

# Special Educational Needs Information Report

## The Haven CE / Methodist Primary School



June 2018 - June 2019

### 1. About this report

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 Special Educational Needs and Disabilities (SEND). It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also linked to our SEND policy. For more information on the law and guidance we follow, see [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer).

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

### 2. Who do I contact?

If you are thinking of applying for a place, contact the school office on 01323 471781.

If your child is already at the school, you should talk to the child's class teacher.

The Special Educational Needs and Disability Coordinator (SENDCO) 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 SENDCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENDCO: Mrs Jemma Langley

Contact number: 01323 471781

Email: [office@thehaven.e-sussex.sch.uk](mailto:office@thehaven.e-sussex.sch.uk)

### 3. Which children does the school provide for?

We are a Primary School and we admit pupils from age 4 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.

- Admissions policy: <http://www.thehaven.e-sussex.sch.uk/our-school/school-policies>
- School Admissions: [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)
- Contact Information for Families for admissions advice 0345 60 80 192

#### 4. Summary of how the school meets the needs of children with SEND

##### Our Inclusion Mission Statement

We recognise that the foundation of good inclusive practice begins with the teacher's responsibility to meet the needs of all children in their class through;

- partnership with support staff
- liaison with specialist staff from the Inclusion Team
- classroom organisation
- resources used
- teaching style
- differentiation
- liaison with external agents

In line with our Christian ethos, we believe that each child is unique, with different gifts and talents, and a different rate of growth and educational development. All pupils will be encouraged to reach their full potential through a variety of teaching and learning methods, with regular assessment on progress and attention to individual needs.

Some children will have special educational needs that can best be supported by one-to-one or small group teaching, or by a behaviour modification programme, usually within the class group. At The Haven School we track children's SEN based support using 'Individual Education Plans' or 'Additional Needs Plans.' A few children will have their needs set out in an Education, Health and Care Plan (EHC). The school will seek to use the full range of professional agencies available in appropriate circumstances. The 'Assess, Plan, do Review' cycle is used to ensure regular review of needs and support is in place.

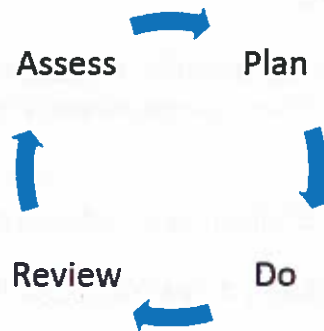
As joint partners with the school in the education of their children, parents will be fully consulted about the development of individualised programmes, and kept informed about how they can help their child make good progress. The aim at all times is for every child to follow the full National Curriculum and to benefit from those additional activities that the school has to offer.

We comply with our duties identified in the Children and Families Act, September 2014 and the Equalities Act 2010.

- We listen to and respond to the concerns of parents, children and young people and use a person centred approach.
- Parents and children need to be actively involved in decision making from the start, e.g. in the initial decision whether a child has SEN.
- We provide children and parents with information about SEN in our SEN Information Report and signpost them to information, advice and support services.
- We focus on outcomes and impact for our children by gathering evidence of the impact of our actions on children's progress. This is part of the cycle of assess, plan, do, review.

Where children are identified as requiring SEND support, this support takes the form of a four-part cycle known as the graduated approach. The stages are:

- **Assess** – draw on information from school assessment, the child's views, parent/carer views, teacher views, information from external agencies.
- **Plan** – agree on interventions, support and expected outcomes. Record this information using the agreed format.
- **Do** – implement the plan. The class teacher remains responsible for the progress of the child and assessing the impact of the plan.
- **Review** – assess the impact of the support. Revise the plan in light of the outcomes and go back to the beginning of the cycle.



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 SEND Additional Needs Plan and will involve parents and carers as well as foster carers or social workers in discussions.

## 5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

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.

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 behaviour, 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.

