following SEN support, consideration will be given to requesting an Education, Health and Care assessment. The request can be made by the school or by parents.</p> <p>In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the provision already in place within the school to meet the child’s SEN. An EHC needs assessment will not always lead to an EHC plan.</p> <p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p>SEND CoP 6.80 re looked after children</p>
<p>5. How does the school identify children’s special educational needs</p>	
<p>We aim to identify children’s special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.</p> <p>A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.</p> <p>Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> ● Communication and interaction – including speech and language difficulties and autism ● Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. ● Social, emotional and mental health difficulties – including difficulties 	<p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with</p>

<p>with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.</p> <ul style="list-style-type: none"> • Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child’s learning. <p>All pupils’ progress is carefully tracked using data systems and reviewed through regular pupil progress meetings between the teacher and the Senior Leadership Team every term. On entry to school all children are screened using Language Link to identify any communication difficulties. Any children who are not achieving age related progress will be monitored closely and additional support may be provided.</p> <p>If the class teacher has any concerns about your child they will share them with you and the Special Needs and Disabilities Coordinator. Additional assessments may take place to identify what their additional needs are and to decide if support can be provided by the school or from outside services.</p> <p>You may already have involvement and assessments from other services, which you will be able to share with the school to help them make provision for your child. For example, your child may have involvement from the Early Years’ Teaching and Support Service or there may be reports from a paediatrician or speech and language therapist. These will inform the school of the type and level of need your child may have and even offer programmes of work to support them. If your child has no previous involvement with external services and there are no initial reports to identify need, the school will allow a ‘settling in period’ and monitor the child, making regular assessments of their behaviour and progress. These, along with more formal assessments, will build a picture of their needs and help us to select the necessary external advice and support, if required, which will be sought in partnership with parents, and reviewed regularly. Those children starting school with an identified specific or severe need will be planned for in advance, to ensure a smooth transition.</p>	<p>parents and young people as part of this assessment and review</p>
<p>6. How does the school teach and support children with SEN?</p>	
<p>At Shinewater School, we set high expectations for all our pupils, regardless of prior attainment.</p> <p>Class teachers provide high quality lessons, ensuring that all the children including those with SEN are catered for. We support pupils with SEN through our whole school approach with targeted intervention and where identified as</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people</p>

<p>appropriate, personalised intervention. Additional in-class support provided by teaching assistants is available in all classes to improve their educational attainment. Other groups also take place that are targeted at children's specific emotional, social, behavioural or physical needs.</p> <p>Pupil Progress Meetings take place three times a year. At these meetings, the class teacher shares the progress that all the children in their class have made. The senior leadership team lead these meetings and offer advice and celebrate achievements. If the class teacher feels that a child is not making expected progress then advice and plans for support may be discussed.</p> <p>Interventions which are additional to and different from regular provision provided by the school are continually monitored and evaluated for impact using the assess, plan, do, review cycle. These interventions vary in length depending on the need of the pupil.</p>	with SEN
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>As previously stated, all pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils including those with SEN.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. There are opportunities for the children to learn in a multi-sensory way, eg using playdough, sand, visual prompts, models and ICT. We have a number of support staff who are deployed based on the pupils' needs across the whole school.</p> <p>Sometimes it is necessary for the school to provide particular resources or specialist equipment to help children access the curriculum; for example writing slopes, dual handled scissors, talking tins, pencil grips, wobble cushions etc.</p>	SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>Shinewater School is committed to working in partnership with parents and carers.</p> <ul style="list-style-type: none"> • Parents /carers will be able to meet with their child's teacher informally 	SEND CoP 6.79 bullet 3 Arrangements for consulting parents of

