



Chiddingly Primary School



Special Educational Needs and Disability Information Report 2019-20

Executive Head: James Procter
Head of School : Vicky Lewis
Special Educational Needs Co-ordinator: Sian Leahy

Contents page

Section	Title	Page
1	About this report	3
2	Who do I contact?	3
3	Which children does school provide for?	4
4	Summary of how the school meets the needs of children with SEND and disabilities	4
5	How does the school identify children's special educational needs and disabilities?	6
6	How does the school teach and support children with SEND?	9
7	How will the curriculum and learning environment be matched to my child's needs?	10
8	How are parents and carers involved in reviewing children's progress and planning support?	11
9	How are the children involved in reviewing their progress and planning support?	12
10	How does the school prepare children to transfer to a new school/college or the next stage of education and life?	13
11	What training do staff have?	15
12	How does the school measure how well it teaches and supports children with SEND?	16
13	How accessible is the school and how does the school arrange equipment or facilities children need?	18
14	How are children included in activities with other children, including school trips?	19
15	What support is there for children's overall well-being and their emotional mental and social development?	19
16	What specialist services does the school use to support children and their families?	20
17	Where can I get information, advice and support?	22
18	What do I do if I am not happy or I want to complain?	23

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It is shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex: www.eastsussex.gov.uk/localoffer.</p> <p>The Governors will review this report once a year. If you would like to give us feedback about the report, please contact the school office.</p> <p>Chair of Governors</p>	SEND CoP 6.81
2. Who do I contact?	
<p><u>What should I do if I think my child may have special educational needs?</u></p> <ul style="list-style-type: none"> • Please make a note of any areas of concern and then speak to your child's class teacher. They are your first point of contact. • Contact the Special Needs Co-ordinator (SENDCo), Sian Leahy, if you still have concerns. <p>Our SENDCo, Sian Leahy, has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans (EHCPs). Our SENDCo provides professional guidance to colleagues and works closely with staff, parents and other professionals and agencies. Our SENDCo works with professionals providing a supporting role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)</p> <p><u>What should I do if my child already has an identified special need or disability before starting at the school?</u></p> <ul style="list-style-type: none"> • If your child already has an identified special need, please let us know as soon as possible. This will mean that we can respond quickly to their needs when they join us. Please tell us about any other service (for example; speech or occupational therapist) already supporting your child. • Also let your child's current provider (nursery, pre-school or school) know 	

<p>that your child will be starting at our school. This will help establish a good transition for your child.</p> <p>The Governors Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:</p> <ul style="list-style-type: none"> • Arrangements are in place in school to support pupils with medical conditions (3.66) • A SEND information report is published annually (6.79) • That there is a qualified teacher designated as a SENDCo for the school. (6.84) • In addition, our governing body works with the SENDCo and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of 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 that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi) 	
<p>3. Which children does the school provide for?</p>	
<p>We are a state primary school. We admit pupils from age 4 to 11. We are an inclusive school. This means we provide for children with all types of special educational needs. If you would like a place for a child who has an Education Health and Care plan, please contact your Assessment and Planning Officer at East Sussex County Council. If you would like 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.</p> <ul style="list-style-type: none"> • Chiddingly Primary School Admissions Policy • School admissions in the ESCC website: East Sussex.gov.uk • Or contact the Information for Families team for admissions advice on 0345 60 80 192 	<p>SEND CoP 6.79</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p><u>Whole School Approach</u></p>	<p>SEND CoP 6.79</p>

High quality first teaching and additional interventions are the basis of our provision management.

The progress of all children is discussed at termly pupil progress meetings and provision for children who need a higher level of support to make progress is reviewed and adjusted as needed. All teachers are responsible for every child in their care, including those with special educational needs.

All children who are on the school SEND register will have individual Assess Plan Do Review plans (APDRs) and/or pupil passport which are used as a working document in class with evidence towards the outcomes collected over an agreed period of time. An Additional Needs Plan, co-written with parents, is an option for children where needs are particularly complex. Children with individual plans or programmes will also have these reviewed regularly with staff and parents. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our children.

SEND CoP 6.80

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



Assess: Children are assessed regularly. Progress is carefully tracked and monitored. Some children require more specific assessments to track progress in smaller steps. Sometimes it may be necessary to assess children using a 'one-off' formal SEND assessment, for example The Dyslexia Screening Test, or Language/ Speechlink.