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments, six times a year, of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- 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

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We invite parents to join with the Inclusion Team for Structured Conversations that can help to identify ways in which we can work together to meet the child's needs. We also listen and address any concerns raised by children themselves.

Where it is decided to provide a pupil with SEND support, the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data, collected through the School Census, is also required to produce the national SEN information report. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

## **6. How does the school teach and support children with SEN?**

All teachers at The Haven CE / Methodist Primary School are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through quality first teaching. If a child's progress is less than expected, the class teacher, working with the SENDCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), extra teaching or other interventions will be put into place and their impact closely monitored. The pupil's response to such support can help identify their particular needs.

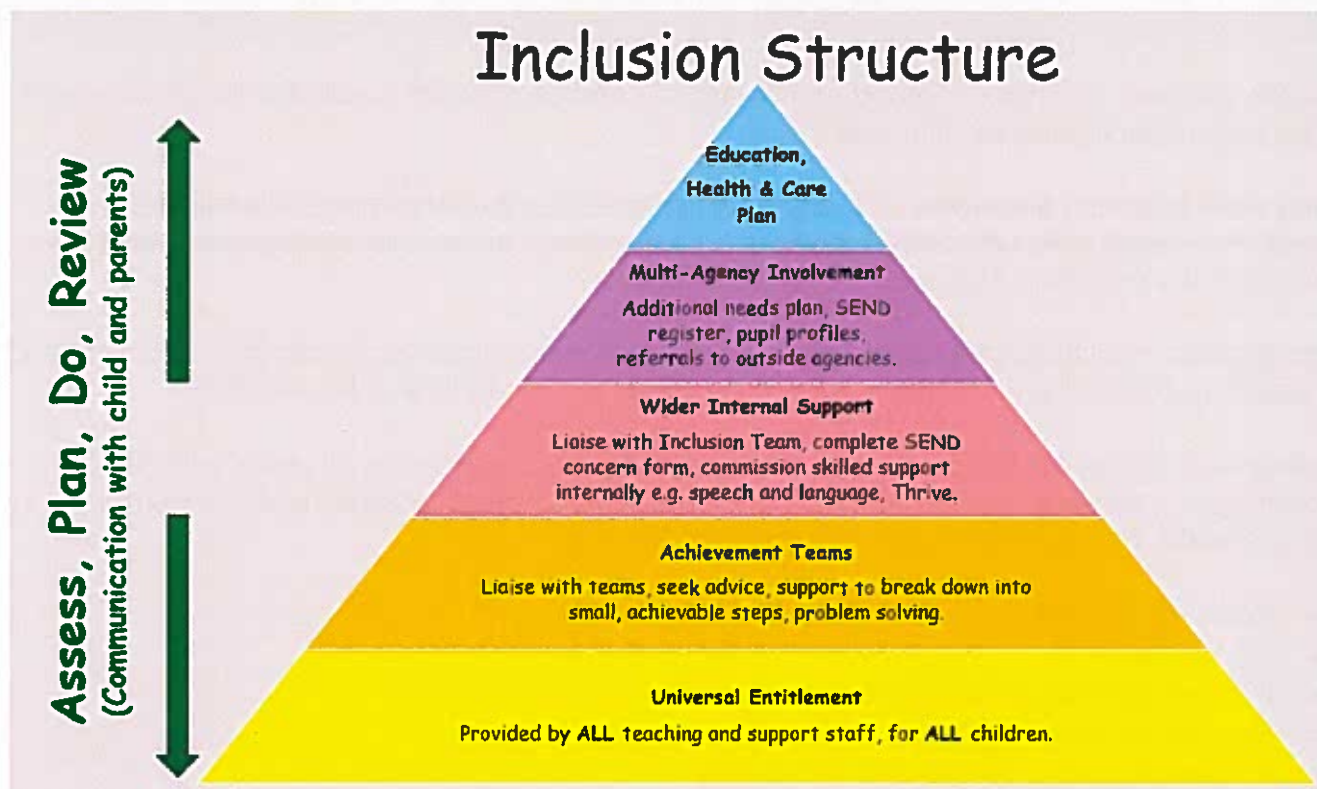
The teachers work closely in partnership with specialist staff from the school's Inclusion Team.

