

WEST SUSSEX COUNTY COUNCIL

West Wittering Parochial Church of England School



Special Educational Needs and Disabilities (SEND) Information Report

February 2024

Review: February 2025

Special Educational Needs and Disability Information Report

What is a SEND Information Report?

The aim of the SEND Information Report is to improve the accessibility and transparency of information for parents, professionals and practitioners. The SEND Information Report outlines how our school meets the needs of children with Special Educational Needs or Disabilities (SEND) and is included in our Local Offer.

The Local Offer outlines the services and support available for children and young people in West Sussex who have SEND. To find out more about the Local Offer visit:

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

West Sussex SENDIAS, provides impartial information, advice and support to children and young people who have SEND for those aged 0-25 and their parent carers. To find out more about SENDIAS visit:

<https://westsussexsendias.org/>

The SEND Information Report comprises of fourteen questions that provide parents/carers with information about the provision and arrangements made at West Wittering Primary School to support children with SEND.

1. How does West Wittering Primary School know if children need extra help?

Class teachers at West Wittering Primary School are continually monitoring children's learning. If they are concerned that a child is making less than expected progress, they will seek to identify a cause or barrier for learning. The progress of every child in the school is regularly assessed, progress is monitored and tracked at half termly Progress Meetings with the Head Teacher. In addition, the progress of children with SEND is analysed in termly SEN Progress Meetings between the SENDCo and class teachers where extra help will be discussed.

We know if pupils need extra help when, despite quality first teaching, they are:

1. Making little or no progress in specific areas
2. Continuing to work significantly below age related expectations
3. Experiencing persistent emotional or behavioural difficulties
4. Experiencing significant sensory and/or physical needs that are impacting on their learning
5. Experiencing ongoing communication or interaction difficulties that impedes the development of social relationships and cause substantial barriers to learning

In addition to this:

- Concerns may be raised by parents/carers, teachers, teaching assistants, the pupil's previous school or healthcare professionals
- There is a change in a pupil's behaviour or attitude
- A pupil asks for help

2. What should I do if I think my child may have special educational needs?

The first point of contact to discuss your child's educational needs will always be your child's class teacher. You can also contact the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Emma Bowman, please ask at the school office if you would like to organise a meeting or email: ebowman@westwitteringschool.co.uk

Mrs Bowman works at West Wittering Primary School every Thursday, she is on the playground at the beginning and end of the school day if parents want to speak to her informally.

3. How will West Wittering Primary School support my child?

If it is determined that your child has special needs, you will be informed by your child's class teacher or the SENDCo and your child will be added to the SEN Support register. The aim of formally identifying children with SEND is to help the school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

Assess: Once your child is identified as requiring additional SEN Support, a more detailed assessment of their needs will be carried out including discussions with you. The SENDCo may also carry out more diagnostic assessments in key areas of difficulties.

A one-page profile will be written for your child which records their interests, strengths, what they enjoy about school, what they find difficult about learning and what helps them to succeed.

Plan: The school will use the information from assessments and discussions to draw up an Individual Support Plan (ISP) for your child to show the support that will be offered and set targets for progress.

Do: Class teachers, with the support of the SENDCo, will be responsible for overseeing the implementation of the ISP. Interventions may be delivered via targeted support in the classroom or through work out of class. There will be regular liaison and feedback with the staff working with your child so that any required refinements of the support can be managed promptly.

Review: Each ISP will follow a six-week intervention cycle after which the impact of the additional support will be reviewed. If progress is being made the intervention will continue but if not, an alternative approach will be discussed. Individual Support Plans will be shared at least termly with you and you will be asked to contribute to this review.

Your child may need more expert support from an outside agency such as a speech and language therapist or educational psychologist. The SENDCo will discuss this with you to gain your consent before any referral is made. Following a referral any advice or recommendations given to the school will be shared with parents, a specific intervention programme of support may be provided for the school and parents to implement if necessary.

3. How will the curriculum be matched to my child's needs?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teachers will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning.

When a child has been identified with special needs their work will be adapted and scaffolded by the class teacher to enable them to access the curriculum more easily. This may involve modifying learning tasks, through the use of additional resources or working with a teacher/ teaching assistant to further support their learning. Appropriate specialist equipment may be given to the child e.g. writing slopes, coloured overlays, wobble cushions, sensory aids, pen/pencils grips or specific use of computers/laptops/iPads.

4. How will I know how my child is doing?

You will be able to discuss your child's progress at termly parents' evenings, held in October, February and July. You will be told how well your child is progressing in relation to the national expected standards for their age. During these meetings teachers will share your child's targets with you. These targets will identify the next steps for learning and we hope to work on these targets in a partnership with you.