<p>after school on most days if they have a concern, but more formal appointments may be made at any time and can usually arranged within a week.</p> <ul style="list-style-type: none"> • Parents'/carers' evenings are held regularly over the school year, when information about progress is shared and support suggestions given. During parents' and carers' evenings, parents are encouraged to discuss their role in supporting their children at home. • Parents /carers will receive an annual written report at the end of each academic year. • The Special Needs and Disabilities Coordinator is also available for appointments to discuss specific provision and any SEND related issues. • There are more informal ways of communicating regularly, such as a home-school book for sending messages back and forth between home and school, and the opportunity to speak to a member of staff informally at the end of each day or by appointment. • There is an overview of the curriculum for each year group on our website so that parents/carers are aware of what is being taught. http://www.shinewater.e-sussex.sch.uk • Homework will also be set to match children's needs. • There will be a range of opportunities to visit and join in with learning activities. • Opportunities are available for parents to meet informally to discuss matters relevant to them, and receive training or get involved with practical activities; sometimes these are specifically to support parents/carers with helping their children. • Some parents/carers of children with additional needs may be invited to additional meetings (e.g. personal support plan, school based plan, looked after children reviews, annual reviews and provision mapping). • Parents are encouraged to participate in our support cycle (assess, plan, do, review) 3 times a year. This may be brought forward or increased if the provision for the child needs to be amended. <p>Reviewing an Education, Health and Care Plan</p> <p>EHC plans are reviewed every 12 months as one of the three SEN meetings. The meeting will focus on the child's progress towards achieving the outcomes specified in the EHC plan.</p> <p>Everyone involved with the child will be invited to attend and to give their advice and information regarding the child's progress and support needed.</p> <p>Parents and the child are encouraged to attend and express their views.</p>	<p>children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
<p>9. How are children involved in reviewing their progress and planning support?</p>	

<p>The school also encourage, wherever possible, for the pupil to be involved in the decisions regarding their learning.</p> <p>We will:</p> <ul style="list-style-type: none"> • Listen to the views, wishes and feelings of the children • Provide them with information and support to help them make decisions. • Support them with their development and help them achieve their best educational and other outcomes, preparing them effectively for adulthood. <p>We will achieve this through:</p> <ul style="list-style-type: none"> • Self-assessment during lessons • PSHE lessons • Pupil Voice • Invitations to SEN meetings 	<p>SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education</p> <p>and 6.79 bullet 5</p>
<p>10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?</p>	
<p>There are well structured transition arrangements within and between phases and these are tailored to suit individual needs.</p> <p>SEND children entering the Foundation Stage will be supported from their nursery setting by the Early Years’ Teaching and Support Service. Children are invited to visit the school whilst still in their nursery, to familiarise themselves with the adults in the environment. Home visits are an essential part in developing positive relationships between home and school.</p> <p>All children are inducted into the Foundation Stage, where they will work in smaller groups to get to know their new teacher and the school.</p> <p>Within school, children are moved from year group to year group following ‘meet the teacher’ sessions which are arranged for parents /carers.</p> <p>The school liaises with each secondary school to plan a series of transition sessions, with additional provision for SEND/ additional needs / vulnerable pupils.</p>	<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.</p>
<p>11. What training do school staff have?</p>	
<p>When we plan support for a child, we think about the knowledge and skills their</p>	<p>SEND CoP 6.79 bullet 9</p>

<p>teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day</p> <p>The school plans training to reflect the whole school development plan. This plan is reviewed annually by senior leaders, governors and teaching staff.</p> <p>Recent SEN training included</p> <ul style="list-style-type: none"> • Sylvia Lamb – SEN consultant, update on SEND reforms, meeting the needs of pupils with SEND, SEN support plans. • Attachment disorder • Language Link • Dyslexia • Lego Therapy • Makaton • THRIVE • Sensory Circuits • Phonics <p>The SENCO is a qualified teacher and is currently working towards her National Award in Special Educational Needs Co-ordination.</p>	<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	

<p>At Shinewater, we recognise our responsibilities under the Equality Act 2010 and make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.</p> <p>Our Accessibility Plan is currently being updated and will be posted on the school website.</p> <p>At the school there are:</p> <ul style="list-style-type: none"> • Ramps placed around the school to aid wheelchair access. • A care suite for disabled users. • Wider doorways to enable wheelchair access • Tarmacked level playground. 	<p>Section 69 Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>We ensure that all children are included in all extra-curricular activities provided by the school. Where specific and different provision is required, this is done in consultation with parents/carers and any relevant outside services. The school will work with parents and carers to provide the necessary equipment and support needed to enable all children to enjoy full participation in all areas of the curriculum. There is an expectation that parents / carers will work with the school to allow their children’s full participation. This may involve a number of reasonable adjustments, such as parents/carers accompanying their children on occasions, or agreeing to flexible arrangements, such as different transport or adjusted timings.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>Shinewater Primary School and Nursery is proud of its inclusive ethos and this means that part of our everyday practice is focused on your child’s overall wellbeing. Within school we can offer bespoke services from our own THRIVE practioner, Children’s School Counsellor, Nurture Group and pastoral team with</p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and</p>

fully trained and accredited staff.