The school's Inclusion Team consists of:

- Head Teacher - Sharon Trathen
- SENDCO - Jemma Langley
- SEND Governor - Nicky Soars

### Inclusion Structure

Below is a diagram outlining the inclusion structure at The Haven. It demonstrates the use of ongoing assess, plan, do, review cycles and the importance of continuous communication between pupils, parents, teachers, SENDCO and outside agencies.



### Universal entitlement

This is what every child is entitled to and provided with by all teachers and support staff.

### Achievement teams

All staff are part of an Achievement Team:

- Reception and Year 1
- Year 2 and 3
- Year 4, 5 and 6.

Meetings within achievement teams are held termly after each data assessment point and used for staff to discuss outcomes from the data analysis and receive advice and support around specific children.

### Wider Internal Support

Teachers and support staff can receive support from the Inclusion Team, this may involve further advice, using the East Sussex SEND Matrix to look at additional strategies, to organise additional interventions e.g. speech and language group, Thrive support, social skills groups, etc.

### Multi-Agency Involvement

Additionally, we seek support and advice from outside agencies such as the Educational Psychology Service, English as an Additional Language Service, South Downs Outreach Service, Play Therapy, East Sussex Behaviour and Attendance Service (ESBAS), Communication,

Language, Autism Support Service (CLASS), Early Years Service, Speech and Language Therapy Service, Occupational Therapy Service, health teams e.g. Epilepsy Specialist Team, Diabetes Specialist Team and School Nurse Team.

#### Education, Health and Care Plan

The highest level within our inclusion structure is for a few children who have an Educational, Health and Care Plan (EHCP).

### **7. How will the curriculum and learning environment be matched to the child's needs?**

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

Quality First Teaching underpins all teachers' approaches in the classroom. We adjust the curriculum for each child with SEND to make sure that they can access all subjects at their own level and make progress. This is called 'differentiation'.

In some cases a child may require further personalisation to enable access to the curriculum and this would be outlined in an 'Individual Education Plan' or an 'Additional Needs Plan.'

Personalised targets are designed to meet additional needs and enable all pupils with SEN to make progress. Support and targets are identified through internal assessment or external agency reports. Personalised support is provided through;

- Small group work
- 1:1 activities
- Personalised visual timetables & resources
- Support for social, emotional or behavioural needs
- Pre-teaching of concepts and vocabulary
- Flexible teaching space

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEND support cycle - Assess, Plan, Do, Review.

### **8. How are parents and carers involved in reviewing children's progress and planning support?**

All children receive a report detailing their progress over the academic year in each subject area. Additionally, we complete an interim report during the year which gives details in your child's current attainment.

All children have the opportunity to participate in Termly Learning Conferences twice a year. This gives children the opportunity to share their learning with their parents and discuss their next steps through individualised targets agreed by the child. There is also an opportunity to meet your child's new teacher at the end of the school year before they move into the next year group.

You can make an appointment with the class teacher at any time during the year if you are concerned about your child or you want to check on their progress.

We review targets for children with SEND a minimum of 3 times a year. Individual Education plans are reviewed by Teachers at each assessment point. Targets and outcomes are reviewed and next steps are identified. These IEPs will then be shared with parents.

Additional Needs Plans and EHCP are also reviewed 3 times a year. Annual review meetings, for EHCPs seek parents' and pupil's views about progress as well as their short and long term aspirations for their child.

We seek to gain Parent and Pupil views as often as we can to ensure we are supporting each pupil with SEN in the best way possible.

