



Shinewater Primary School and Nursery



Special Educational Needs and Disability Information Report



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Next Review	October 2020
Co-Headteachers	Mrs M Burbidge/Mrs N Kaufman
Chair of Governors	Mrs J McCarthy-Penman
Version	3

Inclusion Team Contact Details

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Statutory Requirements SEN CoP 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.'

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.

We will review this report every year and will involve children and parents/carers. If you would like to give us your views about this report, please contact the school office.

What types of special educational needs does the school currently need to provide for? SEN CoP 6.79 – Bullet Point 1

- Shinewater Primary School and Nursery is part of Swale Academies Trust and we admit pupils from age 2 to 11 years.
- We are an inclusive school and we make provision for children with all types of special educational needs or disabilities according to our statutory duties within the Children and Families Act of 2014 and Equalities Act of 2010.
- There are currently 74 children on the SEN register. 62 children receive SEN support, 3 children have an Education, Health and Care Plan (EHCP) and 9 children have Additional Needs Plans. Below is a breakdown according to the broad areas of need:
 - 10 children for communication and interaction
 - 13 children for social, emotional and mental health
 - 1 children for sensory and/or physical
 - 50 child for cognition and learning
- Please follow the school's website link for further information about admissions:
<http://www.shinewater.e-sussex.sch.uk>

- East Sussex school admissions:
<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>

***How does the school identify children with SEN? SEN
CoP 6.79 – Bullet Point 2***

- At Shinewater Primary School the identification of need takes place at the earliest point and then effective provision improves long-term outcomes for the child.
- For some children, SEN can be identified at an early age but for other children difficulties become evident only as they develop.
- The identification of children with SEN is built into our overall approach to monitor the development and progress of all pupils.
- We gather information about any additional needs or concerns relating to individual children during transition meetings with parents and pre-school providers before they enter the school. At the same time we consider evidence that a child may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess each child's current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for the child.
- Class teachers, supported by the Senior Leadership Team, make assessments of attainment and progress for all children every term.
- The school uses a number of 'in house' diagnostics assessment tools, e.g. Speech and Language Link and Dyslexia Screening Tests. For higher levels of need, we draw on specialist assessments from external agency professionals.
- These seek to identify children making less than expected progress given their age and individual circumstances. This also includes a child's wider development.
- The SEN Code of Practice, 2015: 6.17, identifies less than expected progress:
 - *is significantly slower than that of their peers starting from the same baseline*
 - *fails to match or better the child's previous rate of progress*
 - *fails to close the attainment gap between the child and their peers - widens the attainment gap*
- Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the child has SEN according to the broad areas of need identified in the Department for Education and the Department of Health SEN Code of Practice, 2015: 6.28 onwards. The SEN digital matrix also supports this process.
- Children may have one or more broad areas of special educational need:
 - **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 with behavior, attention deficit hyperactive disorder, an attachment disorder or anxiety.*
 - **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.*
- Where a child is identified as having special educational needs, the school will use a four-part cycle of support - *Assess, Plan Do, Review (APDR)*.
- An analysis of a child's needs is carried out and evidence is gathered in collaboration with

parents/carers and the child where appropriate. Targeted intervention is delivered within a given time frame and this is supervised by the Inclusion Team and the class teacher.

- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEN register is updated each term and distributed to members of staff and the local governing body when requested.

