



SEND Information Report 2023-2024

Plaistow and Kirdford Primary School is a small, rural mainstream school that caters for children from Reception (aged 4 years) to Year 6 (aged 11 years). We are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our pupils, whatever their needs or abilities and aim for our children to 'love to learn, look after each other and have fun'.

Plaistow and Kirdford Primary School is part of the Weald Locality SEND Hub.

What is the Local Offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.

Local Offer Contribution: <https://westsussex.local-offer.org/>

Who do I contact?

If you are thinking of applying for a place, contact the school office
School Office: 01403 871275 office@plaistowkirdford.com

If your child is already at the school, you should talk to the child's class teacher

The Inclusion Leader is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The Inclusion Leader also provides professional guidance to school staff and works closely with parents and other services that provide support for children in the school.

Inclusion Leader: Mrs Susanne Tappenden

Contact: Mrs Tappenden via the School Office, please make clear in the email subject heading that your query is related to SEND

SEND (Special Educational Needs and Disabilities) Governor: Mrs Chris Wyatt

Which children does the school provide for?

We are an inclusive school, providing for all children including those with all types of special educational needs and disabilities. If you want a place for a child with a statement or Education, Health and Care plan, this can be considered during the Annual Review process. We follow the West Sussex County Council policy for admissions. If you want a place for any other child with special educational needs or disabilities, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

We would recommend that you visit and we will be delighted to show you around the school. Contact the school office to arrange a visit and ask to meet with either Mr Charlie King (Head Teacher) or Mrs Susanne Tappenden (Assistant Headteacher and Inclusion Leader).

Summary of how the school meets the needs of children with SEN and disabilities

At Plaistow and Kirdford Primary we are committed to providing a high quality education for all pupils, including those identified as having SEND needs. All pupils are entitled to a broad and balanced academic and social curriculum which is accessible to them and should be fully included in all aspects of school life. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination and to develop an environment where all children can reach their full potential.

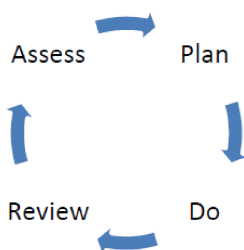
The staff and Governing Body fulfil its statutory duty towards pupils with SEN or disabilities in accordance with the guidance set out in the *Children and Families Act 2014* and the SEND Code of Practice. In particular, the governing body committee are responsible for ensuring that:

- arrangements are in place in school to support pupils with medical conditions
- a SEND information report is published annually
- there is a qualified teacher designated as Inclusion Leader for the school who holds the National Award for Special Educational Needs Coordination

In addition, our governing body works with the Inclusion Leader and Headteacher in determining the strategic development of SEND provision, including establishing a clear picture of the progress made by pupils and the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the *Equality Act 2010* with regard to admissions, reasonable adjustments and access arrangements and publishes information about this annually.

SEND support takes the form of a four part cycle: assess, plan, do and review. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with agreed dates. Pupil progress checks are used to evaluate the effectiveness of any SEND support provided. Pupil progress checks are attended by the Classteacher, Assessment Lead, Inclusion Leader and Headteacher.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. PEPs will be coordinated with the Inclusion Leader/Head teacher (Mrs Tappenden/Mr King). Mrs Tappenden is Designated Teacher for CLA and the West Sussex Virtual School. We will coordinate these plans with the SEND support plan (where appropriate) and will involve parents and carers as well as foster carers or social workers in discussions.

How does the school identify children's special educational needs?

We aim to identify children's special educational needs and disabilities (SEND) as early as possible, so that the child is able to achieve the best possible outcomes

The 'Code of Practice' (2014) defines SEND (Special Educational Needs and Disabilities) as:

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

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children may have one or more broad areas of special educational need as outlined nationally in the SEND Code of Practice.

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory, medical and/or physical needs**- including visual and hearing impairment, Developmental Coordination Disorder (Dyspraxia), Cerebral Palsy and other physical disabilities or medical conditions which affect a child's learning.

Each pupil's current skills and level of attainment are assessed on entry to the school. Where a child joins us from another school mid-year assessment records are sought from their previous school. From then on, assessment of progress for all pupils is measured at strategic points in the year. These will seek to identify pupils making less than expected progress given their age and individual circumstances. Assessments used routinely include The Salford Reading Test and NFER for Reading comprehension and SPaG (spelling punctuation and grammar), White Rose Maths Assessments, Read, Write Inc. phonics assessments and our own school developed spelling assessments.

