



Special Educational Needs Information Report

Sandown Primary School and Nursery

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school and nursery meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.

In the report, we explain how we meet our duties towards children with special educational needs and disabilities. This report links to our SEN policy. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year, and will involve children and parents. If you want to give us feedback about the report, please contact the school office.

2. Who do I contact about my child's special educational needs?

Your first point of contact at school is the child's class teacher. Within the nursery setting this is your child's Key Worker.

The school's Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have Education, Health and Care plans (EHCP). They also provide professional guidance to school staff and works closely with parents and other services that provide for children in the school. This is supported in the nursery by the Early Years Special Educational Needs Coordinator (EYSENCo).

Mrs Gail Harley is the SENCo in school and Mrs Gina Wright is the EYSENCo in the nursery. To arrange a meeting either phone the school/nursery or speak to the office staff who can book an appointment with the correct person for your child.

3. Which children does the school/nursery provide for?

Sandown Primary School and Nursery is a maintained primary school and admits children from age 2 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with a statement or EHCP, this can be

considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

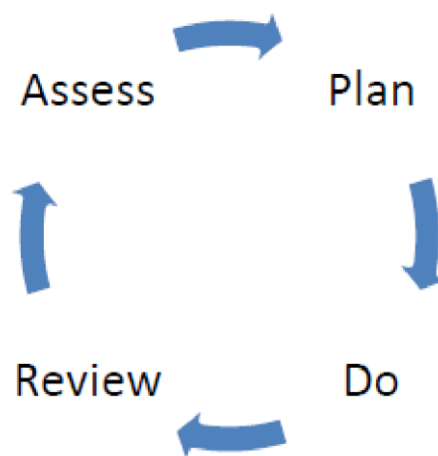
- [Sandown School admissions policy](#)
- [school admissions- East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)
- contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities (SEND)

In the nursery, all children's progress is monitored to ensure they are developing in all areas of the Early Years Foundation Stage. These on-going observations are recorded in your child's learning journey. The key person uses a host of assessments tools, for example the 2-year integrated progress review, Emotional, Social Well-being forms, Language checkers, End of term assessments forms. These help identify areas of a child's development which may require extra support and further assessment

In school, quality first teaching, over learning and additional interventions are defined through our ongoing discussion across the school. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers/practitioners are responsible for every child in their care, including those with special educational needs.

Assess: Our children are formally assessed every two terms to measure progress and look for gaps in learning. Discussions are then held between the class teacher and a member of the senior leadership team (SLT) to ensure that children not making progress receive support to move them forward if necessary. These child progress meetings are recorded and shared with the whole SLT.

Assessment for learning occurs in each lesson to inform planning and ensure that the children are receiving the input they need to challenge them at the right level. Self-selection of tasks is

encouraged in some lessons to allow the children to consolidate learning and set their level of challenge in line with our school vision of high expectations. All adults working within the classroom feed into this process as part of the team working towards our children reaching their full potential. Discussion with parents also supports our knowledge of the children through informal meetings, parent consultations, Additional Needs Plan meetings and Annual Reviews.

Plan: Nursery practitioners plan for children's individual next steps across each term. Nursery Practitioners/Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of development.

Do: Nursery practitioners carry out activities for individual children over each term. Class teachers deliver lessons with the support of teaching assistants in each class. A range of support is provided for children with different needs including additional adult support to focus, rephrase, prompt or provide pre-learning of concepts or vocabulary; visual cues or physical resources to aid access and understanding of the lesson. Higher Level Teaching Assistants may also deliver lessons if a teacher is not present. This is always informed by the teacher's planning and resources.

Review: Planning is reviewed daily by the teacher/practitioner based on their assessments of children in lessons and feedback from other adults in class/setting. The Nursery Manager monitors the planning within the setting. In the school, the SLT which includes the SENCo, English and Maths leads, work alongside teachers to support planning where needs arise. Progress Meetings take place with the SENCO and other members of SLT to closely monitor individual children's development and look at levels of support as appropriate. This enables us to review practice and adapt to individual's needs as they arise.

