



Special Educational Needs Information Report



Holy Cross CE Aided Primary School December 2018

1. 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. 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

We will review this report every year and will involve pupils and parents/carers through our pupil and parent suveys. If you want to give us your views about the report, please contact the school office.

Signed
Date 12-12-2018

Chair of Governors

2. Who do I contact?

If you are thinking of applying for a place, contact Mrs Cathy Dart, Headteacher (and SEN Coordinator) and look at the East Sussex admissions website:
<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/apply/>

If your child is already at the school, you should talk to the child's class teacher. School phone number: 01825 762336

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.

SEN Coordinator: Mrs Cathy Dart
Intervention Coordinator: Miss Melissa Ash

How to Contact 01825 762336/ head@holycross.e-sussex.sch.uk

3. Which children does the school provide for?

We are a Primary School. We admit pupils from age 4 to 11. We are a maintained, voluntary aided school.

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 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.

- Holy Cross CE School admissions policy: <http://www.holycross.e-sussex.sch.uk/page/?title=Our+Policies&pid=125>
- School admissions: EastSussex.gov.uk
- 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

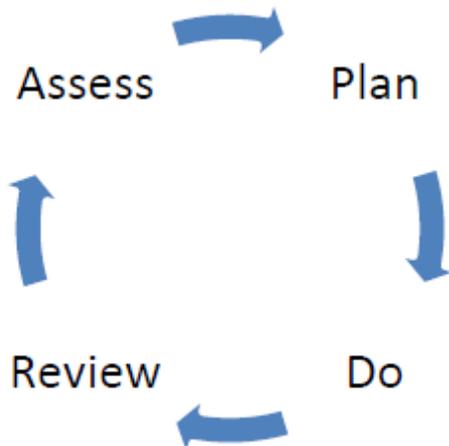
Our vision of 'First for Dreams' is for all children within the school, regardless of their needs. We communicate effectively with pupils, parents/carers and agencies to ensure that the specific needs of all children are identified and supported. Quality First Teaching and targeted provision ensure that children with SEN and disabilities progress and achieve well.

We use an approach of 'Assess, Plan, Do, Review'. Children with SEN and disabilities are assessed in an appropriate way and a targeted plan put in place with a time frame. The actions on the plan are then followed through to support the child to progress. The impact of this is then reviewed, the needs reassessed and the plan adapted as required. This cycle typically happens 3 times a year for all levels of SEN support.

SEN Support: A child requires extra support, in addition to what they are receiving in the classroom. Advice from external agencies may be part of this.

School Based Plan (SBP): This plan combines the views from everyone involved in the child's education, including external agencies. This plan is likely to be implemented when the extra provision of SEN Support has not shown the progress we would expect. It is highly likely that advice from external agencies will be asked for.

Education, Health, Care Plan(EHCP): If the support of the School Based Plan is not showing the progress we would expect after 2 cycles, then the child might require a EHCP. A child with complex needs may also need an EHCP to ensure that they are supported fully.



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

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
- **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.

Our staff know the children very well and will communicate with the SENCO if they feel a child needs extra support or if they have concerns about a child's development or academic progress. In addition, all children are discussed in detail at termly Pupil Progress meetings. If any child is not making expected progress, then targeted support is put in place.

We value the views of children and their parents. They are both encouraged to be an active part of the Assess, Plan, Do, Review cycle. Children will complete a pupil voice to share their views and parents are invited to the planning meetings so their views can be included as part of the support and outcomes. Advice from external agencies is shared openly with the parents and they have the opportunity to meet anyone that may work with their child. The school has an 'open door' policy so that parents can share information with us informally. Parents concerns and views are always taken seriously.

We use a range of assessments to identify a child's particular needs. These are both academic and for emotional wellbeing. We have access to a range of agencies that can support us in these assessments such as: ESBAS, Educational Psychology Service, Sensory Needs Service, Speech and Language, CLASS, English as an Additional Language.

All children that start school will undergo a Language Link assessment. Other assessments that we may use are: Diagnostic Reading; Salford Sentence Reading; Spelling and Maths tests; Dyslexia Screening Test; Speechlink assessment; Cognitive tests; and Boxall profile (emotional well-being).

