



Special Educational Needs Information Report

1. About this report	Referenced in law and guidance
<p>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</p> <p>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. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer</p> <p>We will review this report every year and will involve pupils and parents through discussion. If you want to give us your views about the report, please contact the school office.</p> <p>Signed..... Chair of Governors Date.....</p>	<p>SEND CoP 6.81</p>
<p>2. Who do I contact?</p>	
<p>If you are thinking of applying for a place, contact the school office. Contact: office@peasmarsh.e-sussex.sch.uk Telephone: 01797 230325</p> <p>If your child is already at the school, you should talk to the child's class teacher.</p> <p>The Special Educational Needs Coordinator (SENCO) 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 SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>SENCO : Miss Emma Hogg Contact: senco@beckleypeasmarshschools federation.co.uk Telephone: 01797 230325</p>	<p>SEND CoP 6.79 bullet 5</p>
<p>3. Which children does the school provide for?</p>	
<p>We are a maintained Church of England Primary School federated with Beckley Church of England Primary School. We admit pupils from age 4 to 11 years.</p> <p>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</p>	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>

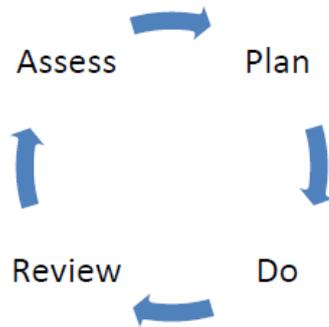
at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- Admission procedure: <https://www.peasmarsh.e-sussex.sch.uk/esussex/primary/peasmarsh/site/pages/parentsinformation/admissions>
- [school admissions - East Sussex.gov.uk](https://www.eastsussex.gov.uk/school-admissions)
- contact Information for Families for admissions advice 0345 60 80 192

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

Our school aims for every child to access a challenging and engaging curriculum which allows them to learn about being healthy individuals and have respect for other cultures and values. We recognise our duties under the Children and Families Act 2014 and the Equalities Act 2010. We are committed to supporting every child with their individual needs. Every student is valued, nurtured and helped to develop confidence and self-belief in their strengths and abilities and to develop life skills.

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child’s class teacher. This may then lead to a meeting with the class teacher and Special Educational needs co-ordinator (SENCO) to discuss next steps and will then enter the assess, plan, do, review system which you as a parent will be involved in and contribute to each stage. Below shows a diagram of this process.



If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) 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.

SEND CoP 6.79 bullet 5

SEND CoP 6.80 re looked after children

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

SEND CoP 6.79 bullet 5
 Arrangements for assessing and reviewing children and young people’s progress

- **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 share information about additional needs of individuals at transition meetings and before they enter the school. All children are screened for language difficulties during their first year in school.

To ensure that all children achieve and make progress, class teachers have regular meetings with the SENCO and SLT (Senior Leader Team) to discuss each child's progress using the school's tracking and assessments. These discussions include concerns they may have about a child's progress and, from this, a decision will be made as to whether a child needs assessments carried out by the SENCO or whether to involve an outside agency. If the latter is decided we would invite the child's parents to a meeting to discuss our findings and next steps, ensuring that parents are fully involved in any decision about the programme their child is to have.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will inform you of any additional support given to your child and invite you to review and discuss this regularly throughout the year.

We aim to identify SEN early for all pupils.

New Pupils:

- *EYFS teacher may visit children in their pre-school settings.*
- *EYFS teacher meeting with the children's early years practitioners to gather information.*
- *Any child who has been identified as having a special educational need and/ or a disability should already be known to the Local Authority Early Years SEN team and they will notify and meet with the school to discuss needs and provision.*
- *SENCO and the EYFS teacher will meet with parents/ carers of children who have an identified SEND need to discuss transition. Plan will be made for provision.*
- *If a child is moving to Peasmarsh CE Primary School from another school, with an Education, Health and Care Plan (EHCP, or an identified need, the SENCO (and often Head teacher) will meet with parents/ carers and work with the previous school to ensure appropriate provision is in place.*
- *Information will be shared with the class teacher to ensure smooth transition.*