- Children identified as having Social and Emotional Needs can be referred to the Rainbow Rooms. This is facility overseen by a qualified teacher and THRIVE practitioner offering a bespoke curriculum adapted to the specific needs of the children. Pupils work in small groups and 1:1 sessions. All learning is planned with a focus on social and emotional development.
- THRIVE support is extended throughout the school.
- Worrybusters group which helps children to gain confidence.
- Social skills groups to develop positive interactions in social situations.
- School counsellor, who works with individual children.
- The ethos of the school is shown through values such as respect, honesty and caring for others.
- A Family Support Keyworker may be used to work with children and families.
- Trained adults are available to meet with children on a 1:1 basis and discuss their problems and worries.
- Teaching assistants provide additional adult support for children who require it.
- Circle time is held to give children a chance to talk about matters of personal and social development.
- Emphasis is placed on regular and well planned PSHE (Personal, Social and Health Education) teaching across the school.
- Key staff are trained in basic first aid procedures, with some holding advanced first aid qualifications, including Paediatric First Aid for the under 5s and administration of medicines certificate.
- Before and after school clubs are available.
- Some clubs may be run by qualified sports coaches who are subject to required safeguarding checks.
- A clear behaviour and discipline policy, with stepped sanctions, is followed. This complements a positive approach to behaviour management where good behaviour is recognised and celebrated.
- Exclusions may be used for persistent and disruptive negative behaviour or very serious incidents. Support from external services may be sought. Parents /carers are encouraged to work with the school to avoid exclusion.
- There is a School Council that meets regularly to discuss a range of issues relating to school management.
- The school works with outside services to provide additional care and support for a range of needs, such as: -
 - Education Support, Behaviour and Attendance Service (ESBAS)
 - CAMHS
 - Dragonflies Bereavement Counselling

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.

social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

<p>See policies on our website http://www.shinewater.e-sussex.sch.uk</p> <p>Behaviour and anti-bullying</p> <p>Safeguarding</p> <p>Supporting pupils with medical conditions.</p>	
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met</p> <p>Parents/carers will be informed of and asked to give their consent for other professionals to work with their children. Specialists from a range of support services might be working with a child on a regular basis, over a set period of time (e.g. weekly for 1 term). Their role will be clarified and explained by the Special Needs and Disabilities Coordinator to parents. The school governors will be informed of the on-going work of the Special Needs and Disabilities Coordinator and the provision in school. It will be the school governors' responsibility to ensure that effective provision is available.</p> <p>Please refer to the East Sussex Local Offer website (LINK) for services available to schools.</p> <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/</p> <p>Health services</p> <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p> <p>Outside agencies currently providing specialist support</p> <ul style="list-style-type: none"> ➤ Educational Psychologist ➤ Family Keywork ➤ CLASS ➤ Child and Adolescent Mental Health Service ➤ Scott Unit ➤ Social Services ➤ Virtual Schools ➤ Children's Integrated Therapy Service (Speech and Language, Occupational Therapy and Physiotherapy) ➤ Early Years' Service ➤ School Nurse ➤ Sensory Needs Service ➤ Education Support, Behaviour and Attendance Service ➤ English as an Additional Language 	<p>SENd CoP 6.79 bullet 13</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	

<p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers www.eastsussex.gov.uk/localoffer</p> <p>Parent information Contact at school: SENCO SEND Information, advice and support service. Impartial advice and help for children with special educational needs and disabilities and their parents and carers. Phone: 0345 60 80 192 Email: informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p> <p>Families for Autism http://www.familiesforautism.com/</p> <p>Embrace Parent Support Group 07825 800 299 http://embracees.org.uk</p> <p>Dyspraxia Foundation Sussex (East) info@dyspaxiafoundation.org.uk</p> <p>The National Autistic Society www.autism.org.uk</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>In the first instance, you should contact the class teacher or the SENDCO and we will work with parents to try and resolve any issues you may have.</p> <p>If parents continue to be unhappy, they can use the school's complaint procedure which is accessible on the school website.</p> <p>If you wish to seek further advice or support please see; https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/gettinghelp/</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>