

SEND Information Report

July 2024



1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Nurturing Individuals to Flourish

Growing Together

Rooted by God's Love

At Singleton CofE School we ensure every child has the opportunity to flourish. Through our small, rural learning community we are able to offer children a personalised approach to learning, enabling them to thrive.

Our staff make it a priority to build relationships with the entire learning community, getting to know each child as the unique individual they are, and each family around the child. We listen carefully and notice when additional support or strategies are needed.

Our children benefit from learning in both inclusive classrooms and from high quality first teaching, following our Growth curriculum.

We do not believe that a 'one size, fits all' approach to education works, we recognise that all learners need different methods, styles and approaches to make them feel safe and supported, and ready to learn. It is through communication, compassion and trusting relationships that we provide a nurturing approach to your child's development.

At Singleton we work as a focused, collaborative and research-informed team. We discuss children's wellbeing, achievements and evolving needs to best support every single child in our care.

Children who are identified as having a Special Educational Need or Disability (SEND) are at the heart of our school community, taught within the classroom environment and supported by all members of our dedicated team.

What kinds of SEND are provided for?

Currently at Singleton CE Primary School we support a wide range of children with special educational needs. On our SEND register we currently support children from all of the 4 broad areas of needs:

- ◇ Cognition and learning
- ◇ Communication and interaction
- ◇ Social, emotional and mental health
- ◇ Sensory and Physical

More specifically we currently provide support for children with ASC, ADHD, specific learning difficulties (such as dyslexia), sensory and physical needs and SEMH needs. We have previously supported children with physical impairments too. We adapt our approach around the needs of individual children and ensure staff training for specific types of SEND remains up to date and relevant to the needs of our pupils.

How does school know if children need extra help?

At Singleton we are committed to the early identification of special needs so that provision can be put in place to help each child make good progress and overcome barriers to learning. There are rigorous assessments and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs.

- ◇ Use of Boxhall Profile
- ◇ Observations of behavioural, social and emotional development
- ◇ Teacher assessment and experience of the pupil
- ◇ Foundation Stage Profile assessment results
- ◇ Assessment against age-related expectations, previous progress and attainment
- ◇ Standardised testing and assessments

- ◇ Assessments by a specialist service, such as Educational Psychology
- ◇ An existing Statement of SEND or Education Health Care Plan (EHCP)
- ◇ Another school or LEA which has identified or has provided for special/additional needs

We know when a pupil may need further help if:

- ◇ Behaviour changes
- ◇ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- ◇ Screening, as a result of a concern being raised, indicates gap in knowledge/skills
- ◇ Whole school tracking of attainment outcomes indicates a difference in the expected rate of progress, causing us to look deeper
- ◇ Observation of the pupil indicates that they have additional needs

What should I do if I think my child may have a special educational need?

If you have any concerns regarding your child's progress or well-being, please speak to your child's class teacher or Mrs Greene (SENDCo), so we can support you and your family. You do not need to wait for a Parents' Evening to do so, we operate an open-door policy and would encourage you to share your concerns and consult with us.

What happens next?

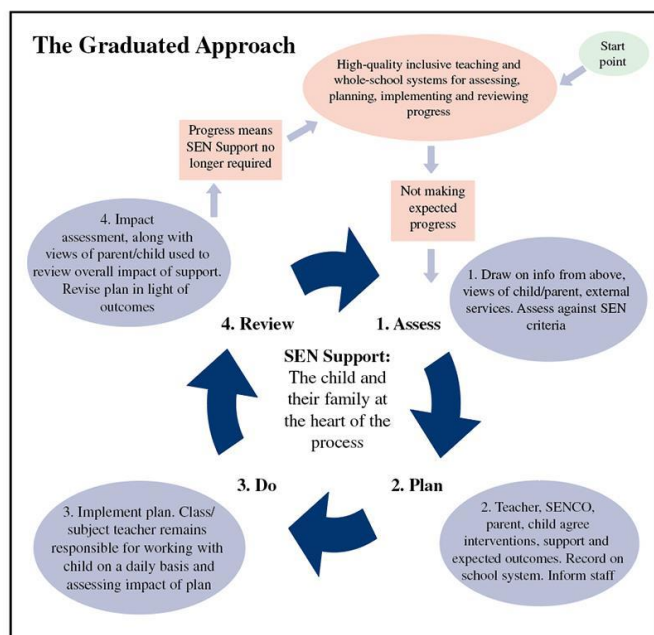
Using the graduated approach, teachers, in conjunction with the SENDCo, family and child at the centre, will follow these cyclical steps before a child is placed on the SEND register, allowing us to assess, plan, do and review (APDR) the individual's needs. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

In practise, this means that we will place children on our 'SEND monitoring' list. They will receive an Individual Support Plan (ISP). This record documents their barriers to learning and the strategies we have put in place. Children are involved in writing their own 'Pupil Profile', this documents their preferred learning strategies, their views on how they learn best, as well as their interests and aspirations.

