

# Slindon Church of England Primary School

## Special Educational Needs Information Report 2024



### Christian Ethos/ Vision Statement

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

Let Your Light Shine ~ Matthew 5:16

### 1. What kinds of Special Educational Needs and Disabilities are provided for at Slindon Church of England Primary School?

Slindon Church of England Primary School is an inclusive, mainstream primary school. The four guiding principles of the Early Years Foundation Stage underpin our school ethos. These are that:

- Every pupil is a **unique pupil**, who is constantly learning and can be resilient, capable, confident and self-assured;
- All pupils learn to be strong and independent through **positive relationships**;
- All pupils learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- All **pupils develop and learn in different ways and at different rates** including pupils with special educational needs and disabilities.

As a school we want to break down any possible barriers to learning and to raise standards of achievement for all our learners within a culture and ethos that enables learners to be fully engaged in the learning process and to achieve their potential in school and in their transition into adulthood and employment.

Slindon Church of England Primary will work hard to ensure that

- it is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter.
- teachers provide an inclusive curriculum, which will meet individual needs of the pupils including those with disabilities, special educational needs, those from all cultural backgrounds, those whose families are under stress, Looked After Children, Travellers, Asylum Seekers, Refugees and those pupils who use English as an Additional Language, those who are young carers, those who are gifted and talented and those who may be ill or at risk of exclusion or disaffection.

## **2. How do we identify a child who may have a Special Educational Needs or Disability ?**

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career. Teachers are responsible for developing a secure knowledge of each child in their class, through discussion with parents and by monitoring children's progress through regular and non-invasive assessment. They will identify children who are showing difficulties in accessing the learning and who are not making expected progress in relation to their peers. The teacher will then share any concerns with parents and the SENCo who will advise on the next steps. Identification of SEN may include the use of specialized assessment and advice from external agencies and professionals. Identification may also take place during termly pupil progress meetings.

## **3. How does Slindon CofE Primary School provide for children with SEND irrespective of whether they have an Education Health Care Plan or not**

### **a) How is provision monitored for its effectiveness?**

Children who have been highlighted as requiring extra support or intervention are monitored against the outcomes that will have been set linked to any interventions they are receiving. Termly pupil progress meetings are held between the Head teacher (SENCO) and class teacher. These meetings evaluate pupil progress and consider any further support that may be beneficial. Children who are included on the SEN Register will usually have an Individual Learning Plan which will be reviewed by the class teacher and monitored by the SENCo on a termly basis.

### **b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

We follow the Code of Practice's guidance of 'Assess, Plan, Do, Review'. This is referred to as 'the Graduated Approach'. The class teacher will regularly assess the progress of children who are receiving additional support or intervention against the outcomes that will have been set and they then use this information to plan the next steps. Opportunities to regularly revisit new learning from interventions within whole class situations ensures that progress is more likely to be maintained. At the end of any intervention programme, progress is reviewed which then informs new targets/outcomes. Parents are invited to add their 'voice' during parent consultation meetings. If additional meetings are needed then these are usually arranged through the school office for a time that is convenient for all stake holders.

### **c) What is the school's approach to teaching children with SEND?**

At Slindon Church of England Primary all children will initially receive quality first teaching. As part of quality first teaching, the class teacher will provide work based on the identified needs of the child. If a pupil is not making expected progress then a graduated response will be adopted using the Assess, Plan, Do, Review approach. We offer a wide variety of evidence based interventions as well as adult supported group work which is carefully monitored in order to ensure that there is an impact on children's learning. Interventions are recorded, monitored and evaluated by class teacher's in order to ensure that they are impactful and informative for the planning of next steps.

**d) How does the school adapt the curriculum and learning environment for children with SEND?**

The type of support needed for each child to make good progress will depend on the needs of the child. This may be through: small group work with an adult to support; through 1 to 1 teaching; activities that are more practical in nature; repetition of some teaching.

Some children will have more specific needs and may be supported by professionals from the Local Authority services such as the Learning and Behaviour Support Team, Sensory Services or from other agencies such as the Educational Psychology Service or the Speech and Language Team.

