



SEND Information Report

Review Date: January 2026
Approved by LGB : January 2025

Respect, Compassion, Courage, Responsibility

SEND Information Report

5. SEND information report

This report should be read in conjunction with the SEND policy.

5.1 What kinds of SEND 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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We make reasonable adjustments to our practices so as to comply with the *Equality Act* (2010).

For more information about various aspects of this report you may like to look on the school website under Inclusion

5.2 How are needs identified and assessed for pupils with SEND?

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
- Tracking progress from their starting points

The school makes full use of information passed to them when the pupil transfers between year groups 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
Concern	Concerns noted by class teacher	Chronology kept in child's individual folder detailing concern and support planned Assess, Plan, Do, Review cycle is followed	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 Teams

Teachers hold achievement team meetings (ATM) each half term – year group teachers meet together to discuss children who they have concerns about. As a team of professionals, they will formulate strategies which enable the child to be supported within school. This is then reviewed at the next team meeting when more strategies may be planned. A child may be discussed if a class teacher has concerns.

Chronology

If a class teacher notes concerns with a child's attainment, progress or behaviour a chronology is started. This document is kept in the child's individual folder and details of the concern and support planned is recorded. This must be done before a commission to the School and Family Support (SAFS) team is made. When a chronology is started the teacher will have a conversation with a member of the School and Family Support (SAFS) team for advice.

Commission to the School and Family Support (SAFS) team

When the Class Teacher first identifies that a pupil may have a SEND need – the class teacher is responsible for devising strategies **additional to** or **different from** those provided as part of the school's usual adapted curriculum. These will be noted on the child's chronology. The class teacher will use the Assess-Plan-Do-Review cycle twice and track the child's progress following the adaptations. 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, partaking in regular conversations with the child's parents.

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 yearly or when there are significant changes. This is shared with parents.

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 What are the arrangements for consulting and involving pupils and parents?

We have an **open door policy** where parents are welcome to come in and speak to the class teacher or a member of the School and Family Support (SAFS) team should they have any concerns regarding the academic or emotional progress of their child. Parents are encouraged to make an appointment, via the school office, to speak to the class teacher so that adequate time can be given to discuss a concern.

We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school. We **regularly share feedback about progress with our pupils and their parents/carers**. At these meetings we clearly share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too.

Regular updates are made to the curriculum and these are shared via our school website. We believe in supporting the development of parenting skills, and as such, we **work in collaboration with other agencies** and signpost parents where possible, via our newsletter. Information about progress, through data, is also shared with parents/carers. Explanations of what the data means are made available at the same time. Where specialist services are being employed to support a child this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

The School and Family Support (SAFS) team liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. Children are spoken to regarding their progress and their views are sought about their difficulties and what they would find helpful in order to overcome these difficulties.

It is often through conversation with a child that specific interventions are found to be beneficial – this is called gathering pupil views.

If a child has had two cycles of Assess-Plan-Do-Review 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 What arrangements are in place for 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 reviews
- Annual Provision Document reviews

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 What support is in place for pupils moving between phases and preparing for adulthood?

We will share information with the school, or other setting the pupil is moving to/from.

Full and thorough transition meetings are held during the summer term for children starting school in Reception and moving on from our school to secondary. During these meetings we share an overview of our learners who have SEND. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. The SENCO's of our feeder nurseries/preschools and our secondary schools within the locality meet with our teachers and School and Family Support (SAFS) Team to discuss individual children. This is to aid the transition of all SEND pupils.

For our Year 6 pupils 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 SENCO's 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.

Children joining our school from nurseries/preschools attend stay and play sessions prior to September. If additional transition is required this will be planned in a bespoke way.

Transition booklets are also created to support pupils with SEND if needed.

Transition work as part of 'universal provision' takes place as part of the PSHE curriculum. Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we arrange additional visits to their new year group, prior to the main transition day. All pupils are provided with videos from their new class teacher in the summer before returning to school and postcards are sent to vulnerable learners over the summer holidays.

When parents/carers have additional concerns regarding transfer/transition, they are encouraged to contact the class teacher or school office as early as possible.

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 What is our approach to teaching pupils with SEND?

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. 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 adapted 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.

We adopt a graduated approach to meeting needs through **quality first teaching** which is available to all children, regardless of any personal difficulty. Our teaching staff make reasonable adjustments and adaptations to teaching and learning to help include all children. We are **concerned with the whole child**, we see that **achievement and mental well-being go hand in hand**. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils.