What are the arrangements for consulting parents or carers of children with SEN and involving them in their child's education? SEN CoP 6.79 – Bullet Point 3

- Shinewater Primary School is committed to working in partnership with parents and carers.
- Parents/carers are actively involved in the construction and review of additional needs plans (ANP) and they are invited to attend annual review meetings to evaluate their child's progress in relation to statement or education, health and care plan (EHCP) targets. EHCPs are reviewed every 12 months as one of the three review meetings.
- They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
- Parents or carers are encouraged to participate in our support cycle - *Assess, Plan, Do and Review* (APDR) 3 times a year. This may be adjusted if the provision for the child needs to be amended.
- In addition to parents' evenings twice a year to discuss their role in supporting their children at home, parents or carers can meet with their child's class teacher informally after school if they have a concern. They can also make an appointment to see a member of the Inclusion Team to discuss specific provision and any SEN related issues.
- There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
- An annual written report will be received by parents or carers at the end of each academic year.
- They are also encouraged to support their children with a choice of homework activities and through attending key performances or a range of classroom activities throughout the school year, e.g. Fabulous Finishes.
- Individual communication books to share messages and achievements can be made available to support a positive partnership between home and school, or information can be shared via Marvellous Me App.
- Parents or carers are welcome to register as volunteers to provide classroom help, reading or support during school trips.
- Triple P parenting workshops have been arranged at the school in order to support families with topics such as online safety or autistic spectrum disorder (ASD).
- Parental questionnaires enable the school to receive constructive feedback.
- Monthly coffee mornings to allow parents of children with SEND to network with each other, school and external agencies as well as receiving any support that they have requested

What are the arrangements for consulting young people with SEN and involving them in their education? SEN CoP 6.79 – Bullet Point 4

- Wherever possible, the school will always encourage children with SEN to be involved in the decisions regarding their learning.
- We will:
 - Listen to the views, wishes and feelings of the children
 - Provide them with appropriate information and support to help them make decisions

- Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.

- We will achieve this through the use of:
 - Daily self-assessment opportunities
 - Class circles times
 - 1:1 Counselling sessions
 - Daily check-ins with a trusted adult
 - Friendship groups
 - Nurture groups
 - Gather assemblies
 - School council
 - Pupil voice
 - ANP review meetings
 - Annual review meetings for EHCPs



What are the arrangements for assessing and reviewing children's progress towards outcomes? *SEN CoP 6.79 – Bullet Point 5*

- Pupil progress meetings take place six times a year between the Co-Headteacher and class teachers to monitor the attainment and progress of all children in each cohort for reading, writing and mathematics.
- The Data and Assessment Lead carries out a forensic data analysis with the Co-Headteachers to support this process and working walls are constructed for Year 2 and 6 to track all vulnerable groups.
- The effectiveness of interventions is also evaluated and rag rated during pupil progress meetings by the Inclusion Team using Layer 2 exit data achieved by groups and individuals. Future provision is then refined accordingly to meet the needs of children with SEN and Layer 1 is updated to maintain a strategic overview according to the four broad areas of need in the SEN Code of Practice, 2015.
- Attainment and progress for children with SEN is tracked separately by the Inclusion Team from their starting points against end of year targets which is recorded on the SEN register for class teachers. Any new actions are identified and introduced, e.g. a change to type of provision may be suggested or additional resources may be provided.
- Reviews are also carried out by external agencies such as speech and language to provide results against identified targets. 'In house' Speech and Language Link/phonics assessments are repeated to track progress against baseline data.
- Targets relating to ANPs and EHCPs are reviewed to evaluate the progress of individuals and new targets are constructed.
- Thrive profiles are updated against actions plans and percentage progress is documented.

What arrangements are in place to support children when they move between phases of education? SEN CoP 6.79 – Bullet Point 6

- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- The Foundation Stage Leader and members of the team undertake transition meetings, pre-school and home visits each year for the parents or carers of children entering Nursery and Reception. Home visits play an essential role in developing a positive relationship between home and school.
- A welcome meeting is arranged during Term 6 for parents and carers to meet the

- Nursery/Reception team and other key members of staff in the school. After taster visits in Term 6, the children make a staged transition into school over several weeks at the beginning of Term 1.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a child with more significant needs supported by the Early Years Service.
 - In Term 6, the children will visit their new class supported by the relevant members of staff. An open afternoon is also arranged for parents to visit their child's new year group in order to meet the new teacher and support staff.
 - Additional visits to a new year group or key stage are organized when required. Preparation work can also be carried out with individual children to reduce feelings of anxiety for a smoother transition using resources such as a transition book.
 - The school liaises with each new school to plan a series of transition sessions. Meetings are then held between the Inclusion Team and local secondary schools to support the transition of children with SEN.
 - Parents or carers of children in Year 6 with SEN have the opportunity to meet with key staff at their child's new school in order to support a successful transition through further visits, resource preparation and tailored activities.