The curriculum is adapted to meet the needs of the children. When it has been identified that the child needs a modified or adapted curriculum, then this is implemented with support.

**e) What additional support is available for children with SEND?**

The degree and kind of support required for each pupil with SEND to make progress will vary according to the needs of the pupil. It could include for example, working in class in a small group with an adult; working out of class with an appropriately trained adult in a small group on a specific, time-limited intervention; seeking and working on advice contributed by external advisers such as the Educational Psychologist Service, The Autism and Social Communication Team, The Learning and Behaviour Advisory Team, Speech and Language Therapists or the School Nurse for example. Specialist advisors may suggest making specific adaptations to the working environment.

**f) How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have special needs?**

All clubs, trips and activities offered to pupils at Slindon Church of England Primary School are fully accessible to all pupils. Where necessary we will seek advice to support children in particular lessons such as P.E. and we will also ensure that outside providers follow the advice given. Where an activity may not be suitable for particular children we will endeavour to adapt it so that all pupils receive a similar outcome.

**g) What support is available for ensuring the emotional and social development of pupils with SEND (Special Educational Needs and Disabilities)?**

At Slindon Church of England Primary School we are committed to building strong relationships with all children in our care. The SENCo takes additional responsibility for knowing, understanding and building a relationship with each child on the SEND register. When ever possible, The SENCo is often available to speak with parents at the beginning and end of the school day. Pastoral support can also be provided by the child's class teacher as well as accessing a Local Authority Family Support Worker where appropriate. We are a small, nurturing, fully inclusive school. We work closely with children who might struggle to manage their behaviours to ensure that they have opportunities to express themselves appropriately.

**4. Who is the named SENCo contact?**

Miss Laura Webb is our school SENCO and she is in school Monday to Friday. Miss Webb holds the National Award for Special Educational Needs Co-ordination.

## **5. What specific expertise is available to children with SEND?**

Staff at Slindon Church of England Primary School receive regular professional development which will include a focus on inclusion and SEND support. The SENCo has completed the National Award for SENDCO's and regularly attends meetings, conferences and training in order to keep updated about local and national initiatives and issues. Information is regularly disseminated at staff meetings etc. Additionally, staff might choose to extend their knowledge to develop a specialism in a particular area, e.g. autism awareness, communication friendly classrooms, precision teaching.

All staff undertake annual Epipen training and the school nurse will deliver training on other health issues as required.

## **6. What specialist equipment and facilities are there for children with SEND?**

Slindon C of E Primary operates on a small school site over one level. There is full access to the main building for physically disabled children with a disabled toilet located in our main reception area.

Parking- including a disabled parking space if required- is available directly outside the office area with a sloping ramp into the office reception area and main school building. Anybody requiring disabled parking should liaise with the school office so that the designated parking area is made available.

We have one main playground with a number of accessible pathways leading to the external doors for each of the classrooms. The school library (The Glade) is also fully accessible.

For more information please see the school's Accessibility Plan.

## **7. What steps do we take to prevent Pupils with SEND being treated less favourably than other pupils?**

### **a. To eliminate unlawful discrimination, harassment and victimisation:**

We ensure that we are always offering Continuing Professional Development for teachers and staff members, focussing on differentiation and adaptation, reasonable adjustments, equality of access and teaching and learning to ensure progress and safeguarding for all. Staff are reminded of reasonable adjustments required for certain individuals as necessary and these could be discussed for example during our Pupil Progress meetings. There is an ongoing understanding of the need to continuously develop these areas. The Head Teacher and Staff Governor have regular liaison with governors to inform and update around current developments. There is a named governor who monitors SEND provision.

### **b. To advance equality of opportunity:**

We complete in-depth analysis of attainment and progress data and adapt teaching and learning as necessary. Exam access arrangements are organised. Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, and any others as necessary.

Lessons are regularly observed to ensure accessibility and progress against teaching standards.