If your child is on our SEN Support register then your child's Individual Support Plan , showing the planned provision for your child, will be shared and reviewed with you at parent's evening.

Our SENDCo also runs additional parent consultation meetings each term for you to discuss any concerns you may have about how your child is doing although appointments can be made to speak in more detail with your child's class teacher or our SENCO at any time, just visit the school office.

Children with complex needs may have an Education, Health and Care plan which will be formally reviewed with you, at least annually.

End of year reports will give parents an overview of progress and attainment through the year.

5. How will you help me to support my child's learning?

The class teacher will suggest ways of supporting your child's learning at parents' evenings, you will be given a copy of your child's targets or next steps for learning which will help you to support your child to make progress at home. If your child has an Individual Support Plan, strategies to support your child's learning at home will be discussed and recorded.

The SENCO is available to meet with you to discuss how to support your child at home. If an outside agency, such as the Speech and Language Team, have worked with your child then an intervention programme will be provided to help you support your child at home

You will be invited into school to attend workshops to help support your child's learning at home. Workshops focus on different areas of the curriculum but have recently have included maths strategies, growth mindset, phonics and online safety.

What support will there be for my child's overall well-being?

Class teachers have overall responsibility for the well-being of every child in their class and are usually your first point of contact if there is a particular concern.

Each class starts the school day with an emotional register, this differs from class to class, but gives all children the opportunity to share how they are feeling. This might be through attaching their name to an emotion, drawing a picture of a face or giving a score out of 10. If a child has indicated that they are sad or angry or given a low score, then the class teacher or teaching assistant will check in with them to ensure these children have a chance to talk about their concerns in order for them to be emotionally ready to learn.

Throughout the school day teachers and teaching assistants are readily available for children who wish to discuss any worries or concerns which we share with parents at the earliest opportunity. There is also worry box in each classroom if children prefer to post their concerns to their teacher, these are used successfully by the children who know their concerns will be taken seriously and treated respectfully.

Your child may benefit from working with Mrs Price, our Emotional Literacy support Assistant (ELSA), who runs weekly bespoke ELSA sessions with individual children to support their emotional needs. Bailey, our school dog, is also a source of comfort for many children and works regularly with Mrs Price in 'Walk and Talk' sessions which enable children to share their worries and concerns to enable them be ready to learn.

Riva, our emotional well-being dog, visits the school two afternoons a week with her handler Julia to work with individual children over a period of six weeks to support specific emotional needs.

All classes at our school use the Laughology Happy-Centred Schools programme in weekly Personal, Social and Emotional (PSE) lessons. This programme has children's well-being at its core and is specifically designed to achieve and/or maintain good mental health.

All children are encouraged to become active members of the school community, taking on various roles of responsibility within the school such as House Captains, members of the School Council or Sports Crew.

Pupils with medical needs

If your child has a medical need then a detailed care plan is compiled in consultation with parents/carers and the school nurse or other agencies. Health care plans are discussed with all staff who work with the child and specialist training is delivered by the school nursing team as required.

All staff receive EpiPen training delivered by the Community Nursing Team annually.

Where necessary, and in agreement with parents/carers, prescribed medicines are administered in

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies accessed by West Dean Primary School may include:

West Sussex Local Authority Education Team

- Autism and Communication Team (ASCT)
- Early Years Transition Team
- Educational Children and Adolescent Mental Health Service (CAMHS)
- Psychology Service
- Learning Behaviour Advisory Team (LBAT)

- Sensory Support Team
- Ethnic Minority and Traveler Achievement Service (EMTAS)

Family Support

- CRUSE
- Early Help / Enabling Families
- Young Carers

Health:

- Child Development Centre (CDC)
- Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- School Nursing Service

We will always ask for your permission before discussing your child with any outside agency. The agency may ask us to complete a report or questionnaire before an external assessment takes place.

7.What training have the staff supporting children with SEND at West Wittering Primary Parochial C of E Primary School had or are having?

As a school we are constantly developing our knowledge, skills and strategies to support children with SEND. This may include whole school training on SEND issues, or specific training to support identified groups of learners in school, such as children with Sensory Processing Difficulties or Dyslexia.

Training may be 'in-house' and lead by the SENDCo or delivered by an outside agency such as Speech and Language Team. Whole staff training takes place to ensure there is consistency in the school's approach to supporting children with SEND.

Teachers or teaching assistants may also attend training courses run by outside agencies that support their continuing professional development and help them meet the specific needs of children in any particular cohort.