Current Pupils:

- *Each child is assessed when they start school and assessments take place 6 times per year. If a child is making less than the progress we*

towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

<p>would expect for their age or individual circumstances, consideration will be made about whether they have a special educational need.</p> <ul style="list-style-type: none"> • During pupil progress meetings, children’s academic information is discussed with Head teacher and SENCO. • SENCO will suggest further assessments and possibly involve outside services to support the child. • We also use a Nurture approach in school which supports the emotional needs of pupils.(https://www.nurtureuk.org/) • Teachers will meet with parents to discuss any SEN needs and then refer to the SENCO if needed. • The SENCO will meet with parents/ children to discuss any SEN concerns they may have. 	
6. How does the school teach and support children with SEN?	
<p>The first response will be high quality first teaching targeting areas of weakness through carefully planned support using provision maps. Where progress continues to be less than expected, the class teacher, working with the SENCO, will assess whether the child has SEN. From this, additional information will be gathered, including the views of the child and parents, so that a suitable response to the need of the child can be made.</p> <p>Any intervention planned is evaluated at the start and end to show impact on the child’s needs or learning. This is reviewed regularly by the SENCO and class teaching through pupil progress meetings.</p> <p>The quality of teaching for pupils with SEN is monitored regularly through lesson observations, book and planning scrutiny, pupil voice and data capture. When a need is recognised training and support is provided.</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>
7. How will the curriculum and learning environment be matched to the child’s needs?	
<p>At Peasmarsh CE Primary School, all pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called ‘differentiation’.</p> <p>We will look at the child’s level of achievement and see what support they need to make good progress and reach their potential as well as talking with the children and parents as part of the SEN support cycle (assess, plan, do, review)</p> <p>The support they receive may be provided through working within smaller groups or intervention groups. These may be run in or outside of the classroom, by a teacher or trained teaching assistant, by an outside agency or specialist such as speech and language therapist.</p> <p>The school has an allocated SEN budget for managing extra resources or support. We also have an annual allocation of Pupil Premium funding, which is specifically used to improve attainment for children who receive free school meals.</p> <p>You can also find information about each year group’s curriculum on the school</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>

website www.peasmarsh.e-sussex.sch.uk or by asking the class teacher.

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

We operate an open door policy and meetings can be arranged anytime between parent and staff to discuss progress, concerns or ways to support a child at home. These meetings can be arranged through the school office. Other communication tools include: the school website www.peasmarsh.e-sussex.sch.uk, bi-weekly newsletters informing parents of dates, events and items of school news and a school text message and email service.

There are two parent consultation evenings throughout the year and a final written report at the end of term 6. Parents also have the opportunity to discuss the written report with the class teacher.

Additional to the above, children with an additional needs plan are invited to book longer parents evening slots to review their children’s additional targets. These will be carried out by class teachers after review meetings with the SENCO. It is an opportunity to review, discuss and assess interventions and progress.

However, review meetings may be planned at different times or in different locations within the school in order to suit individual parents and children. 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.

If a child has an Education, Health and Care Plan (EHCP) they also have an annual review which is separate from the meetings above and may include teaching assistants, outside agencies as well as the class teacher and SENCO.

Home/ school communication books may also be used for children to provide a communication link between home and school.

We also run curriculum twilight sessions for parents. These could be on a range of subjects, for example, how we teach maths calculation or how ICT can be used to support home-school learning.

Parents may also request a meeting with the SENCO via the school office.

SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child’s education

SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

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

At Peasmarsh CE Primary School we are committed to involving children in their learning. There are various opportunities for discussions about their learning:

Action	Who’s involved?	How often?
Self-assessment	pupil, class teacher	Daily
PHSE sessions	pupil, class teacher	weekly
Worry Monster	Pupil, class teacher	Available daily
School Council	Class, class teacher, Senior Leader member	Termly

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education

Pupil Voice	Pupil, SENCO, class teacher	On a regular basis	and 6.79 bullet 5
Pupil Profiles	Pupil, class teacher, SENCO	At least three times a year	
SEN support review meetings	Pupil, parents, class teacher supported by SENCO	At least three times a year	
Annual reviews (EHC plans only)	Pupil, parents, SENCO, class teacher, outside support services, Local Authority.	Once a year	
10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?			
<p>Children are supported to make the transition to our reception class by the Early Years teachers, who often visit the child's pre-school nursery. Children are also invited to taster sessions in Term 6 and the teacher holds parent consultations to discuss the initial start and any other relevant information.</p> <p>There is a clear structure regarding transition from Year 6 to Year 7. This includes children attending taster days at their respective secondary schools, as well as a transition manager visiting our school to talk to the children and discuss any worries and concerns that they may have. Where there is a particular need, members of our own staff may accompany children to their secondary school to ease any additional worries. We aim for a smooth transition by passing on all relevant information and test results to the child's chosen secondary school.</p> <p>We will ensure that all records including any EHC plans, resources and support reports are passed on as soon as possible to relevant schools. We will also contact the school SENCO ensure they are fully aware of the arrangements and needs that need to be made for your child.</p>			<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
11. What training do school staff have?			
<p>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</p> <p>Everyone involved in supporting a child is monitored by the Senior Leader Team (SLT) and Governors to ensure that training is being used to its full potential.</p> <p>SENCO – Qualified Teacher Status, National Award for SEN Co-ordination.</p>			<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people</p>

<p>TAs: Our support staff are trained in delivering Phonics, Pindora’s Box and basic Speech and Language programmes, JumpAhead, Lego Therapy and programmes for individual children (including Nurture)</p> <p>First aiders: Mrs Smart, Mrs Charles, Ms Nugent, Ms Rogers, Ms Ridgely, Mrs Tittle, Ms Wilde, Miss Rogers, Mr Ashby (caretaker), Mrs Sams (Cook).</p> <p>Medication administer: Mrs Charles, Miss Rogers, Miss Hogg</p> <p>There is a rolling programme of continued professional development based on the identification of specific needs in school; this is reviewed annually. When planning support for a child, we think about the knowledge and skills their teachers and support staff need. If appropriate, we plan training for individual staff members or a whole staff INSET training day.</p> <p>We have a wide range of training available to us: East Sussex County Council training for schools- czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk</p>	<p>with SEN, including how specialist expertise will be secured</p>
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to aim for all children to achieve. We review whether our teaching and programmes of intervention have made a difference to each child. We use information systems to monitor the progress and development of all pupils. This assists us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home a parent questionnaire then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>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/</p> <p>Latest OfSTED states: ‘Teachers have strong subject knowledge and use this to ask searching questions that develop pupils’ understanding.’</p> <p>‘Current pupils are making good progress in a range of subjects including reading, writing and mathematics.’</p> <p>‘Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities are supported well. They make strong progress across the school.’</p> <p>‘Pupils are supported well in class and receive good support for their social and emotional needs. Some pupils with social and emotional needs receive strong support in the school’s own ‘nurture group’. As a result, these pupils achieve well from their starting points.’</p> <p>‘The head of school and middle leaders carefully check the progress of pupils throughout the year. They use this information well to identify where individuals or groups of pupils are making less-than-expected progress and act swiftly to make sure they catch up quickly.’</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>

