



**Partners In Learning
Academy Trust**
Today's Children; Tomorrow's Future



Blackwell
Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT

Review Date: November 2023
Agreed by LGB: November 2022

Today's Children Tomorrow's Future

Respect, Compassion, Courage, Responsibility

Special Educational Needs Information Report

SEND Information Report

This report should be read in conjunction with the SEND policy

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, mobility impairments

5.2 Identifying pupils with SEND and assessing their needs

At Partners in Learning, we identify pupils who have a special educational need by regularly monitoring children using methods that include:

- Continual teacher assessment
- SATS results
- Graded reading and spelling tests
- Screeners and questionnaires
- Termly pupil progress meetings
- Termly inclusion pupil progress meetings
- Progress from their starting points

The school makes full use of information passed to them when the pupil transfers between phases, and is open and responsive to expressions of concern and information provided by parents.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The graduated response to children with 'Additional Needs'

Level of Need	Criteria	Plan written	SEND register	Timescale for review
Achievement Team	Concerns	Notes from meeting	Possible note of cause for concern	No review
School Support 1	Support in school only	Provision Document	Recorded on SEND register	Yearly or if something changes

School Support 2	One agency involved	Provision Document	Recorded on SEND register	Yearly or if something changes
School Support 3	More than one agency involved	Individual Learning Plan	Recorded on SEND register	Termly
Education, Health and Care Plan	Multiple needs and agencies – gained through an application to the LA for a needs assessment	Individual Learning Plan	Recorded on SEND register	Termly or as required

Achievement Team

Every three weeks, teachers hold achievement team meetings (ATM) – Year Group teachers meet together to discuss children who they have concerns about. As a team of professionals, they will formulate strategies that enable the child to be supported within school. This is then reviewed at the next team meeting when more strategies may be planned. If a child has been discussed twice at an ATM, the team may decide to commission the School and Family Support (SAFS) team for extra support. At this point parents would be consulted.

Commission to the School and Family Support (SAFS) team

When the Class Teacher first identifies that a pupil has SEND – the class teacher is responsible for devising strategies **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. If initial adaptations in class provision do not address the needs fully or the teacher would like additional support or advice then a School and Family Support (SAFS) commissioning form needs to be completed. The learner will then be discussed in a SAFS meeting and more specific strategies will need to be decided on and trailed in class to support the child. If this additional support needs to continue, they will be added to the SEND register to ensure their progress is monitored.

School Support 1

If a child is placed on the SEND register, School Support 1 is the first level of support. The class teacher and the SENCO work together to plan future strategies for the child. This planning may include other staff who work in school such as Teaching Assistants (TAs). The class teacher monitors the provision in place and reviews future action to be taken.

At this stage, a Provision Document (PD) is written. This includes a range of information including; a summary of a child's strengths, interests and suggestions of what supports them in school. This document is reviewed at least annually or when there are significant changes.

School Support 2 and 3

The SENCO and class teacher, in consultation with the parents, can request help from external services. This may include the Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Learning Support Specialists or the Medical Profession. Please see the Trust's SEND information for more details.

The class teacher and the SENCO are provided with advice or support from outside specialists. This advice is used to plan and implement provision that supports the child. This provision is documented in a SEND Plan, which is either a Provision Document or an Individual Learning Plan. The SENCO and class teacher, together with parents, then monitor and review the provision and action taken and decide on what further services may be needed.

This Assess-Plan-Do-Review process allows us to assess and review children and young people's progress towards outcomes and includes opportunities available to work with parents and young people as part of this assessment and review.

Education, Health and Care Plans (EHC plan)

For a very few pupils, the help given through School Support may not be sufficient for the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any other external agencies already involved, to consider whether the Local Authority (L.A) should initiate an Education Health and Care Needs Assessment (EHCNA). At this stage, the pupil will have demonstrated considerable cause for concern. The school provides the LA with written evidence or information about the child and the LA considers implementing a needs assessment for an EHC plan. If the application is successful, an assessment will be carried out and an Education, Health and Care Plan (EHCP) may or may not be issued depending on the results of the assessment.