In the ISP document, we also record the strategies and additional in-class support, or interventions they might benefit from, focusing on their specific needs. Often this is informed by a combination of teacher assessment, observations and sometimes standardised scores to guide the next steps.

When making assessments, we may include involvement of outside agency support, such as Learning Behaviour Advisory Team (LBAT). Different teams, all accessed through the West Local Offer serve a particular area of need. Professional dialogue and observations can be beneficial in ensuring that a child's specific are fully understood.

By putting in place extra support we are to action the 'plan' part of the 'assess, plan, do, review' cycle, and then begin the 'do' part. This section of



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support will be presented in your child's ISP as their S.M.A.R.T targets (see more below). These targets show their next steps and how they will achieve them.

We continue this cycle of support, and review again, before starting the next cycle. This allows time for different strategies to be embedded, and provides time and space for the child to make their own steps of progress. We know that different children will need different approaches and this cycle is guided by teacher's ongoing observation and professional judgement.

If, after two cycles, we feel that further support is needed, it will be important for the class teacher, SENCo and family to meet and discuss next steps. Sometimes, this will mean that the child may benefit from moving onto the school's SEND register, a step to formalise a child's specific needs and their ongoing support.

However, at other times, some children will have benefitted sufficiently from the additional interventions and strategies that have been in place during these two initial cycles. This additional support was therefore only needed for a short period of time. The child is likely to of made accelerated progress with this support. In this example, the child would not require further interventions, and would be removed from the 'SEN Monitoring' register and their ISP would cease.

When SEND Support is needed:

At different times in their school life, a child or young person may be identified as having a special educational need. The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching and targeted support for the specific areas of difficulty, provision of SEND Support will be put in place.

How will school staff support my child?

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- ◇ Classroom observations by the senior leadership, including the SENCo and external verifiers
- ◇ Ongoing assessment of progress made by pupils with SEND through pupil progress meetings
- ◇ Work sampling and collections of planning to ensure effective matching of work to pupil need
- ◇ Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- ◇ Pupil and parent feedback on the quality and effectiveness of interventions provided and communication of children's Individual Support Plans (ISPs)
- ◇ Attendance and behaviour records

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal adapted curriculum, intended to overcome the specific barrier(s) to learning.

We currently have 5 teaching assistants who support children in specific classrooms. The teaching assistants who are trained to deliver our interventions, usually do so with a small group of children or on a 1:1 basis, depending on the focus of the intervention. Two of our support team members support pupils with an EHCP within the classroom setting. Our team work across the school and provide targeted support in specific subjects, including English, maths and guided reading.

What expertise or specific training of SEND do our current team have?

Adults in our school have a range of certifications, from general teaching qualifications to specialist skills. The SENDCo qualified in June 2022, and gained the National Award for Special Educational Needs and has been in role for almost three years. Ongoing training needs are identified through Professional Development meetings and, as and when a specific need may arise. Whole school training is also carefully planned into the School Improvement Plan.

We are always developing our skills and aim to broaden our expertise to improve the quality and breadth of provision we are capable of delivering, and of course we also respond to the needs of each individual child and seek training that will benefit and support their specific needs. Within the last academic year we have continued to expand our training portfolio and our interventions on offer:

- ◇ Sensory Circuits - all staff
- ◇ SENCo Conference - attended by Inclusion Lead
- ◇ Speech Sounds - attended by Inclusion Lead
- ◇ Adaptive Teaching - attended by Inclusion Lead
- ◇ Makaton Level 1
- ◇ Autism and PDA - attended by Inclusion Lead
- ◇ Thought-ful Anxiety Training - attended by Inclusion Lead

Which interventions and approaches do you currently use?

