



## **Warnham CE Primary**

# **SEN Information Report**

### **Introduction- How we support children with special educational needs or disabilities.**

Our SEN information report is part of the West Sussex Local Offer for learners with special educational needs (SEN). As part of the Children and Families Act 2014, all schools have a legal duty to make available their local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published and reviewed annually. The required information is set out in the [SEN Regulations](#).

At Warnham C of E Primary School we are committed to working together with all members of our school community and outside agencies to offer the best support to children with SEN. This report and the Local Offer have been produced with pupils, parents/carers, governors and members of staff.

### **Our policy for identifying children with SEN and assessing their needs**

In accordance with the SEN Code of Practice, we plan for the all areas of need in the school; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or physical needs.

The SENCO meets regularly with Teachers to discuss special educational needs.

Class Teachers are the first point of contact for parents/carers who may wish to express a concern about some aspect of their child's progress or learning. The Class Teacher must have knowledge of every child's skills and abilities, and find ways of providing appropriate access to the curriculum for each child. The Class Teacher is the person with key responsibility for devising and delivering support within the classroom which is matched to the child's needs.

In collaboration with Class Teachers, and other professionals where appropriate, and in consultation with parents/carers, the SENCO decides if a pupil who is causing concern needs to be placed on the SEN register. Each child is registered under their main presenting or predominant need.

The progress of all pupils in the school is monitored regularly using a range of strategies. These include a whole school pupil tracker and an SEN pupil tracker, which records each child's achievement and progress against age related expectations every half term, enabling Class Teachers to track and monitor individual progress and liaise with the SENCO to plan further support for any child failing to make sufficient progress. This tracking system ensures that those pupils making insufficient progress can be identified, assessed and targeted for appropriate intervention at the earliest opportunity.

In addition to tracking individual academic pupil progress over time we look at progress in other areas, for instance communication and interaction or social and emotional mental health needs. We liaise regularly with outside agencies too, such as the speech and language therapy service, the Learning and Behaviour Advisory Team, the Autism and Social Communication team, OT, EP's and others, to fully support for all pupils.

### **Name and contact details of the SENCO**

The SEN Co-ordinator (SENCO) is Lianne Brazier-Main who works 2 and a half days a week at the school. Her days are a full day on Monday and Tuesday and half a day on Wednesday.

To contact the SENCO to arrange a meeting, please telephone 01403 265230 or email Lianne Brazier-Main directly using [inclusion@warnhamprimary.co.uk](mailto:inclusion@warnhamprimary.co.uk)

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education.
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEN provision.
- working effectively with all other agencies supporting children and their parents/carers.
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately.
- ensuring that all parents/carers can access information provided by the school.
- focusing on developing the child's strengths as well as areas of additional need.

We follow the Graduated Approach to SEN Support which takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review'.

Where a pupil is receiving SEN support, we talk to parents regularly to set clear outcomes and review progress towards them, set them out in individual SEN Plans, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We hold parent/teacher consultations for children bi-annually so that we can meet parents at least two times each year. Parents can book appointments with the SENCO at Parents' Evenings.

#### Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO or the head teacher.
- Look at our Special Educational Needs policy on our website.
- The West Sussex Local Offer can be accessed through the school's website or by going to;

<https://westsussex.local-offer.org/>

- Parent Partnership Service is an organisation that provides independent advice and support for families: telephone (0330 222 8555) or email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

#### Arrangements for consulting young people with SEN and involving them in their education

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible, pupils are involved in monitoring and reviewing their progress.

The views of the pupil are included in parent/teacher consultations, the SEN plan and the Annual Review process for children with an EHCP. This is undertaken either through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

#### Arrangements for assessing and reviewing children's progress towards outcomes

**At the Review stage of the four part cycle** the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the Class Teacher and SENCO in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

## **Arrangements for supporting children in moving between phases of education**

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible. Year 6 pupils have an opportunity to create a 'pupil passport' to take to Secondary School.

### **Pre-school transition:**

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.
- For pre-school pupils, home-visits are conducted in order to discuss the transition and any related concerns.

### **If your child is moving to another school:**

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new Teacher. All SEN Plans will be shared with the new teacher.
- Children will have opportunities to meet their Class Teacher work within their new class in the Summer Term prior to transition and a transition book may be created.