When an outside agency is working with a child, for example, The Educational Psychology Service or Speech and Language Therapy Service, they usually set clear outcomes and the support required for the pupil to achieve the outcomes. These are given to parents/carers and reviewed after a given length of time.

Support is planned in order to help children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

For children who have changeable medical conditions such as epilepsy or diabetes, we regularly review their Health Care Plan, with the support of parents/carers, to ensure that we are regularly updated on the advice from medical professionals and therefore meeting the child's needs.

### 9. How are children involved in reviewing their progress and planning support?

The views of the children are key to the 'Assess, Plan, Do, Review' process. The school uses Pupil Voice as a tool to enable children to give their views about the support they need. The children can also contribute during a Structured Conversation, if appropriate.

If an Additional Needs Plan is initiated, the child's views will be a crucial part of this process and the Inclusion Team will support the child through the process.

The Annual Review process, for children with an Education Health and Care Plan, seeks the child's views about progress and their short and long term aspirations.

All children have a variety of opportunities to talk about their learning:

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self-assessment</i>	<i>Pupil, class teacher, teaching assistant</i>	<i>Daily</i>
<i>Class Circle times / PSHE</i>	<i>Pupil, class teacher, teaching assistant</i>	<i>Weekly</i>
<i>Learning Council</i>	<i>School council representatives, class, class teacher, teaching assistant</i>	<i>Termly</i>
<i>Termly Learning Conferences</i>	<i>Pupil, class teacher, teaching assistant, parents, SENDCO support</i>	<i>Twice a year</i>

<i>Annual reviews for statements and EHC plans</i>	<i>Pupil, parents, SENDCO, class teacher, teaching assistant, support services, local authority.</i>	<i>Once a year</i>	
<i>Structured Pupil Voice</i>	<i>Pupil, class teacher, teaching assistant, SENDCO support</i>	<i>As required</i>	

### **10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?**

The school recognises that transitions can be extremely anxious times for children with SEND and their families. The school liaises closely with the SENDCO from the new school or other agencies that may be involved. The child and family may be invited to participate in a Person Centred Review to prepare the child for the new setting.

Vulnerable children have additional induction opportunities. They have a bespoke programme depending on their needs. This could involve weekly visits to tour the school and meet the staff. We can also create transition booklets with the children to help them feel ready for secondary school.

We also provide the opportunity for children to complete a 'Pupil Profile.' These can be used to enable the child and/or current teacher to provide essential transition information regarding strengths, areas of need and support required.

The SENDCO from the secondary school will attend Annual Reviews of children with an EHCP in Year 6 to begin to identify the children's needs. This will help to create a transition plan.

### **11. What training do school staff have?**

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.

All our teachers have qualified teaching status.

Our SENDCO is a qualified Teacher and Thrive Practitioner and has a Bachelor of Education.

At The Haven School we have three specialist speech and language teaching assistants and ten Thrive practitioners in the school.

All of our midday supervisor assistants are all teaching assistants at The Haven.

We regularly have whole school training with a focus on special educational needs and vulnerable groups. Additionally, we have termly support staff meetings; these often have an SEND focus.

Recent training has included Developing speech and language, understanding autism and four addition members of our support staff team have been Thrive trained.



We have a wide range of training available to us:

- [East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)
- [Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)
- [Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

## 12. How does the school measure how well it teaches and supports children with SEND?

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. The outcomes of interventions are recorded during each assessment point, six times a year.

The SENDCO records steps of progress for each pupil on the SEN Register and has regular communication with class teachers, support staff and parents to ensure outcomes and next steps are shared.

We also invite parents to provide feedback at meetings, through attending termly learning conferences and through the Ofsted parent view website: <https://parentview.ofsted.gov.uk/>.

## 13. How accessible is the school and how does the school arrange equipment or facilities children need?

We are subject to the Equalities Act and make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

The current building was extended and redesigned in conjunction with current regulations regarding disability. We have two disabled toilets and changing facilities. We have a hearing loop in the main school hall.