Plan: It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require within the class. Advice on planning can be sought from the SENDCo. Interventions are discussed at pupil progress meetings.

Do: It is recognised that quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well-trained in SEND procedure and practice.

<p>Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. The senior leadership team, SENCO and class teacher meet together at the Pupil Progress Meetings termly to discuss progress and the effectiveness of the strategies and interventions that have been used. Class teachers (and sometimes the SENCO) meet with parents of SEND pupils at least 3 times a year to review progress against SEND targets and to seek parental input into the discussions and decision making. In addition, review meetings with external agencies are held where appropriate. If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.</p> <p>If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) which follows the format of the Additional Needs Plans and we will co-ordinate these plans and will involve parents and carers as well as foster carers or social workers in discussions.</p>	
<p>5. How does the school identify children's special educational needs and disabilities?</p>	
<p>We aim to identify children's special educational needs (SEND) as early as possible, so that they can achieve the best possible outcomes.</p> <p>A pupil has SEND where their learning difficulty or disability means that special educational provision is needed so that they can progress. That is provision which is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> • 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 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. <p>Children with any of these needs can be included in our school community.</p> <p>Identifying need through assessing progress We assess each pupil's skills and level of attainment on entry to the school. Exactly what we assess will depend on the child's age and general level of attainment at the point they enter the school. We make regular assessments of progress for all</p>	<p>SEND CoP 6.79</p>

pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness, which a class teacher will identify. Any child identified in this way will be closely monitored to see what impact targeted teaching is having. Teaching assistants will help in this task. If a pupil continues to struggle to make progress in his/ her learning, the class teacher, working with the SENDCo, may consider whether a child should be identified as needing SEND support. A clear analysis of the pupil's needs will be carried out, including the individual's development in comparison to their peers and national data, through the use of school assessment procedures and discussions at pupil progress meetings.

The complexity of identifying SEND

Slow progress and low attainment do not necessarily mean that a child has SEND as there can be a number of factors which account for this. Difficult family circumstances, varying rates of cognitive development or a child's interest in a subject, as well as his/ her preferred learning style, may all impact on children's learning.

Attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability as a child's learning potential could exceed that currently evident in the classroom. In these situations, areas of strength may be observed from time to time which suggest that in the main a child may be having difficulty either accessing the learning opportunities provided or conveying their understanding through written and other work

Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEND. Language development is monitored over time in order that special educational needs, if they are present, can be observed, thought about and addressed.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. In these circumstances, a child's needs would be considered 'in the round' to help identify both the possible reasons for the difficulties being observed and the most appropriate forms of support.

Listening to and informing parents

For some children, SEND can be identified at an early age. For other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early when we can, keeping parents/ carers informed of observations and concerns as they arise. This may be through the usual channels of parent consultations or informal conversations or we may invite you to attend a meeting for a longer discussion. We recognise that parents know their children best. We listen and understand when parents express concerns about their child's

development. We also listen and address any concerns raised by children themselves.

When it is decided that a child needs SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. This information is presented anonymously to protect your child's privacy.

Additional Needs Plans and APDRs.

When a pupil's needs mean that provision additional to or different from what is normally available to pupils within the school's own resources is needed, we will detail the support on an Assess Plan Do Review plan and/or pupil passport. It may sometimes be necessary to draw up an Additional Needs Plan. This draws together information about the child's background, their needs, difficulties, wishes and concerns, together with views of the parent(s)/ carer(s) and the assessments of those professionals involved in supporting the child. In these cases, there would usually be involvement from at least one additional agency, such as occupational therapy or speech and language therapy. An Additional Needs Plan would usually only be required for children who it is felt may require an EHCP assessment in the future, although this is not always the case.

Reviewing SEND support

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. For the majority of pupils identified as having an additional need this will happen three times yearly but will be more frequently for pupils with greater need or concern.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking action to identify, assess and meet the child's needs, they have not made expected progress in the targeted area, we will consider which outside agencies to approach for further advice and may move on to request an Education, Health and Care assessment. This request can be made by the school or by parents.

Deciding whether to apply for an EHCP needs assessment

In considering whether an EHCP needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs. In East Sussex, schools are required to complete, follow and review an Additional Needs Plan in advance of making an application for an EHCP assessment. An EHCP needs assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level. These are issued for children with the most complex and significant needs.