What is the approach to teaching children and young people with SEN? SEN CoP 6.79 – Bullet Point 7

- We use quality first teaching to meet the needs of children with SEN according to the SEN Code of Practice, 2015: 6.19. Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect EHCP or ANP targets.
- Resources are investigated to meet any sensory or emotional needs of children to support their full access to the curriculum. Staff demonstrate sensitivity to the needs of pupils with SEN when determining learning partners, seating arrangements and groupings.
- The Inclusion Team provides advice for staff and a first contact for obtaining more specific advice from external professionals. A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.
- Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs. These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that children see the 'big picture.'
- There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs.
- The expectation is that pupils will accept responsibility for their own learning and work independently where possible. Adults will use encouragement and praise to engage and motivate pupils.
- Strategic, adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support children's additional needs, including the use individual needs assistants, (INAs).
- Layer 2 provision management for each class identifies, 'additional to and different from,' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.
- Teachers remain responsible and accountable for the development and progress of the children in

- their class, including when children access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of children with SEN. Recommendations from external specialists will also be implemented.



What adaptations are made to the curriculum and learning environment for children with SEN?
SEN CoP 6.79 – Bullet Point 8

- Our current Accessibility Plan and Equalities Statement, 2018 can be found on the school's website.
- All pupils will have access to a broad and balanced curriculum which is suitable for all children. We will set high expectations for all pupils.
- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- Ramps or slopes are positioned around the school and wider doorways enable wheelchair access. There is a tarmacked and level playground.
- The school has a purpose built care suite with an integrated bed, toilet and hoist.
- We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.
- Resources are clearly marked and arranged so that they can be found easily.
- The destination and nature of off-site visits will be taken into account when considering the needs of children with SEN and the relevant risk assessments will be written to reflect any additional needs. Reasonable adjustments are made to ensure that children with SEN are able to participate alongside their peers during performances or sports days.
- Individual children may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.
- Pupils may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise levels.
- Social stories and visual aids support the routines and expectations in the classroom and for additional areas around the school.

Has the SENCo completed the necessary training? SEN
CoP 6.79 – Bullet Point 9

- The Co-Headteacher, Mrs Burbidge has gained a *Postgraduate Certificate in SEN Coordination and the National Award for SEN Coordination* in May 2015:

- Attendance at 11 taught course sessions at Canterbury Christchurch University
- Completion of 9 pre-session tasks ahead of each taught session (6300 words) • Construction of a portfolio of evidence against 55 learning outcomes (9000 words)
- Completion of 3 Masters level assignments:

Assignment 1 (4000 words)

- A critical review of the role of the SENCo and how this has been affected and impacted upon by recent legislation.

Assignment 2 (4000 words)

- Using the principles of action research and evidence based practice, use research to inform the critical analysis and development of an area of SEN within the school setting. *Assignment 3 (4000 words)*
- A critical review of current practices within the school setting regarding the coordinating of provision. Action planning to improve the quality and effectiveness of the systems.