If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. Where needed, we will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism have their needs evaluated on an individual basis due to the broad range and types of need these may encompass. Additional pastoral or physical resources may be put in place to support social or learning needs. In some cases additional adult support may be needed to ensure social difficulties are minimised, sensory issues are monitored and addressed and that learning is taking place within the child's ability. The school accesses the Communication, Learning and Autism Support Service (CLASS) when requiring support for children whose needs require it. The school also signposts parent groups delivered by CLASS+.

In the nursery, three times a year the children will be assessed using the early communication, progress and monitoring sheet. If concerns are raised, children will be referred to the Children's Integrated Therapy Service (CITES). Discussion with parents concerning their child's communication needs will be discussed regularly.

All Reception children are assessed in Term 1, using Speechlink and if required Languagelink to ascertain their needs. Children that join the school at other times in the year are assessed using Junior Languagelink. When the school's Speech and Language Teaching Assistants (TAs) feel that they require more support with the child then they will be referred to CITES. Parent support will be sought at this point. This will also include meetings with parents are various times of the year dependent on the need of their individual child. These are with the SENCo, Speech and Language T.A.s or Speech Therapist. Interventions are delivered often and in small chunks to reflect best practice. Interventions for Speech and Language difficulties take many forms. These include, but are not exclusive to, Talk Partners, Lego Therapy, 1:1 and small group work.

• **Cognition and learning** – including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination delay.

The school and nursery have been working closely together since October 2017 to embed good practice across the setting. This has involved working with the reception teachers, School SENCo, maths lead and English lead to develop inclusive practice in the setting. The nursery seeks support from the ISEND Early Years Team, and can make referrals to these services if needed.

The school has three trained dyslexia staff within the school. These include the Deputy Head, SENCo and a Teaching Assistant. Dyslexia screening tests are completed by the SENCo and teaching assistant to ascertain gaps in learning and programmes of support on a 1:1 basis are put in place for children who require it. For those children who are not 'at risk' but show gaps in their learning we use a range of strategies, resources and teaching styles that support children with Dyslexia, and provide best practice for all children in our setting to allow all to access the curriculum. These are embedded in teaching across the school and support children at all stages of learning to maximise their progress.

Alongside this regular Pupil Progress meetings enable us to put support in quickly where a gap is developing between a child and their peers. During these meetings we look closely at children with learning difficulties. We explore how effective their current support is, whether other areas have been highlighted as a challenge for them and whether any further resources or interventions are needed to accelerate their progress and allow them to meet their full potential.

• **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder or attachment disorder or anxiety.

Nursery staff have received specific training in supporting children with Behavioural, Emotional and Social Difficulties (BESD). School staff have received positive handling and use deescalating techniques to reduce difficulties and support the child. Both settings have received attachment training this allows us to provide a calm, nurturing and consistent routine. We ensure behavioural expectations are clear for all children and that all practitioners are aware of any individual behaviour support programmes for children.

Within the school, we have an Attendance and Behaviour Officer, who works with individual children to ensure they attend school on a regular basis to access their education and supports pupils in managing their behaviour.

Alongside this we have a Parent Support Advisor who is a qualified “Nurture Group Practitioner,” “Triple P” practitioner and THRIVE practitioner. She works closely with parents organising parents groups, offering emotional support and practical support in the way of behaviour techniques to try at home. She is also “Drawing and Talking” trained and can signpost parents to support from outside agencies when required.

We also work with a number of different agencies to ensure our children have the support they need. The Educational, Social, Behaviour and Attendance Service (ESBAS) work with us to target children at a high level of need and support their emotional development. The Virtual School for Looked after Children works closely with us to ensure we are providing the best possible education for our children who are fostered, in care or adopted.

Across both settings, we believe that working closely with parents is the best way to support our children.

• **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child’s learning. The school and nursery works closely with a range of agencies to ensure that we provide appropriate care and support for children with Physical Needs. Occupational Therapists, Physiotherapists and Educational Psychologists provide plans for individual children where appropriate and, when possible, we try and ensure that the named person in school leading the therapy has plenty of opportunity to work with and observe the experts to ensure they are confident in what’s needed.

In the nursery, we can secure additional equipment we need for children with special educational needs. We can usually borrow specialist equipment through occupational therapy, and where children need additional practitioner support we are often able to apply for an early years inclusion grant so we can provide an additional practitioner to meet the needs of children with a special educational need or disability.