Progress may:

- be significantly slower than that of their peers starting from the same baseline.
- fail to match or better the child's previous rate of progress
- slow between the child and their peers

High quality teaching needs to target the pupil's area of weakness, while seeking to employ skills and ways of working known to be a strength for the pupil. In identifying a child as needing SEND support, the class teacher, working with the Inclusion Leader, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by pupils themselves and will use Pupil Voice as a tool to ascertain these. Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and parents are consulted about the desired long and short term outcomes.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND but they may need additional provision within school and advice sought from outside agencies.

Across our school, we have children with varying types and levels of need. Children may have one or a combination of the following difficulties.

	SLCN	ASD being explored	SEMH including ADHD	Physical including DCD	Other specific learning difficulty eg. Dyslexia	Other
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SLCN Speech, Language and Communication Need

ASD Autism Spectrum Disorder

SEMH Social Emotional Mental Health

DCD Developmental Coordination Disorder

How does the school teach and support children with SEN?

We endeavour to set high expectations for all pupils whatever their prior attainment, using assessment to set targets. We endeavour to deliver high quality teaching that is adaptive and personalised and meets the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made available for those who need it. This may include TA support, provision of appropriate resources (including concrete and visual resources) or short term tailored interventions. This type of support is regularly evaluated for impact.

The quality of teaching for all pupils, including those with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

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

All pupils have access to a broad and balanced curriculum, adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through careful matching to individuals needs. We take appropriate steps to enable pupils to develop, learn, participate and achieve the best possible outcomes whether this be through reasonable adjustments for a disabled child or special provision for a child with SEND. We have high expectations for all and will look at the child's level of achievement and see what support they need to make good progress and reach their potential. For children with SEND, necessary support can be identified through the 'assess, plan, do, review cycle with the views of both parents and pupils feeding into the process.

Information about the school's curriculum is on the school website. Curriculum guides are posted on individual class pages and school blogs are regularly updated. More information about our curriculum can be found at <https://www.plaistowandkirdford.org/curriculum/>

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

We are committed to working in partnership with parents and carers and endeavour to:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Provide an opportunity to meet with the parents of pupils at least twice a year.
- Ensure pupil voice is used in the review process
- Parents are involved in the annual review process and in the setting and reviewing of ILPs with a focus on progress towards agreed outcomes
- Provide an annual report for parents on their child's progress.

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

We are committed to involving pupils with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of pupils, including pupil voice
- Provide pupils with the information and support necessary to enable full participation in decision making.
- Support pupils to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

	<i>Who's involved?</i>	<i>How often?</i>
Self assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	<i>Routinely and as necessary</i>
Worry Box/Suggestions box	Pupil, class teacher	
School Council	House Captains (Year Six), School Council members (Year 1 – 5) and Headteacher	<i>Half termly</i>
Pupil Voice	Pupil, Inclusion Leader, Learning Mentor	As appropriate
SEN support review meetings, including ILPs	Pupil, parents, class teacher/TA/LSA, Inclusion Leader	The Assess, plan, do, review cycle is fluid and dependent on the needs of the pupil. Both pupil and parents will be involved throughout the process.
Annual reviews (EHC plans only)	Pupil, parents, Inclusion Leader, class teacher/TA, support services, local authority.	Once a year

How will the school prepare my child to transfer to a new school/college or the next stage of education or life?

The great majority of pupils with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between

phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.

Strategies include:

- Liaison with SENCOs in transition meetings. Which might include telephone conversations
- Enhanced transition visits eg. where possible allowing the child to visit the school on an inset day
- Opportunities to meet parents
- Home visits (all Reception parents)
- A Year 6 'Buddy' is allocated for each child in the Reception year to help them feel secure in the playground, settle and make friends
- Consideration of flexible provision

What training do school staff have?

The school has a targeted CPD programme which regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular areas of need in the school, reviewing and improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure that our staff have sufficient skills and knowledge to deliver the intervention effectively. When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day delivered from 'in house' or outside agencies.

All our class teachers are qualified teachers.

Our Inclusion Leader Susanne Tappenden has the National Award in Special Educational Needs Coordination (2010) and is a qualified Specialist in Dyslexia. She attends The Weald Locality SENDCo hub.