What training do school staff have? SEN

CoP 6.79 – Bullet Point 9

- When we plan support for a child, we think about the knowledge and skills their teachers *and* support staff will need. Training is planned to reflect expectations in school development plan which is reviewed annually by senior leaders, governors and teaching staff.
- Teaching and support staff have participated in a range of continued professional development opportunities:
 - 2018 INSET day with Sylvia Lamb, SEN Consultant: statutory guidance, roles & responsibilities
 - Child protection and safeguarding
 - Online Safety
 - Prevent Duty
 - First aid training: paediatric, diabetes, epilepsy, administration of medicines, EpiPen
 - ESBAS behaviour management and attachment disorder
 - Provision management for teaching and support staff
 - Team Teach
 - Thrive
 - Dyslexia
 - Makaton
 - Sensory Circuits
 - Speech and Language Link
 - Phonics
 - Lego Therapy
 - Supporting children with autistic spectrum disorder (ASD) and sensory needs
 - Mental Health Champions and Mental Health First Aid



How does the school evaluate the effectiveness of the provision made for children with SEN?

SEN CoP 6.79 – Bullet Point 10

- Leaders review the quality of teaching and learning for all children with SEN through lesson

observations, learning walks, book looks and pupil voice. This is to evaluate whether teaching and programmes of support have made an impact on children's progress within the four broad areas of need.

- The Co-Headteacher leads separate, weekly keeping in touch (KIT) meetings for the Rainbow Rooms and SEN teams to maintain a strategic overview and to facilitate a consistent, professional dialogue between senior leaders. KIT minutes are cross referenced and recorded according to standing agenda items: safeguarding, behaviour, teaching & learning, SEN, health & safety, staffing and AOB.
- The school has a three layered provision management system. Layer one provides a strategic overview of all interventions taking place from Foundation Stage to KS2 according to the four broad areas of need in the SEN Code of Practice, 2015.
- Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class. Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2.
- Intervention delivery is monitored by the Inclusion Team using drop in sessions with written feedback provided. Layer 2 interventions and exit data are rag rated and discussed during pupil progress meetings in order to agree next steps.
- Reading, writing and mathematics data is entered into the SEN register each term and rag rated against progress towards end of year targets.
- The Inclusion Team meets with the chair of governors each term to review provision and progress against the Inclusion Plan for 2018-19. A report is then submitted to the local governing body for scrutiny.
- We invite parents/carers to provide feedback using structured conversations, questionnaires and the Ofsted parent view website: <https://parentview.ofsted.gov.uk>. This information helps to inform the school improvement plan.
- Annual SEN performance appraisal targets for leaders, teachers and support staff ensure that staff are supported and monitored to ensure effective SEN provision. SEN Code of Practice, 2015: 6.4.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN? SEN CoP 6.79 – Bullet Point 11

- We have a commitment to every child being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, children with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.
- We work with parents/carers and children to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Outside agencies are also consulted when necessary for their expertise and advice. Specialist equipment or resources may be sourced by the Inclusion Team to enable identified children to access all aspects of the curriculum.

What support is available for improving children's social and emotional development? SEN CoP 6.79 – Bullet Point 12

- Shinewater Primary School and Nursery is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our children.
- Children identified as having significant needs can be referred to the Rainbow Rooms. This facility

is overseen by a qualified teacher and a Thrive practitioner to offer a bespoke learning experience adapted to the specific needs of the children. Pupils work in small groups or on a 1:1 basis within a carefully structured and nurturing environment. This provision also includes a separate sensory room for periods of quiet reflection.

- Thrive outreach support is extended to individual children in the school.
- Provision groups: daily lunch time nurture group, social skills, worry busters, peer mediation and class circle time to develop confidence and positive social interactions.
- An in-house school counsellor works on a 1:1 basis with ten identified children. She also delivers this provision at two further local Swale schools.
- Early Help Keywork (EHKW) or a family support keyworker may be used to work with children and their families for an agreed period of time.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE) teaching using the Jigsaw scheme of work.
- A daily breakfast club and a range of after school clubs are available for children across KS1 & 2. These are provided by Shinewater staff or external providers.
- A robust positive behaviour policy is consistently implemented which includes a clear procedures and a staged approach to rewards and consequences.
- The school council meets regularly to discuss a range of issues relating to school management.
- External agency support, please see extensive list below.
- The school also participates in events such as the anti-bullying and e-safety weeks.
- 1:1 adult support may be given for children with complex needs within the learning environment or during transition times and to support personal care.
- A pupil voice questionnaire may be carried out to gain an understanding of a child's perceptions and views. Trusted adults are used to check in with children to enable them to discuss any worries.
- Individual behaviour plans are also constructed to maximize opportunities for de-escalation as well as steps for how to respond when supporting children.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- 'Wellbeing Wednesday' assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships, ASD and the NSPCC PANTS Rules.
- We will monitor and review progress as part of the SEN support planning cycle of assess, plan, do, review (APDR).
 - A mental health practitioner supports identified children and families within the school with specific needs.

