



## SEN Information Report Easebourne C/E Primary School

### Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
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- Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools

## Roles and responsibilities

<p>The SENCO</p> <p>The SENCO is Gemma Ralph</p>	<p>She will:</p> <ul style="list-style-type: none"><li>• Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school</li><li>• Have responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans</li><li>• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching</li><li>• Advise on the graduated approach to providing SEN support</li><li>• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</li><li>• Be the point of contact for external agencies, especially the local authority and its support services</li><li>• Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned</li><li>• Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements</li><li>• Ensure the school keeps the records of all pupils with SEN up to date</li></ul>
<p>The SEN Governor</p> <p>The SEN governor is:</p>	<p>Her role is to:</p> <ul style="list-style-type: none"><li>• Help to raise awareness of SEN issues at governing board meetings</li><li>• Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this</li><li>• Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school</li></ul>

<p>The Headteacher Simon Trahern</p>	<p>He will:</p> <ul style="list-style-type: none"> <li>• Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school</li> <li>• Have overall responsibility for the provision and progress of learners with SEN and/or a disability</li> </ul>
<p>Class teachers</p>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The progress and development of every pupil in their class</li> <li>• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching</li> <li>• Review each pupil's progress and development and decide on any changes to provision, in consultation with the SENCO.</li> <li>• Ensuring they follow this SEN policy</li> </ul>

## SEN information report

What Kind of SEN is provided for Easebourne C/E Primary School?

Easebourne C/E Primary School is a one form entry mainstream school. We are passionate about securing positive outcomes for our pupils and recognise that pupils enter school with a diverse range of needs. We work hard to secure support the best support possible in order to tailor to the needs of individuals.

We currently provides additional and/or different provision for the following areas of needs:

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties
- Physical and Sensory
- Communication and Interaction

## How do we identify SEND across the school?

When pupils enter school, they are have a baseline assessment by the class teacher. Class teachers make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes. We will determine whether something different or additional is needed, progress will be monitored by teachers and through pupil progress meetings, and discussed with pupils and parents/carers.

Class teachers have a class provision map which details the additional strategies and intervention that pupils are accessing. This is reviewed termly and updated as needs arise.

## How do we involve parents and pupils?

We will have an early discussion with the pupil and their parents when identifying whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We encourage parents to create a pupil passport where appropriate

We will notify parents when it is decided that a pupil will receive SEN support.

## How does Easebourne C/E Primary School assess and review pupils' progress towards outcomes?

Easebourne C/E Primary School follow's the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.



The class teacher will work with the SENCO to carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, 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 such as Speech and Language Therapy

An Individual Education Plan (IEP) will be put in place and shared with parents, in situations where children are failing to make adequate progress. This will be shared with parents in an evening or through a fuller meeting, with the teacher, and possibly the SENCO.

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.

## How do we support pupils who move between schools?

We will share agreed information with any other setting the pupil is moving to and will organise full transition meetings where appropriate. Where beneficial, we will endeavor to provide the best possible transition program to support a smooth transition. This includes liaising with the local nursery schools, secondary schools and planning additional visits and social stories.

## What approach do we have to support teaching pupils with SEND?

As set out in the SEN Code of Practice 2014, teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. Class adaptations will be considered against the West Sussex Ordinarily Available Inclusive Practice document ([hyperlink](#)) for individual pupils. This document has been broken down into a toolkit for teachers to use to support best practice.

Each class has a teaching assistant and the Early Years has two teaching assistants to give the children the best start to their school life.

We provide the following interventions:

- ELSA (Emotional literacy Support Assistant)
- Play Therapy
- Keep Up and SEN programmes for Little Wandle
- Maths Gap plugging following assessment

- Nurture provision
- Precision teaching
- Speech and language
- Tailored intervention such as gap filling against baseline assessments – these may use multisensory learning approaches
- Pre/post teaching, supported by teachers and TAs
- Dog Therapy
- Lego Therapy
- Emotional check ins
- Sensory Room
- Interventions are subject to continual review according to school resources, effectiveness and the needs of the pupils.

## Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting and personalizing our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting how we use staff to support pupils.
- Using recommended aids, such as writing slope, coloured overlays, visual timetables, larger font, visual word banks etc. coloured paper, wobble cushions, resistance bands, tents, headphones, weighted sensory toys and tools.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, using visual systems, reading instructions aloud, etc.

## What additional support is there for learning?

At Easebourne, we ensure that both teachers and teaching assistants work closely with pupils identified as having additional needs. This is done in a very targeted and flexible way. Each class has a teaching assistant that supports the learners in the classroom under the guidance of the class teacher. Teaching assistants provide targeted intervention. Training is provided both internally and externally through liaison with outside agencies and courses that are relevant to the needs of the school.

We currently work with the following agencies to provide support for pupils with SEN:

- Speech and Language
- Educational Psychology
- Learning and Behaviour Team/ Autism and Social communication Team (
- Alternative Provision College (APC)
- Child and Adolescent Mental Health Team (CAMHS)
- Occupational therapy (OT)

- Sensory Support Team (SST)
- Early help
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## What training and expertise is there in the school?