Within the school, specialist equipment maybe be funded through the school’s SEN Notional Budget if suggested by CITES.

In Reception and Key Stage One Physical Development is given high priority to ensure early intervention. Therefore, one classroom is set aside for Physical Development and an outside learning space has designated gross motor activities. The Foundation Stage Village approach allows the nursery setting to access this support as appropriate, alongside ensure daily access to gross and fine motor skills learning within the Nursery setting.

A small group of children across KS1 and KS2 access Sensory Circuits and follow the Zones of Regulation programme.

Children Hearing/Visual Impairments are supported by the Hearing/Visual Impairment Outreach Teacher. The teacher offers support to both class teacher and T.A. and completes assessments on the children, which includes checking their hearing aids., Additional physical or personnel resources that may be needed are offered to children to ensure personalised learning and support to allow each child to reach their full potential.

A range of resources are employed to support children with Sensory Needs. Those with lower level challenges may have a fiddle toy to keep them focused during times they need to sit, interact and listen. Additional adult support may also be used to rephrase information and instructions or refocus children during this time. Greater needs may be supported by writing slopes or textured cushions. Children with a high sensory challenge may be observed and

assessed by our Educational Psychologist or a referral to Occupational Therapy will be made. (Reference: SEN Policy September 2017)

For all children with a high level of need personalised plans are put in place and regular meetings take place with parents and support staff to evaluate effectiveness. These are then adapted over time.

As of February 2020, we have 94 children receiving some form of SEN Support.

6. How does the school teach and support children with SEN?

All children are included in high quality wave one teaching which includes those children with SEN. If further support is required then wave two (small group work) or wave three (one-to-one) support will be offered to the child in discussion with their parent.

Pupil Progress meetings take place throughout the year by members of the SLT. This ensures that children who are falling behind or have stopped making progress can immediately be picked up and interventions be put in place where appropriate. Data is analysed by members of the SLT including the SENCO to look at vulnerable groups within school, the impact of interventions on progress and where changes need to be made.

We have internal processes for monitoring quality of provision and assessment of need. These include regular observations of interventions as a supportive method to ensure the highest quality provision through feedback and discussion.

We assess each child's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) may then complete Pupil Pursuit to ascertain the support needed for the child, which includes identify areas for development for both the class teacher and the children in consultation with them. If further support is required the school may refer to the school's Educational Psychologist.

TA Appraisals are linked to the School Development Improvement Plan as well as including targets around raising attainment for our vulnerable children, tracking progress and ensuring interventions take place regularly and to a high standard. These take place in term 2 and are reviewed for impact early in term 5. Training opportunities are explored during this time to ensure that staff have the confidence to manage and support our children within school. Their input is taken into account with regard to the effectiveness of the intervention and adaptations are made to maximise the impact.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All children will have access to a broad and balanced curriculum which is suitable for all our children. We will set high expectations for all children which is included in our school vision.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).

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

As a school and nursery, we believe that parents are the experts on their children and by working with them we can support children in their education. In the nursery, parents are involved in planning their child's educational programme by discussing their next steps with their key person, and what their interests are at home. Parents can request a parent consultation with their key person at any time, and the management team are available daily to answer any questions and queries. All parents are encouraged to contribute to their child's education through regular and informal meetings both with the class teacher and with the SENCo.

In the school and nursery, parent consultations are held three times a year following the Assess, Plan, Do, Review approach. These meetings are held after school so that the teachers, parent and child can all meet to discuss success and identify ways forward. The school agrees targets in which the children, parents and school all play an equal part. Staff then meet regularly with the SENCo to discuss any concerns and adaptations which may need to be made.

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

As part of the school based planning reviews and alongside Annual Reviews for EHC's children have the opportunity to voice their views and be involved in meetings. The school use the format from One Page Profiles to gain an insight in the child's needs. Child voice questionnaires are also used at times before interventions to gain children views before writing specific support for them. Pupil pursuit also allows children to give their views of their education and look for areas of development. The Assess, Plan, Do, Review format also includes children views.

Below is a table of other ways in which child's and parents views are sought.