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 discuss with the Class Teacher the specific concerns they have. They will then observe the child in class and speak to them informally about feelings towards school (Pupil Voice). The Assess, Plan, Do, Review cycle will start.

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

All children will receive high quality teaching. This means that:

- Lessons are pitched appropriately so that all children can learn and make progress.
- Teachers take account of the needs of the individual and differentiate tasks and materials appropriately.
- Teachers regularly track and assess the children, adapting teaching as needed.
- Lessons are planned to take account of different learning styles.

Teachers and Teaching Assistants are monitored regularly by the Senior Leadership Team to ensure that teaching and support is of a high standard.

If your child is not making the expected progress and has specific gaps in their understanding, they may work within a smaller group of children. These will be run by a teacher or trained teaching assistant. Where applicable the school may seek specialist advice. If your child needs support with emotional issues, low self-esteem or they are struggling to cope with a classroom environment, they may take part in nurture sessions. Any additional provision is assessed termly to ensure that it is benefitting your child in the best way.

Further specific support may also be provided through a School Support Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and Inclusion Leader as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

7. How will the curriculum and learning environment be matched to the child's needs?

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.

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'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review)

The curriculum for each class is outlined at the beginning of the year. It is also available on the class pages of the school website. More detailed information about the class curriculum is included in weekly class newsletters.

The learning environments in school will be stimulating, relevant and include the children's input. We also have areas that are quiet and calm so children can reflect.

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

We value and promote a strong home/school partnership and are committed to working closely with parents/carers.

We have an 'open door' policy for any daily information that needs to be shared between school and home. Parents/Carers can arrange a more private meeting with the class teacher, Headteacher or Inclusion Leader if there is anything of a more serious or private nature to be discussed. Communication may also be by phone, email or text.

Parent consultation evenings take place twice a year at the end of Terms 1 and 3. In addition, there is an opportunity to meet teachers in July of each year following Annual School Reports. Parents of children receiving SEN Support are invited to meetings with the SENCO at these times also to discuss provision and progress.

Reports from outside agencies are shared and discussed shortly after we receive them.

If a child is identified as needing a School Based Plan then this will be reviewed 3 times a year with the parents/carers.

Workshops and Drop-ins linked to different aspects of the curriculum and SEN are run for parents on a regular basis. Examples of these are: Maths, Phonics and Reading.

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

We value the input of children in their own learning.

	<i>Who's involved?</i>	<i>How often?</i>
Self assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	Weekly
Worry Box/Suggestions box	Pupil, class teacher	Available in each class
Pupil Voice	Pupil, SENCo, Senior Leadership Team	At least once 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, 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>We recognise that transitions can be difficult for all children and especially those with SEND, and take steps to ensure that any transitions are as smooth as possible.</p> <p>If your child is joining the Reception class:</p> <ul style="list-style-type: none">• The reception class teacher/teaching assistant will visit the family home/Nursery/pre-school and meet with you and your child before starting school.• Your child will be invited to attend taster sessions in school during the summer term.• You will be invited to attend a welcome meeting at school before your child starts, giving you information about the school and what happens in Reception class.• The Inclusion Leader may arrange additional visits for children identified as having SEN, and additional meetings with parents and other services who have been involved with your child (e.g. The Early Years Teaching and Support Service). <p>When moving classes in school:</p> <ul style="list-style-type: none">• Information will be passed on to the new class teacher and a planning meeting will be held with the old and new teaching staff to discuss your child's strengths and difficulties, and the learning methods that have been successful. Provision maps and targets will be shared with the new teacher.• All children visit their new class and take part in sessions with their new teacher before transition.• For children who find change very difficult, photographic books are made showing the new classroom and staff. These are shared in school and also taken home. Additional visits are made to familiarise them with the new room and travel to and from it. <p>Moving to secondary school:</p> <ul style="list-style-type: none">• Secondary schools have open mornings and evenings when Year 6 pupils may visit with their parents before naming their preferred choice for secondary transfer.• The Year 6 teacher and/or Inclusion Leader will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.• Secondary school staff visit the school to talk with the Year 6 pupils.• Planned visits are made to the new secondary school, mainstream or special school, on several occasions.• Additional visits are arranged and there is a vulnerable transition group to support those with a higher level of need.• Your child will have focused learning about aspects of transition to support their understanding of the changes ahead, and Transition Pupil Voice may be used to identify their feelings and any concerns. <p>If your child is moving to or from another school:</p> <ul style="list-style-type: none">• We will contact the school SENCO regarding any special arrangements or support that need to be made for your child.• We will make sure that all records about your child are passed on as soon as possible.• A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a social story or a photographic book to support moving on, it will be provided for them.			
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