### **c. To foster good relations:**

A thorough transition programme with secondary schools at the end of Year 6 in preparation for secondary school is particularly important and we work hard with the SEND team at our secondary

‘feeder’ schools. If a child comes to us mid-way through the academic year we ensure close liaison with their previous school. Pupils are aware of key members of staff they can talk to who will listen to any concerns they may have and act upon them if necessary. The Class teacher is the primary contact for parents /carers.

The SENCo can be contacted through the school office and can often be found on the playground at the beginning/end of the days they are in school.

## **8. What arrangements are there for consulting and involving parents and carers of children with SEND?**

The first point of contact should be with your child’s class teacher. If you still need to further advice or information then an appointment can be made with the SENCo. Parents are actively encouraged to be partners in their child’s education through; informal discussions, telephone contact, home school diaries, ILP discussions, consultation evenings, meetings with the Class Teacher and/or SENCO and yearly written reports. Our school believes that a ‘parent partnership’ between the teacher, parent and child is a valuable tool to include all parties and improve a child’s educational journey. Pupil and parent ‘voice’ is important to us.

## **9. What are the arrangements for consulting children with SEND about, and involving them in their education?**

The thoughts and ideas of pupils are very important to us. Children have the opportunity to share their views in various ways. They will have opportunities to attend review meetings where held and also to attend parent/carers consultations.

Pupil ‘voice’ is regularly captured on Individual Learning Plans. We want to know how children feel about their learning and what they understand about themselves as learners. When the SENCo completes a referral form, the child’s view is often sought giving their own understanding of their strengths and areas for development as well as the type of support they feel is a good ‘fit’ for them.

## **10. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

In the first instance parents/carers should speak to the class teacher to express any concerns they may have for their child.

If unhappy with this response they should then make contact with the SENCo or Head Teacher where an informal discussion will take place to try to resolve any concerns.

Should the matter continue to be unresolved then the parents/carers should put the complaint in writing addressed to the Chair of Governors who will then arrange for a formal hearing to be held.

Complaints from parents or carers in relation to SEND and the provision in place are managed within our school complaints procedure. (See Complaints Policy). The Local Authority can be contacted if it is considered that a complaint has not been dealt with adequately.

[https://westsussex.local-offer.org/information\\_pages/227-complain-about-a-school-college](https://westsussex.local-offer.org/information_pages/227-complain-about-a-school-college)

For families in receipt of an EHCP who have specific complaints about the plan, its procedures or content, the local authority should be contacted in accordance with the SEND Code of Practice:

[https://westsussex.local-offer.org/information\\_pages/156-complimentscomplaints-and-referrals-in-regards-to-education-health-and-care-plans-ehcp](https://westsussex.local-offer.org/information_pages/156-complimentscomplaints-and-referrals-in-regards-to-education-health-and-care-plans-ehcp)

### **11. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

We have good links with a range of support services such as The Learning and Behaviour Advice Team, Speech and Language therapists, Educational Psychologists, School nurse services and other professionals. These links are maintained through face to face meetings, telephone support or via emailing.

### **12. What are the contact details for support services for the parents of children with SEN, including those for arrangements made in accordance with section 32?**

Impartial information to support parents/carers can be found at <https://westsussex.local-offer.org/services/7> and details of the Local Offer can be found at <https://westsussex.local-offer.org/> Alternatively, you can make an appointment to speak to the SENCo who will be able to discuss with you the support that is available in the area.

### **13. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

All children in Year 6 have access to a thorough transition to their secondary school provision. At Slindon Church of England Primary School we welcome dialogue with parents/carers in how we can best meet the needs of their child when they are joining or leaving our school. We will also endeavour to ensure that we provide opportunities for the child and parent to have supported visits to the new setting. We will also consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of an individual child.

### **14. Where is the Local Authority Local Offer published?**

The local authority's Local Offer can be found at <https://westsussex.local-offer.org/> If you have difficulty accessing this information then you should make an appointment to see the SENCo for support to gain this information.

**Please note:-** This information report will be formally updated annually. It will be amended throughout the academic year in order that it reflects the most current practice within our school.