Action/Event	Who with	Frequency
Parents Consultations	Class teachers, Nursery Practitioners SENCo (if required), parents, children	As agreed with parents- three yearly
Drop in sessions to allow parents to ask questions feedback difficulties or progress and ask for signposting to outside agencies if needed	SENCO	As requested by parents
Gate Duty	SLT	Daily
Annual Review Meetings	SENCO, Class Teachers, 1:1 support and Outside Agencies where appropriate	Once a year
Introduction Meetings to explain procedures and expectations at Sandown	SLT	As requested by parents.
Home visits for Reception/Nursery Parents	SLT	Term 1
School Based Planning meetings	SENCo and class teacher	Twice times a year.
Child Voice Questionnaires	TA, Class Teacher, children	As required
Pupil Pursuit	SLT, class teacher, parent, child, Nursery Manager	As required

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

Each child will be looked at individually and offered the support which they require in consultation with teachers, teaching assistants, parents and the child themselves. This may include, but is not limited to extra visits to their Secondary school, Social narratives, support from the school's Attendance and Behaviour Officer and P.S.A. This is support is in addition to the transition days offered by Secondary Schools.

Children transitioning from Nursery may have an Early Years plan which identifies the support they require. For these children a meeting will be held with ISEND, school and nursery to ascertain how the children needs can be successfully met by the school.

For those children with an EHC, discussions will be held in Year 5 to ascertain the correct placement for the child. This will involve a review of the EHC with parents, teachers, child and the SENCo. This information will then be sent to the East Sussex SEN caseworker for discussion at the Special School panel if a special school placement is considered the 'best fit' for transition. Placements will be offered on a merit system, rather simply due to parental choice. If a mainstream placement is requested, then this will be considered by the Secondary school chosen by the parents. A purple application form will be sent to parents of children with an EHC this is different to the form for other children. This gives priority to their choice of Secondary school. All transfer arrangements are dealt with by East Sussex.

11. What training do school staff have?

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. All new T.A.'s have an in-school training programme to develop their understanding of Sandown School as part of their induction. Training is based on priorities in the School Development Improvement Plan.

All Teaching staff have a weekly meeting where on-going training is completed. We are committed to developing the ongoing expertise of our staff. This year, we have put in additional training into the Resilience Framework, Mental Health First Aid and Social, Emotional and Mental Health needs. As well as training on English, assessment, maths and Online safety and Computing. T.A.'s with specialisms also have personalised training for their area, e.g. Speech and Language alliance meetings.

Mrs G Harley is an experienced SENCo who has an Advanced Diploma in Special Educational Needs and has completed the Level 6 Supporting children with Dyslexia course. Mrs M Dennis is has completed the Level 4 Supporting Children with Speech and Language Needs course.

Miss Yasmin Maynard has completing the Level 4 Supporting Children with Speech and Language Needs course. Mrs K Groves and Miss J Fraser have completed the Nurture Practitioners course. Miss Gemma Howell has completed the Level 4 Supporting children with Dyslexia course. Three of the Nursery practitioners have completed the SENCo course.

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

Teachers meet with the SENCo to agree progress targets for each child. These are monitored regularly using the school's assessment system at the appropriate Year group for the child.

Teaching Assistant Appraisals are based on the progress of the children they work with. Interventions take place at an appropriate time for the child and teacher, where children are targeted for support in Maths, English, Speech and Language, Physical Development or additional Emotional and Social support.

Some children have 1:1 support (INA) at times throughout the day. These are usually changed annually to prevent the children becoming reliant upon one adult, but this is flexible depending on the needs of the individual child. INAs are encouraged to support the child to achieve their highest level but step away when the child is achieving independently to support them in experiencing success and feeling pride in their achievements.