- ◇ **Nurture groups** – social emotional behaviour/mental health needs
- ◇ **Art therapy** - specific holistic intervention to support with social, emotional, behaviour/mental health needs
- ◇ **Makaton/Widgit Software** - children benefit from communicating with a range of symbols, including Makaton and Widgit
- ◇ **Touch Typing** - children benefit from increased skills to enhance their written output across the curriculum
- ◇ **Dance Write** - children benefit from a physical handwriting programme set to music and dance
- ◇ **Multisensory Handwriting** - more typically used to support children's fine motor development in KS2
- ◇ **Lego Group** - Children are supported to develop different social skills using Lego in a structured, adult-led small group
- ◇ **Precision teach** – personalised to the individual child to focus on quick acquisition of a skill e.g., reading sight words or fluently recalling multiplication facts

- ◇ **Alphabet Arc** – supports recognition of initial sounds and is used as a spelling tool
- ◇ **Word Wasp** – targeted reading intervention for children in LKS2
- ◇ **Word Hornet** - targeted reading intervention for children In UKS2
- ◇ **Frequent Readers** – children requiring more frequent reading opportunities are heard by one of our teaching staff or designated reading volunteers
- ◇ **Read Write INC Fresh Start** - Children who need further support in their phonics development benefit from this programme designed for KS2 pupils
- ◇ **Speech & Language** – staff implement recommendations made by specialist speech and language advisors from the NHS
- ◇ **Sensory Circuits** - a short physical intervention that supports children's sensory diet
- ◇ **Friendship groups** – children benefit from small, focused groups that work on the qualities of being a good friend
- ◇ **Forest School and outdoor learning** – we recognise the benefits of working outdoors and the proven, research-based findings that show children's mental health and emotional-wellbeing are increased as a result
- ◇ **Zones of Regulation** – we develop children's emotional intelligence by providing them with the tools to recognise their emotions/bodily responses and build in strategies to help them regulate
- ◇ **Mindfulness** – we will be supporting children to use a 'mindfulness' approach as part of their daily school life, focusing on breathwork, movement and touch
- ◇ **Growth Mindset** –school-wide approach to improve children's self-esteem, self-belief and aspirations

In addition to the support we offer at school, we also regularly utilise the local services and expertise to work together to discuss children's learning needs. This includes working with: specialist teachers; educational psychologists; speech and language therapists; art therapists and teams including LBAT (Learning Behaviour Advisory Team) and ASCT (Autism and Social Communication Team). All of these specialist professionals will work alongside the school, observing each child to understand their needs and make recommendations as to the ways your child could be given further support at school and at home.

What further support may be needed?

For a small percentage of pupils, whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs (EHCNA). This may result in an Education, Health and Care (EHC) plan being provided. The EHCNA Is undertaken following a sufficient period of the assess, plan, do, cycle, so that a child's barriers to learning, and the strategies that have already been put in place can be evidenced clearly and over a period of time. The SENCo will complete the EHCNA and submit this to the Local Authority. We currently have two pupils who are on our SEND register and also have an EHCP.

How will my child's experiences and progress be communicated?

We will always share our thoughts and feelings about your child's wellbeing and progress with you, and actively encourage you to do the same. Children's Individual Support Plans are written by the staff and children once per term. We warmly encourage you to collaborate with us in this process and we will actively seek your parental voice so it can be recorded on your child's ISP. Each term, the ISP will also be sent home, along with your child's intervention schedule.

These plans will detail your child's 'SMART' targets and include a review and next steps. We welcome your feedback and encourage you to discuss your child's targets at home and with us. All targets are:

Specific
Measurable
Achievable
Relevant
Time limited

Each child is actively involved in producing their Individual Support Plan. They will complete their 'Pupil Profile' at the start of each academic year, and if there are any big changes, these will be made accordingly. Pupil Profiles detail what each child enjoys about learning and how they feel they could be best supported. Their voice is fundamental to the support we provide, we listen to children's wishes and involve them in their learning preferences.

Each child at 'SEND monitoring', or on the SEND register, will have an ISP. Within this document there will also be a section where additional support and adaptations are recorded. These adaptations are also known as: 'Ordinarily Available Inclusive Practise', and may include strategies such as: fixed seating positions; coloured overlay used for reading; a laptop available for written output. These strategies are examples of both high-quality first teaching and inclusive practise. All children benefit from these strategies and are evident in whole-class use.

All parents get the opportunity to meet with their child's teacher/SENDCo once a term to specifically discuss their child's provision and the progress they have made towards achieving their outcomes. However, we are always here to arrange further meetings and discussions and recognise that 'life' does not occur in a term-by-term order. For children with an EHCP, we will also meet annually to review children's progress and outcomes at a meeting known as an 'Annual Review'.