For any child with an EHC Plan, termly reviews are conducted and the child's Individual Learning Plan is revised accordingly. In addition, there is an Annual Review meeting to ensure that the targets on the EHC Plan continue to be appropriate for the child and that their needs are being met within the current school setting.

The responsibility of meeting the aims and objectives does not fall to one person alone.

Provision for pupils with special educational needs is a matter for the school as a whole, in addition to the governing body, the Headteacher, the SENCO and the class teachers all have a role and responsibility in delivering provision. All other members of staff have important responsibilities too. The day to day management of this process is overseen by the Headteacher, the SEND Governor and the SENCO.

5.3 Consulting and involving pupils and parents

We greatly value the role parents play in their child's learning and the impact of parent involvement on pupil progress. When working in partnership with parents, we endeavour to understand the pressures they may be under because of the special educational needs of their child.

We aim to:

- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Focus on the child's strengths as well as areas of additional need;
- Ensure that parents understand procedures and are offered support in preparing their contributions;
- Respect the validity of differing perspectives and seek constructive ways of recording different viewpoints;
- Respect the differing needs parents themselves may have, such as disability or communication barriers;
- Recognise the need for flexibility in the timing and structure of meetings

We have a range of ways to keep you informed, which may include:

- Individual Provision Plans or Individual Learning Plans (ILP's)
- Letters sent home
- Family Learning Conferences
- Additional meetings as required
- Newsletters
- Emails
- Reports
- School Website
- Meet the teacher sessions (at start of new academic year)
- Parent workshops
- Half-termly curriculum overviews
- Annual Reviews (for children with EHCP's)
- Class reps

If a child has been raised at an ATM, and the strategies tried have not worked to address the difficulties, the class teacher will meet with parents to raise their concerns and discuss strategies that have already been tried. A commissioning form will be completed to request that the School and Family Support (SAFS) team review the child's difficulties and plan next steps of support.

Parents will be asked to contribute to the commissioning form by completing a questionnaire to detail any concerns parents may have. When this is returned to the teacher, they will complete the same questionnaire and list concerns and then submit the form to the SAFS team to be reviewed.

Some children may need a higher level of ongoing support in order to make progress. The SAFS team, in collaboration with parents, may place the pupil on the Special Educational Needs (SEND) register. The SEND register is a list of children who need additional support. It means children are tracked carefully and support is planned. There are 4 levels of school support: 1, 2 and 3 and those with an Education Health and Care Plan (EHCP) (see visual above).

Pupils and parents work collaboratively with the class teacher to write a Provision Document or Individual Learning Plan, depending on the level of school support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at:

- Termly Inclusion Pupil Progress Meetings
- Termly Individual Learning Plan review
- Annual Provision Document review

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We also recognise that preparation for adulthood starts at the very early stages of childhood and work carefully to ensure that we are taking a step by step approach from where the child currently is to gradually maximise their independence and develop their skills to prepare for the next stage in their education and, ultimately, adulthood.

Children with SEND joining our school in Reception will have a home visit from the class teacher. Information will be gathered from home and from the child's current Early Years Setting (if applicable) regarding any SEND needs. Discussions about helpful steps to ease transition and ensure the right support is in place on their entry into school is ensured. If additional work is required, further visits may take place either to the home or to the child's current setting – if appropriate. Supportive materials will be provided, such as transition booklets with a social story or picture book to prepare the child for their new class. If outside agencies are involved, with parents' permission, the school may make contact with them to gather relevant information and discuss plans for further transition work once the child has started with us.

When children with SEND join the school at a different stage, the school will endeavor to work with parents, the previous setting, the child and outside agencies (where previous involvement is established) to prepare for transition. At these times, transition times can sometimes be more rapid, but every effort is made to ensure that visits can take place, information gathered and meetings with parents and the child (where appropriate) take place. Additional measures to support transition such as additional visits, social stories can be put in place to aide transition.

If a child is moving on from us at any stage, we will share information with the school the pupil is moving to.

