

Petworth Primary CofE School's SEND Information Report January 2019

1. What kinds of Special Educational Needs and Disabilities are provided for at Petworth CofE Primary?

Petworth CofE Primary is a mainstream primary school and our guiding principle is one of inclusion. We want to break down all possible barriers to learning and to raise standards of achievement for our learners within a culture and ethos that enables all learners to be fully engaged in the learning process and achieve their potential in school and in their transition into adulthood and employment.

Petworth CofE Primary will ensure that the school is an educationally inclusive one where the teaching and learning, achievements, attitudes and well-being of every pupil matter. The school will work hard to ensure that teachers provide an inclusive curriculum, which will meet the individual needs of all 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 at Petworth CofE Primary?

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. At Petworth CofE Primary all 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 not making expected progress in relation to their peers. The teacher will then share any concerns with parents and the SENDCo who will advise on the next steps. Identification may include the use of specialized assessment and advice from external agencies and professionals. Identification may also take place during termly meetings held between the Head teacher, SENDCo and class teacher.

3. How does Petworth CofE Primary provide for children with SEND irrespective of whether they have an Education Health Care Plan or not?

a) How is the 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 the intervention they are receiving. Termly meetings are held between the Head teacher, SENDCo and class teacher to evaluate progress and review further support. In addition termly meetings are held with the class teacher, SENDCO and pupils to set new targets and provision.

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'. The class teacher will regularly assess the progress of children receiving support or intervention against the outcomes that will have been set and 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 progress will be reviewed so that new outcomes can be set. Teachers meet termly with SENDCo to review targets and parents are invited to be part of this process as well.

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

At Petworth CofE Primary all children will initially receive quality first teaching. As part of this quality first teaching the class teacher will provide differentiated work based on the needs of the child. If it is felt that a child 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. All interventions are recorded on an individual provision map each term. The provision map will outline the expected outcome of the intervention and an evaluation of the intervention to ensure that the impact is clear and the next steps can be easily identified.

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 specific needs and may be supported by professionals from the Local Authority services such as Behaviour Support, Sensory Services or from outside agencies such as the Educational Psychology Service or Speech and Language Team.

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

The degree and kind of support required for each pupil with SEND to make good progress will vary. This could include: 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; advice from external advisers such as the Educational Psychologist Service, Social Communication Team, Learning and Behaviour Advisory Team, Speech and Language Therapists, School Nurse; 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 Petworth CofE Primary are fully accessible to all pupils including those with SEND. Where necessary we will seek advice to support children in particular lessons such as P.E. and we 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 Petworth CofE Primary we are committed to building strong relationships with all children in our care. The SENDCo takes additional responsibility for building a relationship with each child on the SEND register in order for the children to feel free to share emotional and social concerns, and to build strategies together in order to solve problems. 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 fully inclusive school with a detailed behaviour policy that enables children to be aware of our high expectations. We work closely with those children who struggle to manage their behaviour appropriately to ensure that they have opportunities to express themselves appropriately.

4. Who is the named SENDCo contact?

Mrs Laura Sandon-Webb

What specific expertise is available to children with SEND?

Staff at Petworth CofE Primary receive regular professional development which will include a focus on inclusion and SEND support. Additionally, some staff choose to extend their knowledge to develop a specialism in a particular area, e.g. autism awareness, communication friendly classrooms, developing number sense. All staff undertake Epipen training annually and the school nurse will deliver training on other health issues as required. The SENDCo completes the National Award for SENDCO's.

5. What specialist equipment and facilities are there for children with SEND?

There is full access to the main building for physically disabled children with a disabled toilet and shower on the ground floor. However, the school is a two storey building without a lift to the first floor. Currently EYFS, Key Stage 1 and year 3 are on the ground floor in the newer part of the school, Years 4, 5 and 6 are on the first floor, but should the need arise this will be automatically reviewed.

Elsewhere, changes in levels in the building are marked with gentle slopes and ramps.

Outdoors there are two disabled parking spaces with easy access to the main building and the main reception doors have access buttons to open the door with ease. There are two main playgrounds with one on a higher level; these are connected by a sloping ramp as well as steps.

All classrooms and the main hall have high quality acoustics to ensure all children can access conversation and lessons effectively. The school has a flashing fire alarm system in places to ensure that all children can visually recognise the alarm as well as to hear it.

Adaptations and markings have been made to indoor and outdoor areas as necessary to ensure that changes in floor surfaces are clearly identified for the visually impaired.

We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEN to ensure that they can fully access the curriculum.

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

6. 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 Continuing Professional Development for teachers and staff members, focussing on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding. Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. discussed during Pupil Progress meetings with the class teacher, Head Teacher, SENDCo and Senior Leadership Team meetings focus on the strategic development of these areas. The Head Teacher and Staff Governor have regular liaison with governors which informs and updates on current all areas.

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:

Transition programme with secondary schools at the end of Year 6 in preparation for high secondary school is particularly important and we work hard with the SEND team at secondary schools.

Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary.

The Class teacher is the primary contact for parents / carers.

7. 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 should be made with the SENDCo. Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, ILP/provision map discussions, consultation evenings, formal meetings with the Class Teacher and/or SENDCO, progress reviews and yearly written reports. The 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.

8. 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 at Petworth CofE Primary. All children have the opportunity to share their views in various ways. They will have opportunities to attend review meetings where held and also parent/carer consultations. When the SENDCo completes a referral form, the child's view is sought about their own perceptions of their strengths and areas for

development as well as what support they like and if there is any other support they would need.

9. 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 SENDCo or ~~H~~Head ~~T~~eacher where an informal discussion will take place to try to resolve any concerns. Should this still be unsuccessful 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.

10. 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?

At Petworth CofE Primary we have good links with support services such as Speech and Language therapists, Educational Psychologists, School nurse services and other professionals. These links are maintained through face to face meetings, telephone support or by emailing.

11. 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 SENDCo to discuss the support available in the area.

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

At Petworth CofE Primary we offer regular consultation 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 several opportunities for the child and parent to have supported visit's 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 your child.

13. 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 SENDCo for support to gain this information.