<p>Reviewing an EHC Plan</p> <p>EHC Plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, and a Local Authority Assessment and Planning officer will be invited. In addition, other professionals associated with the child may be invited, eg. Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker.</p> <p>Before the meeting we will;</p> <ul style="list-style-type: none"> • give notice to all parties at least two weeks before the meeting and seek advice and information about the child • send out any advice or information gathered to all those invited at least two weeks before the meeting. <p>We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.</p> <p>Where a child is looked after by the Local Authority, we will try to synchronise EHC plan reviews with social care reviews.</p>	
<p>6. How does the school teach and support children with SEND?</p>	
<ul style="list-style-type: none"> • All teachers provide high quality lessons to meet the needs of all the children in their class. • Additional support for individual children or groups may be planned and reviewed by the class teacher and teaching assistant. • Where necessary the class teacher will talk to the SENDCo and a more personalised programme of support may be introduced. This may include support from an outside service. • The senior management team closely monitors teaching and learning of all children. • We will make sure you know about any extra support that your child is receiving. • We know that parents and carers can provide invaluable support for their children's learning and we will work in partnership with you to make sure 	<p>SEND CoP 6.79</p>

<p>your child makes the best possible progress.</p> <ul style="list-style-type: none"> We will track your child's progress carefully and adapt and adjust support as needed. <p>You will receive the APDRs for your child with suggestion for ways in which you can also support their learning towards specific targets.</p>	
<p>7. How will the curriculum and learning environment be matched to my child's needs?</p>	
<ul style="list-style-type: none"> We do what is necessary to support children to settle into the school environment, participate, develop, learn, and achieve the best possible outcomes A broad and balanced curriculum is on offer to all pupils at Chiddingly. Teachers' planning includes details of how the curriculum is adapted or made accessible for pupils with SEND. Teaching assistants feedback to teacher when they are providing additional support. Lessons are pitched appropriately so that all children can learn and make progress. Lessons and APDR plans are devised to address potential areas of difficulty and to remove barriers to pupil achievement where at all possible. Teachers take account of the needs of each individual and differentiate tasks and materials appropriately. Teachers regularly track and assess the children and termly Pupil Progress Meetings allow class teachers and members of the leadership team the opportunity to analyse the progress of each child. If your child is not making the expected progress and has specific gaps in their understanding they may work within a smaller group of children. These will be run by a teacher or trained teaching assistant. When needed the school will talk to parents about seeking specialist advice. There are regular meetings to monitor the impact of interventions and SEND provision. Further specific support may also be provided through a Behaviour Support Plan , Additional Needs Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDco as needing a particularly high level of individual or small group teaching. The SEND budget is managed by the head teacher, SENDCo, governing body and school business manager. Resources are made or purchased as necessary to support each pupil's learning. The Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is a SEND Governor who meets with the SENDCo several times a year. The school will use its SEND funding in the most appropriate way to support your child. 	

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

SEND CoP 6.79

How are parents involved at the school?

- We welcome the contribution that the wider community can make to our school and we are committed to working in partnership with parents.
- It is our aim that the school works in close partnership with you and maintains purposeful communication between the school and home. We will always have regard to the views, wishes and feelings of parents/ carers.
- We adopt an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENDco if there is anything of a more serious or private nature to be discussed.
- All parents with children on the SEND register may contact the SENDco directly by e mail or make an appointment on the one day per week when she is in school.
- We encourage parents to attend parent's evenings twice times a year.
- If a child is identified as needing an Additional Needs Plan, parents will be involved in helping the school to create this and then in reviewing targets at SEND review meetings, at least three times a year, or more often if either parent/ carers or the SENDCo feel this would be beneficial. For children with an EHC Plan, the Annual Review may either be included as one of the three meetings or be arranged as an additional meeting (to be agreed on an individual basis).
- We will provide parents/carers with the information and support necessary to enable them to play a full part in decision making.
- All parents are actively encouraged to take part in the school community. This may include sharing skills, attending class assemblies, celebration assemblies, information workshops and helping with school visits.
- Parent helpers are welcomed into the classroom.
- There is an active Parent School Association supporting the school by raising funds and organising events.
- There are regular 'Parent Forums' at school where parents are invited to share their opinions and ideas.
- Parents are given opportunities to develop an understanding of the curriculum through workshops organised by the school.
- All children have a reading diary which can also be used as a home/school