Transition meetings are held during the Summer Term with the SENCOs of the two secondary schools within the locality. This is to aid the transition of all Year 6 SEND pupils into secondary education. There is an additional programme of transition offering additional visit days and contact with new staff for our SEND children or those deemed as more vulnerable. The SENCO's meet from both schools to share information and ensure provision can remain as consistent as possible. The SENCO also meets with other SENCOs in the area through half-termly East Grinstead Group of Schools (EGGS) locality group meetings to share good practice and keep up to date with developments in the field.

Class teachers complete a monthly Cohort Provision Tracker and handover notes to support the annual transition between year groups. This tracks actions, reviews and events so aids decisions about next steps.

5.6 Our approach to teaching pupils with SEND

We will support each child in a variety of ways depending on their individual needs and also taking into account their views and wishes.

First and foremost, we ensure that quality first teaching is delivered within the class, where learning tasks will be matched to the child's needs. Adaptations and targeted support may also be offered; these will be overseen by the class teacher, barriers to learning are identified, and resources to support barriers are put in place to maximise each child's independence.

We work hard to minimise how often children are removed from the classroom to take part in interventions, to maximise their exposure to the whole class learning.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The majority of learning will be through a broad, and balanced curriculum, in a whole class environment. When necessary, pupils will receive additional support in small groups or one to one. This may happen both within the classroom and also out of the classroom.

5.7 Adaptations to the curriculum and learning environment

Our whole class learning and teaching ensures the effective inclusion of all pupils in high quality, everyday personalised learning.

We make the following adaptations to ensure all pupils' needs are met:

- Effective planning and lesson design that builds on prior learning
- Clear learning intentions and success criteria that are shared with the children and referred to regularly
- High levels of pupil involvement and engagement with their learning
- Effective questioning, modelling and explaining by the teacher.
- Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Assessment for learning
- A range of teaching styles
- Adaptations for example, by grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specific praise and encouragement to engage and motivate pupils
- Reviewing learning and identifying next steps
- Opportunities for children to stretch and challenge themselves
- A range of resources available to maximise independence
- Adapting our resources and staffing

- Using recommended aids, such as specialist chairs and cushions, writing slopes, laptops, coloured overlays, visual timetables, larger font, etc.
- We seek advice and work closely and effectively with outside agencies to ensure that the best advice and support is in place in order to support adaptations to curriculum and learning.
- We ensure that the school environment is accessible for all children, including those with physical and sensory needs
- A range of visual aids and concrete resources are in place across the school to support learning
- The school will liaise with outside agencies to assess for specialist equipment to overcome barriers to learning and access to the full school environment.

5.8 Additional support for learning

At Partners in Learning, we have Learning Mentors who may be commissioned to work with children on a 1:1 or small group basis according to their needs. The Learning Mentor is accessed via a referral system. A pupil may be referred to the Learning Mentor for a variety of reasons including:

- Speech & Language
- Friendship issues
- Family difficulties
- Bereavement and loss
- Anxiety
- School avoidance

We may also seek further advice and work closely with the following agencies to provide support for pupils with SEND:

- West Sussex Learning and Behaviour Team
- West Sussex Autism and Social Communication Team
- West Sussex Sensory Support Team
- West Sussex Educational Psychologist Service
- West Sussex Speech and Language Therapist
- Child Development Centre
- School Nurse
- Child and Adolescent Mental Health Service
- West Sussex Multi Agency Safeguarding Hub
- West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS)
- Alternative Provision Centre Outreach support
- Integrated Front Door - referrals for Enabling Families/Early Help plans
- West Sussex Fair Access Team

5.9 Expertise and training of staff

The SENCO and rest of the SAFS team keep up-to-date about SEND issues through attending Local Authority briefings, training and locality meetings. Staff will also attend specialist training, and discussions with outside agencies. The SENCO will lead staff meetings to cascade training. Training will be sought in response to provision needed. Regular surgery sessions are held by the SENCO to allow staff to book short sessions to review provision, raise queries and/or ask questions.

The SENCo has achieved the National SENCo Award.

5.10 Securing equipment and facilities

Please refer to our separate Accessibility policy for the Trust.