5.7 How are adaptations made to the curriculum and learning environment for children with SEND?

Reasonable adjustments to **include and support all learners** are always made. Adaptation is embedded in our curriculum and daily teaching practice. This may take the form of different work being set, additional resources being provided or specific training being given to staff.

Our Accessibility Plan is robust and we are fully aware of our obligations to support adults and children with disabilities. **We value and respect diversity in our school** and do our very best to meet the needs of all of our learners, always focusing on strengths and developing confidence. We are committed to making reasonable adjustments where possible.

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

- We adapt 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.
- Adapting our resources and staffing
- Using recommended aids, such as specialist chairs and cushions, writing slopes, laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 What additional support is available for learning?

We have a Learning Mentor/Emotional Learning Support Assistant (ELSA) who may be commissioned to work with children on a 1:1 or small group basis according to their needs. The Learning Mentor/ELSA 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 (LBAT)
- West Sussex Autism and Social Communication Team (ASCT)
- West Sussex Sensory Support Team
- West Sussex Educational Psychologist Service (EP)
- West Sussex Speech and Language Therapist (SALT)
- Child Development Centre (CDC)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- 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

Our SENCO holds Qualified Teacher Status, is an experienced teacher and is working towards the National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs) award. They and the School and Family Support (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 and keep other staff informed. Training will be sought in response to provision needed. Regular surgery sessions are held by the SENCO and other members of the SAFS team to allow staff to book short sessions to review provision, raise queries and/or ask questions.

We have a number of established relationships with professionals in health, education and social care. The specialists we work with also provide training for our staff on key areas for example autism and trauma. All external partners we work with are vetted in terms of safeguarding and we monitor their impact with interventions that may take place.

We regularly invest time and money in training our staff to improve 'universal provision' and to enhance skills and strategies to children with additional needs. Our teaching staff are regularly updated on SEND information and systems. Our support team of Teaching Assistants meet regularly and update their skills and share good practice. Training is offered throughout the school year. We make good use of services offered by outreach teams and other local organisations. Teachers are confident to ask for support as and when they feel it is needed.

We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. If further expert support is required; it is identified through our assess, plan, do, review cycle; then we enlist the support of the Outreach Services, Specialist Teachers and Educational Psychologists.

5.10 Securing equipment and facilities

This will be sought in conjunction with the most appropriate outside agency and WSCC SENAT. 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:

- Fortnightly School and Family Support (SAFS) Team Meetings
- Half termly Trust School and Family Support (SAFS) Meetings
- Achievement Team Meeting (ATM) minutes
- 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

5.12 How are pupils with SEND enabled 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 What support is available for improving emotional and social development?

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.
- Reminders of key adults that children have around them are often provided. For some children these might be depicted using photos.
- Individual Risk Assessments
- School Council
- Regular class forums

- Our Learning Mentor, works with pupils on a 1:1 or small group basis depending on the need of the pupil.
- We have a zero tolerance approach to bullying - please also see our Anti-Bullying Policy.
- Worry boxes are provided for children to write on to communicate their concerns – staff then approach them to discuss their feelings and plan a way forward together
- Staff are trained in and use Emotion Coaching to hear children’s emotions and coach them to find the best solutions
- Parents are encouraged to talk to teachers if their child is experiencing difficulties with their emotional and social

5.14 How do we work 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 (LBAT)
- West Sussex Autism and Social Communication Team (ASCT)
- West Sussex Sensory Support Team
- West Sussex Educational Psychologist Service (EP)
- West Sussex Speech and Language Therapist (SALT)
- Child Development Centre (CDC)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- 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
- Virtual School for Looked After Children (LAC)

We have a particular duty of care towards Looked After Children (Children in Care). We ensure that these children receive immediate and appropriate support to settle in and make strides with their learning. Our Designated Teacher for Looked After Children meets with Social Services and the Virtual School to ensure that the child’s wider needs are met. A personal education plan is produced termly to help the child develop holistically.

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 child. 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 independent 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

Mrs Emily Webster – Head of Trust Inclusion

Mrs Sarah Martin – Headteacher

Nominated Governor – Karen Blanchette and Caroline Jefferis

5.18 The local authority local offer

Our contribution to the local offer is:

<https://westsussex.local-offer.org/services/363-blackwell-primary-school>

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