



Buxted Church of England Primary School Special Educational Needs Information Report



“Inspire and Aspire”

Related Statutory policies for schools:

Schools are required to have the following policies in place:

(DfE advice published February 2014)

Accessibility Plan

Behaviour Principles written statement

Child Protection policy and procedures

Early Years Foundation Stage

Equality Information and Objectives statement

Supporting pupils with medical conditions

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 SEN. It will be shown on our school website and in the ‘local offer’ on 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 our SEN policy.

For more information on the law and guidance we follow, see

www.eastsussex.gov.uk/localoffer

This report will be reviewed annually. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office: office@buxted.e-sussex.sch.uk

Introduction

‘Embracing Christian values, we strive to develop a dynamic and inspiring culture of learning, working in partnership with all members of our community; we aspire to be the best we can be now and in the future.’

At Buxted Church of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. All children are given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience with us. Support is provided for any child who at any time requires additional or different provision to help them achieve success. Our philosophy is for the children to be the best they can be at all times.

1. Who do I contact about my child’s special educational needs?

Your first point of contact at school is the child’s class teacher.

The Inclusion Manager is responsible for managing and co-ordinating the support for children with special educational need, including those who have EHC plans and statements. They also provide professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Inclusion Manager: Mrs Jan Goldsmith

Contact: office@buxted.e-sussex.sch.uk 01825 733185

Best time to contact: During school hours on a Monday or Tuesday.

2. Which children does the school provide for?

We are a Church of England Voluntary Controlled Primary School which admits pupils from age 4 to 11.

We are an inclusive school, which means we provide for children with all types of special educational needs. If you want a place for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process. For further information, please 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 admissions policies on our website:

- [Buxted admissions policy –see school prospectus](#)
- [school admissions- East Sussex.gov.uk](#)
- contact Information for Families for admissions advice 0345 60 80 192

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

At Buxted we fully comply with our duties under the Children and Families Act 2014, and the Equalities Act 2010. We are committed to meeting the needs of children with SEND and our school tag line is “[Inspire and Aspire.](#)”

Within the class:

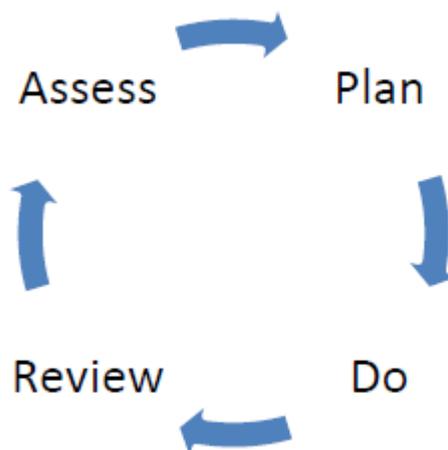
- Your child will be supported by high quality teaching including: differentiated planning, access to appropriate resources and teaching styles. All of which takes account of the needs of each child.
- All staff working within the class will be aware of your child’s individual needs.
- The progress of all children is reviewed on a regular basis, each short term.
- Where necessary an individual programme of support will be implemented and monitored.
- The class teacher may develop a school based plan for your child in liaison with the Inclusion Manager, setting appropriate targets. This will be reviewed three times a year to ensure that provision remains appropriate.
- Where appropriate the school may seek support from outside agencies, this will be discussed with you and a referral may be made with your permission.

Within the school community

The Governing body is responsible for ensuring that funding is appropriately utilised, monitoring teaching and accessibility. There is a designated SEN Governor who liaises with the Inclusion Manager.

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, children need to be actively involved in decision making from the start, e.g. in the initial decision whether a child is SEN.
- We provide children and parents with information about SEN in our SEN Information Report and signpost them to information, advice and support services.
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/special-educational-needs-support/>
- 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.



If the child is looked after by the local authority they will have a Care Plan including an Additional Needs Plan and 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.

We currently run a small nurture group for a few children who need extra support with social and communication skills, which runs on three afternoons a week, in order to support them to access the curriculum when they are in the classroom.

4. 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 they have the best possible outcomes. If you, as a parent, have any concerns about your child's progress, please contact their class teacher to discuss your concerns.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision 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 or 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.

All children who come to us in Early Years are assessed with regard to their understanding of language, using an East Sussex recommended tool 'Language Link'. Those who are identified as having gaps in their language are supported through small group work. If they continue to have difficulties, they will be referred on to the Speech and Language Service, with parental permission.