<p>book. However, a child who either the parent or school feels needs extra communications may have a home / school book.</p> <ul style="list-style-type: none"> • APDRs are sent home at least 3 times a year, with parents invited to discuss and input towards targets. Notes will be made with agreed actions at any meetings and a copy of these notes sent home. All parents receive an end of year report in July. • Reports from outside agencies are shared and discussed. • Where at all possible we support parents to help their child to achieve the best possible educational and other outcomes, preparing them effectively for adulthood. This may involve signposting to additional services in the community. Where appropriate we highlight relevant workshops or courses for parents e.g. ASD support network for parents (CLASS+). • If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. 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. 	
<p>9. How are children involved in reviewing their progress and planning support?</p>	
<p>We are committed to involving children with SEND in decisions about their learning. We will:</p> <ul style="list-style-type: none"> • Have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities Involve children, in appropriate ways, in the regular meetings with parents to discuss progress and agree next steps. • Provide children with the information and support necessary to enable full participation in decision making. • Support children in their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. • Class teachers share the APDR targets with the children and help them to write them in 'child speak', so that they are clear about their targets and how they will be helped to reach them. 	<p>SEND CoP 6.79</p>

The following table shows how children are involved in giving feedback and making decisions about ways in which they are supported at school:

	Who's involved?	How often?
Self assessment	pupil, class teacher/ TA	Daily
Class Circle times	pupil, class teacher/TA	Weekly/ as required
APDR targets	Pupil, class teacher.	At least 3 x yearly.
Pupil Governors	pupil, class representatives, class teacher/ head teacher	As required
Pupil Voice	pupil, SENDCo/ class teacher/ head teacher	As required
SEND review meetings for Additional Needs Plans.	pupil, parents/carers, class teacher/ SENDCo	At least three times a year
Annual reviews (EHC plans only)	pupil, parents, SENDCo, class teacher/ support services, local authority	Once a year

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

We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

On first joining Chiddingly:

- You will be invited to Reception open days which allow parents and their children to visit on a normal school day.
- Reception classes hold taster sessions for the children.
- The Reception teacher will visit the family home and meet with you and your child before starting school.
- We may hold transition meetings with pre-school settings for some families, where your child's special needs have already been identified.
- Children who transfer to Chiddingly from other schools are always invited taster sessions or days (as appropriate) before starting.

SEND CoP 6.79

On moving within the school:

- Information is always passed on to the next class teacher and a planning meeting is held with the old and new teaching staff to discuss your child's strengths and difficulties and the strategies that have been successful. Support plans and targets are shared with the new teacher.
- All children, across the school, visit their new class and take part in sessions with their new teacher before transition.
- For children who find change very difficult, photo books are made showing the new classroom and staff. These are shared in school and also taken home. Additional visits are made to familiarise them with the new room and staff.
- Information for individual children may include pupil passports, reviewed APDRs and key reports shared with all relevant staff.
- Parents may be offered the opportunity to meet with the new class teachers in a transition meeting.

On moving on to secondary school:

- Discussions with the new school to make sure things go smoothly for your child.
- Transition visit prior to moving on to secondary school.
- Extra visits to the school if necessary. We may complete a transition pupil voice to identify any particular worries or concerns.
- SENDCo meetings to ensure smooth transition and to advise and support parents with any questions or filling in forms.
- Staff from the secondary schools will usually visit the school prior to the children joining them.
- If your child has an EHCP we will make sure that the SENDCo of the secondary school your child will be transferring to is invited to attend the transition Annual Review. Annual reviews for year 5 EHCP pupils will take place before the end of term 5.

On moving to another school:

- If your child is moving to another school we will contact the school and make them aware of any special arrangements or support that your child may need.
- We will forward all records as quickly as possible,