Specific training is included as part of our School Development Plan.

All our teachers are fully qualified with an appropriate teaching qualification. Our SENCO has the National Award in Special Educational Needs Co-ordination (2014). Our teaching assistants have undertaken a range of training: Speech and Language, Phonology, Personalised Learning for Reading, Makaton, Behaviour Management, Supporting Children with Maths Difficulties, Understanding Autism, Understanding Attachment, Thrive approach.

Our MDSAs have received training on Positive Playtimes.

We have a wide range of training available to us:

[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)

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. This becomes part of our School Development Plan.

We send home a parent questionnaire every other 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 forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

Effectiveness of interventions is measured using diagnostic tests and assessments as well as teacher assessment. To measure this progress we use Maths, Literacy and emotional well-being ages.

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

Schools have a legal duty (under the Equality Act 2010) to demonstrate due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- All classrooms, the hall and the library are on ground level. There is also a disabled toilet suitable for wheelchair users.
 - Other rooms have wheelchair access via the playground.
 - As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion.
 - The school will do it's best to ensure any equipment that a child needs is available.

Our Accessibility Plan, Equalities Policy and Medical Conditions Policy are available on the school website or from the school office:

<http://www.holycross.e-sussex.sch.uk/page/?title=Our+Policies&pid=125>

14. How are children included in activities with other children, including school trips?

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. School clubs are available to all pupils and, where appropriate, adjustments will be made.

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 is there for children's overall well-being and their emotional, mental and social development?

Children's emotional and mental health underpins all learning and is an integral part of the curriculum and day to day school life. More specific input is given through PSHE (Personal, Social and health Education) and assemblies. If children need further support then we offer social and emotional support groups and other nurture provision. Our work at times is guided by professionals from external agencies such as ESBAS and CLASS.

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.

The safeguarding of all children is of significant importance to all staff. All staff have received Safeguarding training and anyone involved with the school undergoes a DBS check. We understand that some children and families may be more vulnerable and ensure that extra support is put in place for this. We work closely with education, health and care agencies to ensure the safety of all children (Social Services, Family Support Services, ESBAS, CAMHS, Early Help, Sensory Needs, Paediatricians).

Safeguarding policy: <http://www.holycross.e-sussex.sch.uk/page/?title=Our+Policies&pid=125>

The school has a system of sanctions and rewards for behaviour management (see

Behaviour Policy). Any incidents of bullying are taken extremely seriously.
Behaviour and Anti-Bullying policy: <http://www.holycross.e-sussex.sch.uk/page/?title=Our+Policies&pid=125>

We will support all medical and care needs that we are able to. We will follow the plans recommended by specialists.

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

We have links with the following services/agencies:
ESBAS, CLASS, Speech and Language, Occupational Health, Sensory Needs, Early Help, EAL, Educational Psychology Service, Family Support, Social Services. There are also a number of other services that we are able to access if needed.

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.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-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: Mrs Sarah Wise

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

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?

- In the first instance, speak to your child's class teacher.
- If you feel that the complaint has not been dealt with then please speak to the Deputy Head Teacher and Intervention Coordinator (Miss Melissa Ash) or the Headteacher and SEN Coordinator (Mrs Cathy Dart)
- If you still feel that the issue has not been resolved then please put it in writing and address to 'Chair of Governors'. The Governors will then fully investigate and respond.

Our complaints procedure is available on the school website:

<http://www.holycross.e-sussex.sch.uk/page/?title=Our+Policies&pid=125>