Concerns about children are identified by the class teacher and monitored using the 'Assess, plan, do, review model' (see above). These concerns may be based on any of the above criteria. Any concerns, will be discussed with the Senior Leadership Team (SLT) and the Inclusion Manager, as appropriate. Key discussions will also take place with parents (parent voice) and the pupils (pupil voice.) to establish their views. It is important that all information, data and views are gathered to enable the best support strategies to be put in place. Further advice may be sought from outside agencies or other professionals, with parental permission.

SEND Code of Practice set out procedures that we follow (Sections 6:15 -6:20)

- All children must have access to quality first teaching with appropriate differentiation. Identified children with SEN will have additional and different intervention, as required, but will still have full access to quality first teaching.
- We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. If a pupil has a disability under the Equality Act 2010 we make reasonable adjustments to support their needs.
- Assessments will include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to be able to participate fully in all aspects of school life.

- We recognise that parents know their children best and that it is important to listen to their views and understand when parents express concerns about their child's development. We also listen to, and address, any concerns raised by children themselves.
- If we notice changes in behaviour, or if a child show behaviours that challenge, we look carefully at all aspects of their performance in different areas of learning and development or subjects to establish whether these behaviours are a way of the child communicating that they are struggling with the academic or social demands of school.
- Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due in the case of EAL children to their command of English. We assess if any difficulties arise from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

5. How does the school teach and support children with SEN?

All teachers at Buxted CE Primary School take responsibility for **all** children in their class, regardless of race, gender or special need. In line with the SEN code of Practice, 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 Inclusion Manager, 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. This may be short, medium or long term interventions based on the needs of the child.

6. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils

All pupils will have access to a broad, balanced and engaging curriculum. Information about the curriculum for each class can be found on our website. We set high expectations for all pupils and encourage and support all children to achieve their targets whatever their starting point. Teachers carefully plan to take into account the learning needs of all individuals, and tasks are differentiated accordingly and the curriculum adapted to suit a child's needs. Each term all children are assessed in reading, writing and maths and the class teacher and SLT will analyse the performance of the children, on a regular basis, identifying any areas where support or extension may be needed. Vulnerable groups are monitored closely, by the Inclusion Manager, to ensure the needs of these children are being met. The children are taught in manner that ensures there is no ceiling on their work and that, as far as possible, they make progress in every lesson.

Teachers provide high quality feedback on tasks, in a way suited to that child, so that they know what they have to do to improve, enabling them to meet their potential. We talk with

children and parents as part of the SEN support cycle (assess, plan, do, review), to ensure that they are engaged with their learning.

SEN children/target children

In addition to whole cohort monitoring, groups such as SEND children are further tracked to ensure their needs are being fully met. This monitoring is carried out by the Inclusion Manager working alongside the class teacher, parents and the pupil. Children with statements and EHC plans are reviewed on a regular basis at inclusion meetings and by carrying out during their annual review. Some children for example, SEN support children, will have an Additional Needs Plan and this will be reviewed at least 3 times per year. Targets from the reviews become part of planning for the pupils' work in class.

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

All children

You will receive a written report that shows your child's progress in each subject area at the end of the academic year. In addition to this there will be two parents' evenings during the year which offer an opportunity for you to discuss progress with the class teacher.

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. At Buxted we feel it important to have clear and open communication with parents.

Children with SEND and other vulnerable children

Children with special educational needs and other circumstances that make them vulnerable to under achievement are closely monitored by the Inclusion Manager. The children with Statements or Education Health Care Plans and Additional Needs Plans, have individual plans that clearly outline their targeted outcomes and the support that is in place. Children with a Statement or Education Health and Care Plan will also have an annual review. There is a section of the annual review process which seeks parents' views about progress and their short and long term aspirations for their child. The class teacher and Inclusion Manager are also available to discuss provision and concerns throughout the year, by appointment, if necessary.

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

The views of the children are vital in the assess, plan, do and review cycle. Pupil led learning is at the centre of the curriculum and children are asked to provide the teacher with ideas for their learning journey for the next term the teacher then incorporates this into their planning.

Home learning is also made accessible to all and the children are provided with homework maps with exciting ideas that match their strengths to select from. Where pupils have particular SEND needs, home learning is adapted accordingly.

Pupil voice is carried out to support Additional Needs Plans, behavioural support and EHC plans and statements. Children have to opportunity to feedback to staff about their learning and this is taken into account when planning.