### **In Year 6:**

- The SENCO and Year 6 staff will liaise with the Secondary School SENCO/representatives to discuss the specific needs of your child and what provision needs to be made.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- When children are preparing to leave us, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. 'transition days' at the end of the Summer Term.
- Secondary school SENCO/representatives facilitate additional opportunities specifically targeted at the more vulnerable pupils.

## **Our approach to teaching children and young people with SEN**

Warnham Primary School is an inclusive school and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community. The school staff all know that the additional needs of most children can be met by inclusive, quality first teaching from the funding and resources that are ordinarily available in a mainstream school. We all adhere to the Ordinarily Available Inclusive Practice guide (OAIP). This was developed by the West Sussex SEND and Inclusion Strategy. We also work closely with the West Sussex external agencies to support and achieve positive outcomes for children who are looked after by the local authority and have SEN.

We have high aspirations of all children and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community and which supports them to make the best possible progress and achieve well regardless of their individual need.

To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy.

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

## **How we make adaptations to the curriculum and the learning environment of children with SEN**

The staff at Warnham Primary provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils, and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEN will be enabled to access the curriculum through the specialist SEN provision provided as appropriate to their needs, taking into account their individual wishes and those of their parents/carers. Every effort will be made to educate pupils

with SEN alongside their peers in the classroom where this is reasonable for their needs.

The range of provision includes:

- class-based small group support from the Class Teacher, Teaching Assistant (TA) and, in specific cases, the SENCO. The staff work with pupils who need help with overcoming barriers to learning.
- individual or small group interventions out of class from a TA, learning Support Teacher or Teacher, only if the need cannot be met by inclusive class based intervention.
- differentiation of resources.
- alternative methods of recording, eg. writing frames/mind maps.
- provision of specialist equipment according to need.
- access to intervention programmes to ensure progress.

Warnham Primary School also has a member of staff working one day a week as an ELSA- Emotional Literacy Support Assistant. If school staff feel that your children would benefit from ELSA support, we discuss with parents and schedule 6-10 sessions.

### **The expertise and training of staff to support children with SEN, including how specialist expertise will be secured**

The school recognises the importance of continuing professional development for all teaching and support staff, to ensure the progress of all pupils, including those with SEN. In-class provision and support are deployed effectively to ensure that learning is differentiated appropriately and that progress is maximised.

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by West Sussex County Council, which are described in the Local Offer Website, see <https://westsussex.local-offer.org/>

As a school, we also employ Teaching Assistants who deliver some of the interventions as co-ordinated by our SENCO and Class Teachers.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCO.

If a child has a complex special educational need or disability they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the plan through liaison with parents/carers, the pupil, SENCO and other professionals.

## **Evaluating the effectiveness of the provision made for children and young people with SEN**

Monitoring progress is an integral part of teaching and leadership within Warnham Primary School.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be part of the formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the plan will be formally reviewed annually.

The SENCO collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Effectiveness can be measured in many ways, including the following:

- The children are successful in meeting targets set out in SEN Plans (academic and social/emotional.)
- The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the Teacher, parent and pupil.
- Children may move off the SEN register when they have met age related expectations/made sufficient progress or do not need additional support for their need.

Parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss pupil progress.

## **How children with SEN are enabled to engage in activities available with children in the school who do not have SEN**

All learners should have the same opportunity to access extra-curricular activities and school activities including residential visits. Access to after school clubs is provided as a right, and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At Warnham Primary School we offer a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

The 2010 Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments."

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by other SEN and disability legislation.

## **Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.

The Class Teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the Class Teacher liaises with the SENCO for further



advice and support. This may involve working alongside outside agencies such as Health practitioners and Children's Services, and/or the Learning and Behaviour Advisory Team.

We also liaise with Early Help to offer support to vulnerable children and families, and hold TAF meetings when necessary.

Bullying is not tolerated at Warnham Primary School. We recognise that bullying can be present in different forms and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying.

**How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families**

The school works proactively with health and social care bodies, the local authority (LA) support services and voluntary sector organisations. The SENCO is responsible for liaising with outside agencies if further support is required.

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

In the first instance, parents'/carers' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the whole school complaints policy.

If there continues to be a disagreement with regard to the SEN provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

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