SENDCo

The SENCo attends termly SENDCo Leadership Forums lead by SEND and Inclusion advisors and half termly meetings with local SENDCos to share good practice and keep up to date with local and national developments.

The SENCo is enrolled in the SENCo Development Programme for 2023/2024 aimed at building and enhancing their professional skills to improve positive outcomes for children with SEND.

8.How will my child be included in activities outside the classroom and school trips?

All activities outside the classroom, including school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all pupils to participate.

If a health and safety risk assessment suggest that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the school staff.

9.How accessible is the school environment?

Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, parents and visitors including those with physical and sensory needs or where English is not a first language.

The physical school environment is accessible for all our children, with ramps in place to enable access to all areas of the school other than the library. There is an accessible toilet available and the school has a designated parking bay

The school has a designated parking bay and is accessible to wheelchair users. An accessible toilet facility is available for staff, children and visitors. Our school site is all on one level and ramps are in place to ensure every area is accessible to all. Our outside area has an accessible all weather track around the field and large tarmac playground

10.How will the school prepare and support my child when joining West Wittering Primary School or transferring to a new school?

For all children starting with us in Early Years, we have an important transition programme which begins in the summer term for pupils starting in September. This prepares the teachers, the parents and the children for a successful start to school:

- Teachers visit the children in their pre-school settings and talk to the staff about each child.
- Children are invited into school in small groups for a stay and play and story time session in the classroom.
- There is an introductory meeting for parents with the headteacher and Early Years staff where you are given important information and can ask any questions.
- A story about starting West Wittering School is sent home to be read over the summer holiday.
- Six weeks into the first term we have a breakfast meeting where you can meet staff, often agencies like the community nursing team come along to share key messages.
- Children with additional needs may benefit from extra visits and parents or the school may feel the need for more meetings to help us all to prepare for a successful start to school. External agencies may attend meetings or forward paperwork to the school about an individual child's needs.

We want our pupils to be excited and confident about starting their next stage of education so in the term before children go to secondary school, we have a transition programme to prepare them and to ensure a smooth and confident transfer:

- All children visit their new school on common transfer day, usually the first Wednesday of July. Vulnerable or anxious pupils may benefit from additional visits which are discussed with parents before being arranged by the SENDCo.
- Year 7 staff from each secondary school visit West Wittering to meet with pupils to discuss their transition and answer any questions they may have. Year 6 staff and the SENDCo also have the opportunity to discuss pupils at this meeting.
- The SENDCo has a meeting with the secondary school SENDCos to pass on information about the needs of children with SEND.
- All relevant paperwork is transferred to the secondary school SENDCos.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.
- A social story may be written by the SENDCo, but with support from the appropriate secondary school, to support children who are feeling particularly anxious about this transition.

The Headteacher or the SENDCo are always willing to meet with parents/carers when children join West Wittering Primary School in order to find out more about SEND and any specialist support they may require or agencies already working with them.

11.How are the resources allocated and matched to children's special educational needs?

The SEN budget is allocated by West Sussex each financial year to support provision for children with SEND. This is based on the number of pupils on roll who are on the SEN Support register and this varies from year to year. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

There may be additional funding for children with an EHCP or for those who qualify for a Pupil Premium allowance. Please refer to the Pupil Premium Policy for information on how the school allocates this money.

12.How is the decision made about how much support my child will receive?

Your child's needs will be carefully assessed and monitored, decisions about how much support they will receive are made based on their ability to access the curriculum and make progress. The decision about the type and amount of support your child will receive will involve your child's class teacher and the SENDCO during termly SEN Progress Meetings.

Once decisions have been made about the provision your child will receive this information will be shared and discussed with you. We regularly assess the impact of any additional support and resources when reporting your child's progress to you. If your child has been identified as SEN then this will be outlined on their Individual Support Plan.

13.How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents consultation evenings
- Discussions with the SENDCo or Headteacher
- 'Team Around the Family' (TAF) meetings with Early Help

- Meetings with outside agencies such as LBAT or SLT
- Comments on a child's Learning Passport
- Annual review meetings where children have an Education and Health and Care Plan (EHCP)

14. Who can I contact for further information?

The first point of contact to discuss your child's educational needs will always be your child's class teacher. You can also contact the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Emma Bowman, please ask at the school office if you would like to organise a meeting or email: ebowman@westwitteringschool.co.uk

Alternatively you may wish to make an appointment with the Headteacher, Mr Nick Matthews, through the school office.

Telephone number: 01243 513015

Email: office@westwitteringschool.co.uk