Please also see separate Equality & Community Cohesion document for further guidance in this area.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Weekly School and Family Support (SAFS) Team Meetings
- Half termly Trust School and Family Support (SAFS) Meetings
- Achievement Team Meeting (ATM) minutes
- Termly Inclusion Pupil Progress Meetings
- Pupil voice gathered by various staff
- Monitoring by SENCO
- Termly meeting with SEND Governor and SENCO
- Cohort Provision Tracker completed by class teacher each month for every child in the school.
- Holding annual reviews for pupils with EHC Plans
- Checklists and questionnaires

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We make all reasonable adjustments so that we can ensure that all children are involved in every aspect of school life, including extra-curricular activities and school visits. We work with experienced professionals, to help support more specialised needs. Parents are also consulted on the specific arrangements for their child, if necessary.

Risk Assessments are carried out, and procedures are put in place to enable all children to participate in all school activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Please see our Accessibility Policy.

5.13 Support for improving emotional and social development

The school ethos is one where all pupils are valued and their diverse abilities are equally celebrated, this ethos runs throughout our school 'core values'

The school offers a wide variety of emotional and social development support for pupils. This includes:

- A broad Personal, Social, Health and Economic Curriculum (PSHE) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.
- Using the Zones of Regulation as a tool to self-regulate emotions.
- Children who have a Provision Document or Individual Learning Plan will work collaboratively with the class teacher to share their views on their strengths, needs and aspirations.
- Individual Risk Assessments
- Pastoral Support Plans
- School Council
- Weekly class forums
- Our Learning Mentor works with pupils on a 1:1 or small group basis depending on the need of the pupil.
- Rewards and celebrations of children's achievements in behaviour
- A fair and consistent approach
- Sanctions are reflective and result in pupils making more positive decisions about behavioural choices
- All staff consistently follow the school Behaviour Policy
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.

Please also see our Anti-Bullying Policy.

There will be children who need a personalised approach to their specific behaviour needs. We have worked to ensure that our Behaviour Policy works for the vast majority of children, including those with SEND, but recognise that, in some cases, the schools sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.

Children with Social, Emotional and Mental Health (SEMH), will be given additional support in line with their Individual Plan and their particular needs.

We recognise that children with SEND can develop low self-esteem, which can lead to developing behavioural difficulties. We work hard to build all children's self-esteem and support them to feel positive about themselves and engaged with their education. We work jointly with parents in this

and have meaningful discussions about homework, developing outside interests, celebrating effort and specific praise around successes, so that children feel valued for their talents both in and out of school.

When children experience social and emotional issues, we work closely with parents to identify the underlying causes, for example, we recognise that some children can mask their difficulties in school but, when returning home, have significant emotional challenges. We work together with parents to get the right balance of support both in and out of school, sharing 'what works' between each other and engaging with outside supportive agencies for both school and parents.

5.14 Working with other agencies

Advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- West Sussex Learning and Behaviour Team
- West Sussex Autism and Social Communication Team
- West Sussex Sensory Support Team
- West Sussex Educational Psychologist Service
- West Sussex Speech and Language Therapist
- Child Development Centre
- School Nurse
- Child and Adolescent Mental Health Service
- West Sussex Multi Agency Safeguarding Hub
- West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS)
- Alternative Provision Centre Outreach support
- Integrated Front Door - referrals for Enabling Families/Early Help Plans

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. 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

5.16 Contact details of support services for parents of pupils with SEND

West Sussex SENDIAS (SEND Information, Advice and Support) Service provides information, advice and support to children and young people who have special educational needs and/or disabilities and to their parent carers. <https://westsussexSENDias.org/>

5.17 Contact details for raising concerns

Miss Laura Skingley - Inclusion Manager
Mrs Sarah Martin - Headteacher

Both can be contacted via the school office: 01342 323 906 / officebl@partnersinlearning.co.uk

5.18 The local authority local offer

Our contribution to the local offer is:
<https://westsussex.local-offer.org/services/363>

Our local authority's local offer is published here: <https://westsussex.local-offer.org/>