Gemma Ralph, our SENCo has over ten years of experience as a SENCo and has secured the National Award for SEN Co-ordination.

Gemma Ralph works at Easebourne typically on Monday, Tuesday and Thursday as part of a 3 day contract.

We are fortunate to have a Nurture provision, which has been set up through a charitable trust. The Nurture Team is centered on supporting the needs of those with Adverse Childhood experiences and is currently focused on our KS1 pupils. The staff have a wealth of experience with working with children with social, emotional and mental health issues, and they offer support to the wider school. We also have three trained Emotional Literacy Support Assistants (ELSAs) and a Play Therapist who is in weekly.

## How do we support the emotional and social development of pupils?

All staff play a role in the pastoral support of our pupils. Class teachers and TAs work collaboratively to put in timely support for pupils are supported in class through class adaption and intervention. However for those that may require further support, Easebourne has a dedicated team that support our pupils who might require long or short term additional pastoral intervention.

The pastoral Team comprises of:

- SENCO
- Two Nurture TAs
- Three ELSA (Emotional Literacy support Assistant)
- Play Therapy
- Forest School

## Nurture Provision

Easebourne's Nurture provision, funded from a charitable source, is run by two teaching assistants, supported by the SENCO, towards including the most vulnerable learners in school. The focus of this provision is on emotional wellbeing, self-esteem and social skills, whilst working against SMART targets set out in the pupil's IEPs or Pastoral Support Plans (PSPs)

Access to the Nurture is regularly reviewed by the school leadership team.

- If a child is at risk of exclusion, a Pastoral Support Plan (PSP) will be set up and reviewed fortnightly.

At Easebourne C/E Primary School, we have a zero tolerance approach to bullying.

## How do staff at Easebourne School evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term and more regularly where necessary
- Reviewing the impact of interventions termly through pupil progress meetings and through ongoing monitoring
- Pupil and parent view
- Monitoring by the class teachers/SENCo
- Using provision maps
- Review meetings with outside agencies (where appropriate) and parents
- Pre and post data using standardized assessments and phonics screening
- Learning walks
- Pupil progress meetings
- Securing equipment and facilities

At Easebourne, we regularly review the needs of the pupils and endeavor adapt our provision to meet the needs of the pupils. This ongoing review is usually formulated through pupil progress discussion and pupil focused meetings with outside agencies. We look at the funding streams to see how we can support this. Furthermore, good links with nursery and other feeder schools helps to support planning for provision.

- The school currently has two disabled toilet facilities and is on one level.
- Please see more information on the school's accessibility plan

## How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

*Easebourne works hard to ensure all pupils are included in the life of the school.*

All of our extra-curricular activities and school visits are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where appropriate risk assessments and flexible staffing support are considered. Teachers, supported by the leadership plan carefully to remove barriers to pupil inclusion.

## How do we work with outside agencies to support our pupils?

**Easebourne Primary School works with a number of agencies to support the needs of pupils and families.**

- Agencies include:
- Educational Psychology services
- Child Development Service (paediatrician)



- Learning and Behaviour Team (LBAT/ Social communication team)
- Speech and language
- Social services and Early Help team
- School Nursing team
- Sensory Support Team
- CAMHS (Child and Mental Health services)

When a concern is raised about a child’s progress, the teacher is encouraged, with the support of the SENCo to implement the Assess-Plan- Do approach. Where a pupil has significant need and/or is failing to make progress, outside agencies can be referred to support school understanding and planning for pupil’s needs.

We recognise that the school is only one part of the picture for the pupil. As such, when pupils fail to thrive in school, staff will endeavour to work closely with parents to identify other barriers that affect a pupil making progress in school. The school may refer to a child to the Early Help team so that a family support worker can be allocated. School will also flag up other services to parents within the community.

## How can I make a complaint?

Complaints about SEN provision in our school should be made to the class teacher, SENCo or school leaders in the first instance. Parents will then be referred to the school’s complaints policy.

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

## What support services are there for parents of pupils with SEN

Support services can be found on the West Sussex [Local offer website](https://westsussex.local-offer.org/)

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<i>Service</i>	<i>Contact details</i>
<i>SENDIAS (Special Needs and Disability Information and Advice Support Service)</i>	<i>Advice and support can be offered on the telephone (0330 222 8555), and by email: <a href="mailto:send.ias@westsussex.gov.uk">send.ias@westsussex.gov.uk</a></i>

Contact a family SEN National Advice Service

0808 808 3555

Helpline @cafamilly.org.uk

## Who do I contact to raise a concern?

In the first event that you would like to raise a concern, please speak to your child's class teacher. If you feel concerns have not been addressed, please arrange to meet the headteacher (Simon Traherne) or SENCo (Gemma Ralph). Please speak to the office on Tel: **01730 813266** or email Mrs Ralph on [senco@easebourne.w-sussex.sch.uk](mailto:senco@easebourne.w-sussex.sch.uk) or Mr Traherne at [head@easebourne.w-sussex.sch.uk](mailto:head@easebourne.w-sussex.sch.uk)