Any specialist equipment a child requires is accommodated in school and accessible at all times. We encourage parents/carers to refer to our Accessibility Plan:  
<http://www.thehaven.e-sussex.sch.uk/our-school/statutory-information>.

## 14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND. They are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

## 15. What support is there for children's overall well-being and their emotional, mental and social development?

The class teacher is the first point of call for all matters to do with your child's well-being. Upon identification of any issue that presents a challenge to your child's well-being, the class teacher will work with the SENDCO / senior leaders and you, the parent, in order to find an appropriate course of action.

### **Personal, Social and Health Education (PSHE) and Christian Values**

PSHE forms part of our planned curriculum alongside our School's Christian values which are fundamental in creating a positive school ethos. Our children are encouraged to care for each other and the world in which they live. They have opportunities to learn pastoral and social skills, to try new roles and to develop relationships. Our Christian Values are: Compassion, Courage, Respect, Responsibility, Justice and Hope.

The secure environment which the school provides allows the children to develop independence and responsibility so that they become increasingly able to make informed decisions. It is our intention that all children should have a positive self-image and that they should be able to develop a healthy lifestyle through the activities offered and the many ways they are taught.

The school has ten fully trained Thrive practitioners who advise and support staff to meet the emotional needs of all children including those with SEND.

In some circumstances children's emotional needs can lead to difficulties with behaviour and an Additional Needs Plan or Risk Assessment may be used to outline alternative approaches to be used with the child.

In order to reduce the risk of exclusion the school also purchases the services of;

- Educational Psychology Service,
- East Sussex Behaviour and Attendance Service (ESBAS) who can advise the Inclusion team, parents and class staff on strategies to use with the child. This enhanced support aims to reduce the risk of exclusion for the child.
- Play Therapy
- Early Help Keyworker Service

## 16. What specialist services does the school use to support children and their families?

The school purchases the following services;

- Educational Psychology Service
- East Sussex Behaviour and Attendance Service (ESBAS)
- Play Therapy
- English as Additional Language Service (EALS)
- Speech Link (online tool)
- Thrive (online tool)

Services that are free to the school are;

- Speech & Language Service
- Other health services (e.g. Epilepsy Specialist Team, Diabetes Specialist Team and

School Nurse Team, physiotherapy, paediatrics)

- CLASS (Communication, Learning and Autism support Service)
- Service for Children with Sensory Needs
- Social Services
- Early Years Service
- Child/Adolescent Mental Health Support (CAMHS)
- Early Help Keyworker Service

As part of the cycle of SEND 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. Parents are always involved in any decision to involve specialists.

Links to local offer pages on council and health services:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>  
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## 17. Where can I get information, advice and support?

If your child has special educational needs, or a disability, you will be involved in ongoing discussions about their learning with the class teacher, the SENDCO or a member of the Inclusion Team in school.

Do not hesitate to contact the class teacher if you have any concerns. If you continue to have questions about your child's needs being met, the class teacher will ensure you are contacted by the SENDCO.

### School Inclusion Team:

Head Teacher: Mrs Sharon Trathen

SENDCO: Mrs Langley

SEND Governor: Mrs Nicky Soars

### The 'local offer' on the internet

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

## SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk)

[www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)


## 18. What do I do if I am not happy or if I want to complain?

The school aims to work in partnership with parents and the community in the best interests of the children and any complaint will be given careful consideration and dealt with fairly and honestly.

Where someone has a concern or complaint the school will endeavour, at all times, to deal with the issues responsively and reasonably and if necessary put things right as quickly as possible.

The complaints procedure is not intended to replace the normal informal discussions which take place between parents and staff in schools on problems and concerns as they arise. Most of these issues can be resolved through this dialogue.

Please refer to our school complaints policy which is published on our website:  
<http://www.thehaven.e-sussex.sch.uk/our-school/statutory-information>

Signed:  Chair of Governors

Date: 12th June 2018