<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>At Peasmarsh CE Primary School, we recognise and accept our equality duties as set out in the Equality Act 2010 and seek to foster a warm and welcoming environment where we respect others and resolve conflicts peacefully and learn free from harassment and violence.</p> <p>We recognise that there are similarities and differences between individuals and groups but endeavour to ensure these do not become barriers to learning in anyway.</p> <p>We will consider whether to provide supplementary support which is directly related to disabled children's education needs as a reasonable adjustment, particularly where the child's needs are not provided for under an EHCP.</p> <p>We have a disability and accessibility plan as well as a policy on supporting pupils with medical conditions (available on request). The school site is fully wheelchair accessible and we have an accessible toilet which is large enough to accommodate changing. Visual timetables are used in all classrooms with environments that are fully accessible and inclusive for all learners.</p> <p>The following policies are also available on request: Medical policy Equality Policy (website)</p>	<p>Section 69 Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>We aim for all children to access our activities and the school plans carefully, making accommodation for those with special needs. A risk assessment is undertaken before the trip to assess all aspects and possible outcomes. If the child has severe complex needs we plan the trip with the parent (or encourage them to accompany their child) so that all feel confident and the best possible outcome is achieved.</p> <p>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.</p> <p>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.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children's overall well-being and their emotional, mental and social development?</p>	
<p>We are an inclusive school and we welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. Relationships between staff and pupils are very strong; this has created a safe and secure environment in which children feel confident</p>	<p>SEND CoP 6.79 bullet 12 Support for</p>

<p>to approach any member of staff if they are experiencing difficulties. All staff deal sensitively with issues, and there are clear policies and procedures in place for reporting concerns. These policies include Administration of Medicines, Behaviour, Anti-Bullying, Safeguarding and e-safety. Some of these policies can be found on the school's website. www.peasmarshe-sussex.sch.uk</p> <p>The school has an active school council, which has a strong pupil voice within the school. Views are listened to and acted upon where appropriate.</p> <p>We run a daily breakfast club, open to all children, serving a wide range of healthy foods. We also participate in the National Schools Breakfast Programme which provides all pupils with a free breakfast each morning. We also have an after school clubs such as netball, football, dance.</p> <p>The school runs a system of play leaders and buddies to support social skills development and self-esteem at lunchtimes.</p> <p>The school has a system of sanctions and rewards for behaviour management for all children please see our behaviour policy on www.peasmarshe-sussex.sch.uk Additional behaviour plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. This may include the school working with other services such as Education Support, Behaviour & Attendance Service (ESBAS) or Child and Adolescent Mental Health Services (CAMHS).</p> <p>We target children's emotional and mental wellbeing through a curriculum in Personal, Social and Health lessons, circle times and worships. We also run nurture groups for pupils in which, we look at emotions and how we can express and deal with them in an appropriate manner.</p> <p>We will monitor and review progress, 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.</p> <p>The following policies are available of the school website: Behaviour Anti-bullying Safeguarding and child protection Online safety Supporting pupils with medical conditions.</p>	<p>improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>We work closely with other services to provide the best care suitable for each individual. The services we are involved with are as follows;</p> <ul style="list-style-type: none"> • Children's Services • The Child Development Clinic at the Conquest Hospital • School Nursing Service 	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies,</p>

<ul style="list-style-type: none"> • CAMHS- Child Adolescent Mental Health Service • CLASS (Communication, Learning and Autism Support Service) • COPEs (Counselling) • School Nurse. • TEAL (Travellers and English as another Language) • ISEND • ESBAS- Easy Sussex Behaviour and Attendance service • Play Therapy • SALT (Speech and Language Therapy) • Torfield • Educational Psychologists • Occupational Therapy • Children with Sensory Needs Support service • Nurture network support <p>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.</p> <p>You can find out more about the full range of services who work with schools at: http://www.eastsussex.gov.uk/localoffer https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p>	<p>including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
17. Where can I get information, advice and support?	
<p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers www.eastsussex.gov.uk/localoffer</p> <p>SENCO senco@beckleypeasmarshschools federation.co.uk</p> <p>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 6080 192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
18. What do I do if I am not happy or if I want to complain?	
<p>This information is intended to give you a clear, accurate and accessible overview.</p> <p>If you would like to comment on the content or make suggestions to improve the information, please email office@peasmarsh.e-sussex.sch.uk</p> <p>If you find that you are not satisfied with the schools procedures please ensure you communicate these as soon as possible as we encourage and value early</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with</p>

<p>communication between parents and the school. We do have a complaint procedure policy that states the steps you need to take if you wish to make a complaint.</p>	<p>SEN about the provision made at the school</p>
--	---