<ul style="list-style-type: none"> We will support their transition as needed, by providing opportunities to talk through any concerns the child may have, and providing social stories if appropriate. 	
<p>11. What training do school staff have?</p>	
<p>Every year the Head teacher identifies priorities for development as part of the School Development Plan, including reviewing support for children with SEND.</p> <p>All school staff, teachers and support staff, will follow a planned yearly programme of SEND training.</p> <p>The quality of teaching for pupils of SEND and the progress made by these pupils is a key part of the performance management process for all staff.</p> <p>We ensure high quality teaching for all as part of on-going monitoring of teaching and learning, especially for those at risk of underachievement. This includes identifying any patterns of need in the school, reviewing and improving if necessary teachers understanding of strategies to identify and support vulnerable pupils.</p> <p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff have. Where interventions are needed, we make sure staff have sufficient skills and knowledge to deliver interventions effectively. Where necessary, we will arrange for training so that staff can develop their skills.</p> <p>Staff have attended a wide variety of courses, including whole school INSET and individual courses which are fed back to the rest of the staff if relevant.</p> <p>We have an in school programme of training for 19-20 that included increasing staff familiarity with the East Sussex SEND Matrix of SEND and Thrive wellbeing strategies. Individuals have been booked to attend Autism and Girls, Dyslexia Screener Testing update, Thrive 'Thinking for learning', Comic Strip Conversations and Language Link training.</p> <p>In 18-19 whole school training included SCLN (speech , language and communication needs), Dyslexia and Autism . All our teachers are qualified teachers</p> <ul style="list-style-type: none"> Our intervention groups are run by qualified teachers and experienced TAs. Our SENDCo is a qualified teacher, with many years of experience in a number of schools. She has the NASEN qualification and is a registered Thrive Practitioner. Recently training includes Autism and Girls, and attendance at the ES SEND Inclusion Conference that included workshops on managing anxiety. Sarah Benkal TA is completing training by Febraury 2020 to be a Thrive Practitioner. Our SEND Governor for the Pioneer Federation is Juliet Stirrat. 	<p>SEND CoP 6.79</p>

<p>12. How does the school measure how well it teaches and supports children with SEND?</p>	
<p>We are always monitoring, evaluating and refining what we do to make sure that we are doing the very best we can for all children.</p> <p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. Provision for SEND is a specific focus area in class observations.</p> <p>We record details of additional or different provision made. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.</p> <p>We look at whether our teaching and programmes of support have made a difference. As children with similar needs can respond differently to the same intervention, we regularly review and revise provision.</p> <p>We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.</p> <p>The school looks at the progress that children with SEND make across a school year and compares this with the progress of children without SEND. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be with the aim of revising provision to support your child to reach their potential.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk</p> <p>For result data please see the next page.</p>	<p>SEND CoP 6.79</p>

End of EYFS 2019

In 2018-19 there were no children with SEND in EYFS.

	2017-18		2018-19	
	GLD	APS	GLD	APS
SEND	50% (2)	35	0 (0%)	N/A
Non SEND	77 %	38.1	86.7%	41.4
Cohort	86.7%	38.1	86.7%	41.4
LA (SEND)	76.5%	37.3	38.1%	29.1
National (SEND)	71.6 %	34.6	28.3%	26.5

End of KS1 results 2019

*Where there was only 1 child with SEND due to GDPR these results are not published.

Please contact Head of School for more information if required.

	2018			2019
	Reading	Writing	Maths	
% of pupils reaching national expected standard or above				
No of SEND pupils	3	3	3	1
SEND	66.7%	33.3%	33.3%	*
Non SEND	92.3%	92.3%	92.3%	*
Cohort	87.5%	81.3%	81.3%	*
LA	83.6%	73.1%	77.4%	*
National	83.7 %	70%	76.1%	*

KS2 SATS results 2018

*Where there was only 1 child with SEND due to GDPR these results are not published.

Please contact Head of School for more information if required.

	2018			2019		
	Reading	Writing	Maths	Reading	Writing	Maths
% of pupils reaching national expected standard						
No of SEND pupils	6	6	6	3	3	3
SEND	50%	66.7%	66.7%	66.7%	66.7%	66.7%
Non SEND	87.5%	100%	87.5%	90%	90%	90%
Cohort	71.4%	85.7%	78.6%	85.7%	85.7%	85.7%
LA (SEND)	75.8%	78.9%	73.6%	36.6%	35.4%	38.5%
National (SEND)	75.1%	78.2%	75.4%	40.8%	38.8%	46.1%
No of pupils with EHCP	0	0	0	1	1	1
EHCP	n/a	n/a		*	*	*
LA (EHCP)	n/a	n/a		*	*	*
National (EHCP)	n/a	n/a		*	*	*

Progress of children with SEND

Please note that when our SEND cohorts are low in numbers, in order to maintain confidentiality, we will not provide a further breakdown or background information here. If you would like more information please contact our Executive Head teacher, Mr Procter or Head of School, Vicky Lewis.