Our notional SEN Budget this year was £393,459 and the expenditure breakdown of that income is as follows:

Support staff (additional to quality first provision) = £329,545

Commissioned external services = £26,500

Additional resources = £27,414

Training = £10,000

We believe this has benefited our children/young people and their families in the following ways:

- Additional learning for targeted children in English and Maths
- Early identification of need and provision for Speech and Language, Maths or English difficulties and Physical and Fine Motor Skill Development
- Provided support for parents and carers for children with additional needs and disabilities
- Provided emotional support for children with a range of needs, including whole class, small group and 1:1 support from the SENCO, Gina Wright, Kirsty Hackett, Justine Fraser, Kate Tugwell, Gail Harley and Charlie Lindsay are also always available for drop in sessions with children who are experiencing difficulties around bereavement, domestic incidents, family breakdown and friendship problems. We believe that by supporting children's wellbeing and minimising emotional barriers they are able to more readily access learning and develop to their full potential.

We invite parents to provide feedback at meetings and engagement activities as well as at parents' consultation evenings. Parents are also encouraged to state their views on the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

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

As a school, we are aware of the Equalities Act and make reasonable adjustments to include all children despite their needs. This may include resources, staffing or any other support a child may need. The school complies with the Disability Discrimination Act and this is consistent with the school's aims and Equality Policy, and the operation of the school's Inclusion & SEN Policy. The school also recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school has an Accessibility Plan 2019-22 which reviews how the school is improving the access to the physical environment in the short, medium and long term. A Health Care plan will be written for any children requiring one and shared with staff. There is also a policy on Administering Medicines in the school.

14. How will my child/young person be included in activities with other children, including school trips?

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

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

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

Sandown offers 1:1 and group support to children who require additional support with their emotional, mental and social development. This is offered in a range of ways to the children by

Mrs K Hackett, the school's Behaviour and Attendance Officer, Miss J Fraser, the school's P.S.A., Mrs K Groves and Mrs S Atkinson, the school's nurture practitioners and Mrs Gina Wright, the Nursery SENCo.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.

The school has had a recent safeguarding audit completed with the Local Authority where children spoke about feeling safe in school. However, when incidents of bullying or safeguarding arise then matters are taken seriously, investigated by Senior Leaders in the school and shared with parents and children. Sandown is a "telling school."

At times, the school may feel that it requires further help with a child's needs. At this point in discussion with parents, a referral to an external agency for example Child and Adolescent Mental Health Services or Education Support, Behaviour and Attendance Service.

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

The school has a range of external agencies which it works in partnership with. These include education, health, social care and community and voluntary services.

As part of the cycle of SEN 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.

Agencies we have regular contact with include:

- Child Development Clinic at the Conquest Hospital
- Child and Adolescent Mental Health Service
- Communication, Language and Learning Support Service
- Hearing/Visual Impairment Service
- Education Support, Behaviour and Attendance Support Service
- ISEND Early Years
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Travellers and English as an Additional Language Service
- Teaching and Learning Provision
- School Nursing Service

17. Where can I get information, advice and support?

Mrs Gina Wright, the Nursery Parent Information Contact and can be contacted at the nursery on a daily basis.

Mrs Kirsty Hackett is the school's Behaviour and Attendance Officer. She can be contacted at the school by phone or by arranging a meeting at the office. Mrs Hackett can also be spoken to on the gate and works on a daily basis.

Miss J Fraser is also available to work with families in greater depth as the Parent Support Advisor. She works every day and can be contacted at the school by phone or through arranging a meeting in the office. She is often on the gate each day and can be spoken to then.

The 'local offer' for East Sussex is available on www.eastsussex.gov.uk/localoffer

Impartial information, advice and support about anything to do with Special Educational Needs,

EHC plans, health, disability and social care can be obtained from Amaze SENDIASS.

Amaze SENDIASS is funded by East Sussex County Council to provide an independent and impartial service.

Amaze SENDIASS is for parents and young people living or going to school in East Sussex. They offer:

- Online and printed resources so you can find things out for yourself
- A telephone and email helpline for more tailored information
- One-to-one advice for more complex issues

Tel 01273 772289

Email:Amazebrighton.org.uk

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

Our complaints procedure is in line with East Sussex County Council Guidelines and is available via the school website.

Related Statutory policies for schools

- Accessibility Plan
- Child Protection policy and procedures
- Early Years Foundation Stage
- Equality Information and Objectives statement
- Supporting children with medical conditions

Relevant but non-statutory policies include

- Special Educational Needs Policy
- Child Premium
- Teaching and Learning
- Assessment

Legislative Acts taken into account when compiling this report include

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005