- See the following policies on our website



<http://www.shinewater.esussex.sch.uk>:

- Positive Behaviour
- Safeguarding and Child Protection
- Accessibility
- Equalities Statement
- Supporting Children with Medical Conditions

***Which external agencies is the school working with? SEN
CoP 6.79 – Bullet Point 13***

- As part of the cycle of SEN support - assess, plan, do, review, (APDR) we will consider whether we need to involve other services to ensure the child's specific needs are met.
- Parents or carers will be 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).
- The Local Governing Body will be informed of the ongoing work of the Inclusion Team in school. Regular governor monitoring visits will take place to ensure that effective provision is available.
- The school has developed positive links with a number of external agencies in order to support children with SEN:
 - Assessment and Planning (A&P)
 - Educational Psychology Service (EPS)
 - Early Help Family Keywork (EHKW)
 - Communication, Learning and Autism Support Service (CLASS)
 - Teaching and Learning Provision (TLP)
 - Child and Adolescent Mental Health Service (CAMHS)
 - The Scott Unit (Paediatrics) at Eastbourne District General Hospital
 - Children's Services: Single Point of Advice (SPOA) and Multi-Agency Safeguarding Hub (MASH)
 - Thrive
 - The Virtual School for Children Looked After (CLA)
 - Children's Integrated Therapy and Equipment Service (CITES) for Speech and Language, Occupational Therapy and Physiotherapy
 - Early Years Service (EYS)
 - School Nursing Team
 - Sensory Needs Service (SNS)
 - Education Support, Behaviour and Attendance Service (ESBAS) - Bladder and Bowels Service
 - Young Carers Service
- The SENCo and Inclusion and Social, Emotional and Mental Health (SEMH) Manager is the designated teacher for looked after children. Responsibilities include:
 - The management of additional needs plans (ANPs), attendance at CLA review meetings to discuss educational progress and targets;
 - Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs;
 - The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
- Please refer to the East Sussex Local Offer website for services available to schools: <https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

Complaints procedures

SEN CoP 6.79 – Bullet Point 14

- In the first instance, you should contact the class teacher or a member of the Inclusion Team and we will work with parents or carers to resolve any issues you may have.
- If parents or carers continue to be unhappy, they can use the school's complaints policy and procedures, which is available to view on the school's website.

Where can I get information, advice and support? SEN
CoP 6.81

The Local Offer provides advice and advocacy services for children, young people and parents and carers
www.eastsussex.gov.uk/localoffer informationforfamilies@eastsussex.gov.uk
www.eastsussex.gov.uk/sendadvice
https://new.eastsussex.gov.uk/childrenandfamilies/special_needs/sen/gettinghelp/

Amaze SENDIASS is the Special Educational Needs and Disability Information, Advice and Support Service for East Sussex provides impartial and confidential advice for parents and carers.

Phone: 01273772289

Email: amazesussex.org.uk

Families for Autism

<http://www.familiesforautism.com/>

Embrace Parent Support Group

07825 800 299

Dyspraxia Foundation Sussex (East)

info@dyspaxiafoundation.org.uk

The National Autistic Society www.autism.org.uk



Michelle Burbidge, October 2019
Co-Headteacher