Term 6 2019 datawall for SEND

'Closing' the Gap Data for 2018-19

SEN Children's Progress from July to end of Term 6 July 2019

Reading						
16 children	SEN	Non SEN	Expected Progress	SEN	Non SEN	Expected Value
	Average Points Progress			Average Points Value		
Year R		6.5	6		35.3	35
Year 1	5.4	5.8	6	40	40.8	41
Year 2	5	6	6	46	47.2	47
Year 3	6	6	6	51	53.4	53
Year 4	5.5	6	6	49	59.3	59
Year 5	7	7	6	65	66.6	65
Year 6	6.8	5.7	6	70	70.8	71

Writing						
16 children	SEN	Non SEN	Expected Progress	SEN	Non SEN	Expected Value
	Average Points Progress			Average Point Value		
Year R		6.2	6		35.1	35
Year 1	5.5	5.8	6	39	40.9	41
Year 2	5	5.8	6	46	46.8	47
Year 3	5.3	5.9	6	50.8	53	53
Year 4	4.5	6.1	6	47.5	59.3	59
Year 5	7	7	6	65	66.6	65
Year 6	5.8	5.1	6	68.3	69.9	71

Maths						
16 children	SEN	Non SEN	Expected Progress	SEN	Non SEN	Expected Value
	Average Points Progress			Average Point Value		
Year R		6.9	6		35.5	35
Year 1	5.5	5.8	6	39.5	40.8	41
Year 2	6	6	6	47	47.2	47
Year 3	5.8	6.1	6	51.8	53.3	53
Year 4	4	6.1	6	44.5	59.4	59
Year 5	7.3	7	6	65.3	66.3	65
Year 6	7	6.2	6	70.5	70.7	71

Comment: Progress and attainment for SEND children is broadly in line with their peers in all year groups except 3 and 4.

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

Our school was built well over 100 years ago, however most of our classrooms are on the ground floor and the site is suitable for children with physical disabilities. The site has ramps and doors wide enough to enable wheelchair access. We have two toilets for the disabled. Access to the field and play area is good.

Classrooms are arranged to provide good access to resources for all children and where access is an issue for particular children this is taken into account by staff.

Like all schools, Chiddingly Primary is subject to the Equalities Act. We are committed to making all reasonable adjustments towards improving accessibility as we maintain and develop the school and its grounds. We will take proactive steps to ensure that disabled pupils and non-disabled pupils are treated equally.

We currently communicate with parents in direct conversation, phone, letter and email. We ask parents how they prefer us to communicate with them. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs.

- We encourage you to discuss any concerns you might have with us so that we can plan for full inclusion. Further details can be obtained from our **Equality Scheme and Accessibility Plan** that are available on our website.

Section 69
Children and
Families Act
2014

<p>14. How are children included in activities with other children, including school trips?</p>	
<ul style="list-style-type: none"> • School trips and activities are available for all children at our school. • Risk assessments are carried out to ensure that procedures are in place so that all children can participate. • We will make all reasonable adjustments to make sure that every child is included. • If there is something that might make it hard for your child to be included in an activity we will discuss this with you and see how we can work together to make the activity possible. • Further details can be obtained from our Equality Scheme and Accessibility Plan that are available on our website. 	<p>SEND CoP 6.79</p>
<p>15. What support is there for children's overall well-being and their emotional, mental and social development?</p>	
<ul style="list-style-type: none"> • We are an inclusive school and we welcome and celebrate diversity. • We recognise that self-esteem is key to a child's emotional well-being and academic progress • The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries, please speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCo. • We support children's emotional, social and behavioural needs through our PSHE (personal, social, health, education) and SEAL (social, emotional aspects of learning) curriculum. • Some areas of need can be catered for by our Thrive trained SEND TA in weekly sessions. • Sometimes we work with other agencies, the Educational Psychology Service and the team of School Nurses to support development in this area for cohorts of children. • Sometimes, if a number of similar needs are identified within a group of children, we may decide to arrange a group intervention based around 	<p>SEND CoP 6.79</p>