Opportunities to talk about learning includes:

<i>Activity</i>	<i>Who's involved?</i>		<i>How often?</i>
<i>Self-assessment</i>	<i>All children</i>	<i>Class teacher/teaching assistant/INA</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>All children</i>	<i>Class teacher/teaching assistant/INA</i>	<i>Weekly</i>
<i>School Council</i>	<i>School Council members and all children during class meetings</i>	<i>Whole school staff</i>	<i>X2 sessions termly</i>
<i>Pupil Voice</i>	<i>SEND targeted children</i>	<i>Parents, class teacher/INA supported by Inclusion Manager</i>	<i>Termly</i>
<i>SEN support review meetings</i>	<i>SEND targeted children</i>	<i>Parents, class teacher/INA supported by Inclusion Manager</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>.Children with and EHC plan or statement</i>	<i>Pupil, parents, Inclusion Manager, class teacher/ form tutor, support services, local authority</i>	<i>Once a year</i>

9. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

Preschool to Buxted transfer

The school works closely with the SENCOs in preschools and the Early Years Team from East Sussex Education Authority, to ensure smooth transition for any pupils with SEN. Pre-transfer meetings with parents, the preschool and school take place to enable information to be passed on fully and the child's needs are discussed to make sure that they are well provided for from the start of EYFS (Early Year Foundation Stage.) There are induction events during the summer term for all children who are joining the foundation stage in September and extra events will be offered, if it is felt necessary. We can also provide a booklet with photos of the setting and staff, for those children who find transition particularly difficult.

Primary to Primary school transfer

Where SEND pupils transfer into Buxted from another primary setting, close liaison will take place between settings. The Inclusion Manager will be responsible for collating any information

from the previous school, setting up meetings with parents to discuss needs and meet with professionals from the old placement, to receive appropriate training, if necessary.

Secondary School transfer

The Inclusion Manager and class teachers liaise with the SENCo and teachers in KS3 and dual placement settings. This may involve multi-agency meetings to support the transition.

Transition meetings also take place in school with staff from UCTC to discuss the transition for all pupils. Those pupils with particular SEND needs are recorded and additional meetings take place with parents and pupil voice. All SEND information such as EHC and statements will be passed between schools during the summer term. The Inclusion Manager will invite the transfer setting SENCo to attend Y6 annual review meetings with parents, and if appropriate, arrange for outside agencies/ other professionals to help to create a bespoke transition.

Pupils are invited, by UCC, to attend an induction day in July as well as filling in a pupil passport to pass on to the new form tutor. The children who have selected UCC will identify two friends that they would like to be in their tutor group so that no child will feel isolated. Extra transition opportunities can be arranged, if this is considered necessary.

Children who are transferring to other Secondary placements, will follow the new placement's transition procedures, with extra sessions being sought, if necessary.

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.

Our school development plan, which is created by the senior leadership team (SLT), Inclusion Manager, staff and governors, ensure that priorities and targets are set out for the year. This will include any staff training needed to achieve these targets.

- All our teachers have qualified teacher status
- Our Inclusion Manager keeps up to date with new initiatives and reforms in SEND, regularly attends training events.
- We have teaching assistants who are regularly trained.
- Other specialist staff are accessed through the local authority to support the needs of SEND pupils
- Other support staff, e.g. lunchtime assistants are trained in effective playtime skills
- Our staff are highly skilled and capitalise on the opportunities provided for them, for example through the wide range of training available to us through the local authority, our teaching school alliance, as well as the Diocese of Chichester.

Training carried out in the last three years includes:

- SEN reform meetings-SEN Code of Practice
- Whole school child protection training
- Behaviour management network with Educational Psychologist support
- Whole school ASD training
- Personalised reading programme
- Effective questioning and feedback
- Medical training to support pupils with medical care plans e.g. epilepsy, hydrocephalus, epi-pen training is developed as appropriate.

[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)

The Inclusion Manager keeps up to date with local strategies by attending the following:

- Inclusion network for SENCOs
- SENCO Hub meetings
- SENCO/ LEA (Local Education Authority) consultant meetings

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

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. We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision and this is monitored by the Inclusion Manager and the SEND governor.

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.

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

Ofsted March 2014

“The school uses the pupil premium funding well. For example, it contributes to providing small group or individual tuition and extra activities for pupils. Consequently, pupils thrive and make good progress. There are no significant gaps between their attainment in English and mathematics and that of their classmates.”