The aim of an Annual Review will be to:

- Assess the pupil's progress in relation to the objectives on their EHCP
- Review the provision made to meet the pupil's needs as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- If appropriate to set new objectives for the coming year

How will my child's progress be measured?

Your child's progress is continually monitored by his/her teacher and support staff.

- Progress and achievement are subject to ongoing assessment
- Through pupil progress meetings with the class teacher and Headteacher each half term
- Through standardised reading, spelling and maths tests
- Those children following a specific plan are monitored against specific targets and these are adapted accordingly
- The progress of children with an EHC Plan is reviewed at Annual Review Meetings and review meetings throughout the year
- During Year 1, all pupils take part in national assessment and are screened in terms of their phonic knowledge
- At the end of Years 2 (until 2023), and Year 6, the children are formally assessed in Maths and English using Standardised Assessment Tests (SATs). This is something the government requires all schools to do.
- Interventions and specific whole class teaching techniques are monitored alongside scrutiny of children's recorded work and achievement data
- Children's SEMH and wellbeing can be tracked through the use of the Boxall profile

How will my child be included in activities outside the classroom including school trips?

All Class Teachers use a Risk Assessments for their classroom, immediate environments and access to communal areas such as toilets and eating areas. In addition, Risk Assessments are applied to all school trips and one-off activities. From these, steps are taken to ensure all children are able to be included in external activities. If there are specific requirements for pupils on the Intervention Register, we will undertake a specific risk assessment.

How accessible is the school environment?

Singleton Primary School is a single storey building and is fully equipped to deal with a range of needs. The majority of the building and playground is on one level making it easily accessible for wheelchair users and a disabled toilet accessible to all classrooms. In terms of learning we make the following adaptations to ensure all pupils' needs are met:

- o Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- o Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, over-learning.

This is not an exhaustive list and we always endeavour to change and adapt our practice based on the needs of the child; seeking additional professional advice about additional adaptations that can be made where appropriate.

What does transition look like for my child?

We recognise that transitions can be difficult for all children, including those with SEND and take active steps to ensure that any transitions are as smooth and sympathetically managed as possible.

For children joining our community either in year, at the start of a new school year or a new reception child; we welcome all new learners to our school and invite them to come on a tour where they can experience our daily practice and see what a happy and welcoming community we are. This is usually enough to give children the confidence that they will be happy in our school. However, we can and will adapt our practice to support individual circumstances as necessary.

If your child is moving to another school:

- We will contact the Special Needs Department and ensure the sharing of information about any special arrangements or support that need to be made for your child
- We will ensure that all records are passed on as soon as possible
- We will arrange meetings with key staff to share best practice for your child
- Where an EHC Plan is in place, additional meetings will be arranged

When moving classes in school:

- Information will be passed to the new class teacher in advance and a planning meeting will take place between the relevant class teams and the SENDCo
- Individualised transition work will take place led by the SENDCo where identified

In Year 6:

- Focused transition work will take place including life skills such as trial runs of taking the bus, etc.
- Liaison meetings with Secondary SENDCOs and parents are started early in Year 6 once the children know where they are attending in Year 7
- Additional transition visits are made both as part of the secondary schools' vulnerable children programmes as well as with negotiation where more visits are required
- All information is transferred to the new school and there is a requirement that they sign to evidence that the transfer of information has been made

How is my child supported emotionally?

The emotional health and well-being of all of the children is paramount to their happiness and success in learning. We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, additional interventions can be offered bespoke to address specific issues as they arise. In addition to nurture groups, which may take place in small groups or on a 1:1 basis.

- ◇ Emotional intelligence and regulation through the Zones of Regulation
- ◇ Mindfulness and yoga
- ◇ Growth Mindset
- ◇ Forest School
- ◇ Learning opportunities taken outside
- ◇ Positive thinking, acts of kindness and gratitude work

What if parents have a complaint about their child's SEND provision?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. This may then be escalated to the SENDCO or the Headteacher. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ◇ Exclusions
- ◇ Provision of education and associated services
- ◇ Making reasonable adjustments, including the provision of auxiliary aids and services

What are the contact details of support services for parents of pupils with SEND?

[Click here](#) to access the page for WEST SUSSEX service to support parents.

What are the contact details for raising concerns within the school?

Where pupils or parents have concerns, they can contact the following people for further advice or support:

- ◇ The class teacher(s)
- ◇ Theresa Smyth Headteacher and Interim SENDCO

All of whom can be contacted through the school office.

Where can I access the local authority's local offer?

[Click here](#) to access West Sussex's Local Offer Page.

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