<p>social/ emotional support, such as a social skills or nurture group for example.</p> <ul style="list-style-type: none"> • If an individual child needs a space to talk and this cannot easily be provided by the class teacher or teaching assistant during the ordinary course of the day then there may be a discussion with the SENDco or Head teacher to consider how this might be provided, including parents / carers in the discussion, providing there is not a safeguarding concern (see separate policy on this). Where at all possible we will provide a space to talk/ play/ draw in a therapeutic setting within school. If the level of need is such that the support the child requires is beyond the level of expertise or experience of our staff or if resources are unavailable we may suggest that we look to an external service, such as Drawing for Talking. • All interventions are monitored and reviewed regularly. • When necessary the school can refer individual children to the Educational Psychology Service, the Children and Adult Mental Health Service and Early Help Service. • Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENDCo to discuss how we can best support you and your child. Support might include drawing up a Health Care Plan, and seeking advice or training from medical specialists. <p>The following documents provide more information and are available on our website or from the office on request.</p> <ul style="list-style-type: none"> • Behaviour and anti-bullying • Safeguarding • Supporting pupils with medical conditions • The Thrive Approach at Pioneer 	
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEND support (assess, plan, do, review) we will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.</p> <p>We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child,</p>	<p>SEND CoP 6.79</p>

responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

We have access to a range of outside agencies for additional support. Agencies we are currently working with include:

- Children's Integrated Therapy Service (for speech and language, occupational and physiotherapy)
- Early Help Service
- Early Years' Service
- Educational Psychology Service
- ESBAS (East Sussex Behaviour and Attendance Service)
- GRT (Gypsy, Roma, Traveller Service)
- CLASS-Communication, Learning and Autism Support Service
- SCSN - Service for Children with Sensory Needs
- EALs (English as Additional Language Service)
- Virtual School for Looked After Children
- CAMHS - Child and Adolescent Mental Health Service

Some of our staff have undertaken specialist training. These include:

- One higher level teaching assistant trained in the delivering the Thrive programme
- SENDCo trained and experienced in a variety of SEND including children's behavioural and emotional needs and is trained as a Thrive practitioner

For more information please refer to the East Sussex Local offer available at:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

And for information on what is available locally to support families locally, please see:

<https://www.escis.org.uk/category/family-information/>

17 Where can I get information, advice and support?

The school:

CoP 6.81

If your child is at school the class teacher is the first point of contact. Following this parents are also welcome to directly contact the SENDCo or Head teacher. All contacts are initially made through the school office:

office@chiddingly.e-sussex.sch.uk

SENDCo - Sian Leahy - senco@chiddingly.e-sussex.sch.uk

Special Needs Governor: Juliet Stirrat - office@chiddingly.e-sussex.sch.uk

If you are considering applying for a place in this school and your child has special educational needs, then please contact the school to arrange a visit and meeting with a member of our leadership team or our SENDCo..

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available on the East Sussex County Council website via AMAZE The Special Educational Needs and Disability Information, Advice and Support Service for families in East Sussex
AMAZE SENDIASS 01273 772289 Monday - Friday 9.30-2.30pm
Email: sendiass@amazesussex.org.uk.

<https://amazesussex.org.uk/parent-carers/services-and-support/sendiass-helpline/>

The East Sussex SEND 'local offer' tells you about what is available for children with SEN in East Sussex. Their new website for SEND offers information for parents to access support from the voluntary sector as well as other routes including support groups for parents and carers run by other parents. <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

Other useful supports include:

- School Nursing Team (ESCIS) 0300 123 4487
- Parenting Advice Line
 - Open for parents/Triple P parenting support
 - 01424 725800
 - www.openforparents.org.uk

<ul style="list-style-type: none"> • Family Lives website <ul style="list-style-type: none"> ○ Offers parenting advice in a range of areas - toddlers/preschool, primary, bullying, divorce and separation. Confidential helpline, parenting videos, forums, online parenting courses, leaflets include: Moving to secondary school, discipline, stepfamilies, bullying, starting school and lots more ○ http://www.familylives.org.uk/ ○ 0808 8002222 • Autism/Social Communication Support for parents and carers of children/young people with Autism/Social Communication difficulties CLASS@eastsussex.gov.uk • NSPCC helpline professional counsellors available 24/7 for help, advice and support 0808 800 5000 	
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>We like to have a friendly and open relationship with parents and carers and encourage you to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately, we will arrange an appointment to meet as soon as possible.</p> <p>If you are unhappy about how your concerns are being addressed, you can make a formal complaint as set out in our complaints policy and procedure which is available on our website.</p>	<p>SEND CoP 6.79</p>

Sian Leahy, November 2019
To be updated and reviewed annually.