“Disabled pupils and those who have special educational needs make both good progress and the very most of school life because such close attention is paid to their well-being and academic development.”

“Warm and trusting relationships throughout the school encourage pupils to be intrepid learners who are not afraid to make mistakes.”

“The school’s work to keep pupils safe and secure is good and most parents agree with this. Staff are diligent in caring for pupils and pupils feel very well looked after and valued as individuals. “

“Equality of opportunity is central to the school’s ethos and discrimination is not tolerated. Pupils from all backgrounds get on well together.”

“Pupils’ progress is monitored very closely. Any underachievement is swiftly detected and rectified by high-quality support.”

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

Buxted is subject to the Equalities Act and is responsible for making reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. In addition to this we have an accessibility plan that is available from the school office.

- The school site is fully wheelchair accessible with wide corridors and doorways.
- We have a disabled toilet that is large enough to accommodate changing for wheelchair users.
- Visual timetables are used in all classrooms.
- We take advice from outside agencies who come in to support us with environmental audits, to ensure that the school is safe for all children.

Our ethos is to support all children and their families and we positively encourage partnership at all times.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx>.)

14. How will my child/young person be included in activities with other children, including school trips?

At Buxted we strive to ensure that all young people, regardless of their needs have access to a full range of educational opportunities and activities. We make sure that activities outside the classroom and school trips area are available to all including pupils with special needs and disabilities. The school complies with all legislations in respect of accessibility and make reasonable adjustments where necessary.

- Risk Assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents are involved in discussions as appropriate
- Parents/Carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils, vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and Safety audits will be conducted as and when appropriate.

Through careful planning and reasonable adjustments, pupils 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 and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

At Buxted CE Primary School our ethos is to be the best we can be. This applies to both pupils and staff. As a church school we encourage pupils to live according to Christian values, and support and care for each other and the world that they live in. Children at the heart of everything we do.

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 Inclusion Manager/ senior leaders and you, the parent in order to find an appropriate course of action. Where a child is experiencing particular difficulties the school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services, Talkspace and key workers. Parents will be fully informed if a referral is necessary.

Nurture provision is important to us and the school has a trained assistant in Worry Buster and Boris can beat it. These are wellbeing programmes designed by our Educational Psychologist. We operate an open door policy and encourage parents to talk to us about wellbeing concerns.

Personal, social and health education (PSHE) and citizenship are planned for as part of our curriculum, and are fundamental in creating a positive school ethos. They have opportunities to learn pastoral and social skills, to try new roles and to develop relationships. For example, pupils are trained to be playtime leaders, buddies and worry mentors. The school council is active in listening to the views of the children and work closely with the senior leaders and governors to deliver these.

The safe environment which the school provides allows the children to develop independence and responsibility so that they become increasingly more 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.

Vulnerable learners are closely monitored and progress reviews are regular. These are carried out 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.

Safeguarding vulnerable pupils including those with SEND:

Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Please see our website for our policies on:

Behaviour

Anti-bullying and friendship

Safeguarding and child protection

Supporting pupils with medical conditions.

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

We work in partnership with a wide range of professionals and specialist services including:

The schools across our alliance access the following services:

Educational Psychology Services

Speech and Language Therapy Service

CLASS –ASD and Language Learning Support Service

ASD monitoring and support group

Early Years Teaching and Support Service

Talkspace-counselling service

Links to NHS services such as Occupational Therapists (OT)/ physiotherapists/CAHMS etc

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. Parents are always involved in any decision to involve specialists.

Link 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?

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

Parent information Contact at school:

Guidance <https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/>

Parent Information Contact: **Mrs Chris Hurcombe**

Contact: 01825 733185 (School Office)

Best time to contact: During school hours

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

www.eastsussex.gov.uk/sendadvice

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

We encourage parents to discuss any issues with us as soon as they arise. We are always happy to meet parents and discuss any concerns they might have.

Please refer to our School complaints procedure which is published in our prospectus on our website and it is also available from the school office.

The procedure for discussing concerns is as follows:

1. Informal discussion with class teacher

2. Formal discussion with class teacher
3. Formal discussion with Head teacher
4. Formal discussion with Chair of Governors
5. Concern discussed by Governing body
6. LEA involvement

The vast majority of concerns can be dealt with without going beyond stage 2. Stage 3 and beyond any complaint must be made formally in writing.