Our Learning Mentor Claire Trench is 'ELSA' trained and has also attended a course in 'Lego Therapy'. She is also a qualified Specialist in Dyslexia. Our Nurture Group is led by Sophie D'Aoust and Karan Smith (also 'ELSA' trained). Our second Forest School teacher, Liz Morris also leads Nurture sessions either through small group work or working 1:1 with children. We have an HLTA working within the school, Sue Evans. During the academic year all school staff were involved in Read Write Inc training with some governors also attending this Inset Day. The staff have regular training in the administration of Epi-pens and related anaphylactic medication and asthma. In addition, where a child has specific medical needs the school works with the Schools' Health team and Occupational Therapists. Some school staff have recently received training from the Diabetic Team.

How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils in an effort to ensure that all pupils realise their true learning potential. We look at whether our teaching and programmes of support have made a difference, regular pupil progress checks help to demonstrate this through the use of information systems. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.

We also invite parents to provide feedback at meetings, an annual survey and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

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

Equality Act 2010

Equality

We are committed to eliminating discrimination, promoting equality of opportunity. Pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. The school works in partnership with the local offer to ensure that pupils with SEND are not treated less favourably.

Our Equalities Policy and Accessibility Plan can be found at :
<https://www.plaistowandkirdford.org/school-policies/>

How are children included in activities with other children, including residential and school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

Considerable adjustments, such as a parent/carer transporting a child to the Isle of Wight and staying nearby, may allow a child to take part in a residential trip whereby without these special arrangements they would be unable to do so. To be successful these sorts of adjustments need to be considered well in advance of the trip and the school needs to work closely and in collaboration with parents/carers.

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

We support the emotional, mental and social development of pupils with SEND by providing extra pastoral support such as Art Therapy (with an accredited Art Therapist), sessions with our Learning Mentor who is 'ELSA' trained, Nurture sessions, Forest School, a weekly Celebration assembly and Pupil Voice. Measures are in place to prevent bullying and deal with difficulties surrounding relationships. We make provision for pupils' spiritual, moral, social and cultural development through the curriculum and the assembly programme. The teaching of PSHE is an integral part of this development.

The Inclusion Leader has completed the Mental Health First Aider training and she attends pupil progress meetings termly to ensure progress towards outcomes. We will do this as part of the SEND support planning cycle of assess, plan, do, review.

The school works with other services to support children, e.g. Autism and Social Communication and Learning and Behaviour Advisory Teams, Child and Adolescent Mental Health Services (CAHMs),

The Virtual School, Early Help services, EPs, The Pupil Entitlement Team, SALT, OT and the School Nursing Service.

Our Safeguarding, Anti-Bullying and Behaviour Policies can be found at:
<https://www.plaistowandkirdford.org/school-policies/>

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

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Where can I get information, advice and support?

The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for children with SEND.

Health

- NHS Speech and Language Therapy: offer advice, training and blocks of support
- NHS Occupational Therapist: advice and recommendations, block of support
- NHS School Nursing Service: visits and recommendations for children in school and at home.

Social Care

- Social Workers: visits to meet children in school, home visits, meetings at school for parent, social worker and SENDCo
- Child and Family Centres: support families
- Holistix Early Help

Education

- Speech and Language Therapist: screening and recommendations, block of support
- Educational Psychologist: discussions, recommendations and assessments (statutory assessments only).
- Parents of children with SEND are provided with advice and information about matters relating to the special educational need and/or disability of the child concerned.

Billingshurst and Pulborough Children and Family Centre
Station Road
Billingshurst
West Sussex
RH14 9RY

Tel. 01403 213 594

Email: rural.horsham@westsussex.gov.uk

West Sussex County Council

http://www.westsussex.gov.uk/learning/special_educational_needs_sen.aspx

Parent Partnership

Oriel Lodge

West Street

Chichester

West Sussex

PO19 1RP

Tel. 0845 075 1008

- Monday to Friday during office hours

Email parent.partnership@westsussex.gov.uk

Special educational Needs Team (Statutory Assessment)

Chichester Tel. 033 022 25151

https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_and_sen/support_teams_and_services/special_educational_needs_te-1.aspx

Social Care and Health: Children needing support

Children's Access Point

4th Floor

County Hall North

Chart Way

Horsham

West Sussex

RH12 1XH

Tel. 01403 229900

Email: cap@westsussex.gcsx.gov.uk

What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEND support for their child we will work with them to try to resolve these. Please speak to your child's class teacher, Susanne Tappenden (Assistant Headteacher and Inclusion Leader) or Charlie King (Headteacher). If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

Our complaints policy and procedures can be found at:

<https://www.plaistowandkirdford.org/school-policies/>