



Special Educational Needs Information Report

Hurst Green CE Primary School



Related Statutory policies for Schools (-are referred to in this report)

Schools are required to have the following policies in place:

(DfE advice published February 2014)

Accessibility Plan

Positive Behaviour and Attitudes

Safeguarding and Child Protection Policy

Early Years Foundation Stage

Equality Objectives

Supporting pupils with medical conditions

Relevant but non-statutory policies include:

Pupil Premium Report

Complaints Policy and procedure

All of the above Policies can be found on the school website.

www.hurstgreen.e-sussex.sch.uk

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 (SEN) Information Report every year. This report explains how our school 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</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy This report is also the information we provide to the East Sussex local offer which show 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>We will review this report every year and will involve pupils and parents via questionnaires. If you want to give us your views about the report, please contact the school office on 01580 860375 or hurstgreenoffice@quercusfederation.co.uk</p> <p>Signed: P Green Chair of Governors</p> <p>Date:</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the School Office on 01580 860375 or County on https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/apply/</p> <p>If your child is already at the school, you should talk to the child's class teacher and the School phone number 01580 860375</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>SENCO Name: Catherine Palmer</p> <p>How to Contact : cpalmer@quercusfederation.co.uk or school number 01580 860375</p> <p>Best time to contact: email anytime, phone calls Wednesday</p>	<p>SEND CoP 6.79 bullet 5</p>

3. Which children does the school provide for?

We are a Church of England Primary School and Nursery. We admit pupils from age 2 to 11. We are a Federated school with Northiam CE Primary school which we have a close working relationship. We also have an attached Nursery, Little Acorns, for ages 2-4. The nurse will join the school for lunches in the school hall and share an outdoor area with Reception so they become familiar with being amongst the older ones.

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 who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. 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.

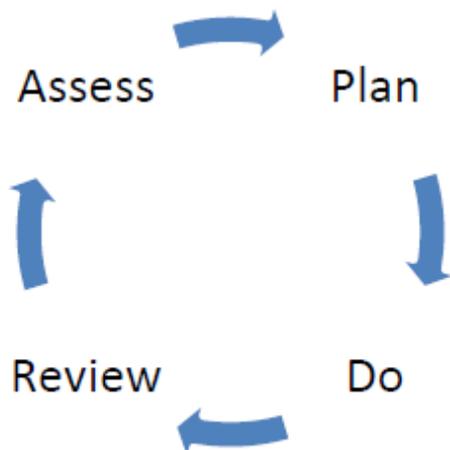
- [Hurst Green CE Primary schools admissions policy](http://www.hurstgreen.e-sussex.sch.uk)
www.hurstgreen.e-sussex.sch.uk
- admissions@eastsussex.gov.uk
0300 3309472

SEND CoP
6.79 bullet 1
The kinds of
SEN that are
provided for

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

Children with specific Special Educational Needs (SEN) are placed onto an Additional Needs Plan (ANP) or a Sen Individual progress plan in collaboration with the child and parent/career. The plan highlights the objectives of how the child's needs would be met by the school. These are then reported to the parent three times a year whereby the following process would occur; The plan is written with the teacher and parent, it is carried out, progress of the objectives are reviewed and adjustments are made as required.

The following diagram demonstrates the process



If the child is looked after by the local authority they will have a Care Plan

SEND CoP
6.79 bullet 5

SEND CoP
6.80 re:
looked after

<p>including a Personal Education Plan (PEP) and a Medical Health plan. 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.</p>	<p>children</p>
<p>5. How does the school identify children's special educational needs</p>	
<p>We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.</p> <p>A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.</p> <p>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>We share information about additional needs of individuals at transition meetings and before they enter the school. All children are screened for language difficulties during their first year in school.</p> <p>To ensure that all children achieve and make progress, class teachers have regular meetings with the SENCo and SLT (Senior Leader Team) to discuss each child's progress using the school's tracking and assessments. These discussions include concerns they may have about a child's progress, from this a decision will be made as to whether to involve an outside agency. If the latter is decided we would invite the child's parents to a meeting to discuss our findings and next steps, ensuring that parents are fully involved in any decision about the proposed programme for their child.</p> <p>We assess each pupil's skills and level of attainment when they start at 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 Class Teacher and/or the SEN Co-ordinator (SENCo) will inform you of any additional support given to your child.</p>	<p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>

<p>6. How does the school teach and support children with SEN?</p>	
<p>The first response should be high quality first teaching (SEND code 6.19) targeting areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, will assess using the Matrix and other information as to whether the child has SEN. From this, additional information will be gathered, including the views of the child and parents, so that a suitable response to the need of the child can be made.</p> <p>Any intervention planned is evaluated at the start and end to show impact of the child's needs or learning. This is reviewed regularly by the SENCo and class teacher through pupil progress meetings.</p> <p>The quality of teaching for pupils with SEN is monitored regularly through lesson observations, book and planning scrutiny, pupil voice and data capture. When a need is recognised training and support is provided (6.4 Code of Practice)</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>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'.</p> <p>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 system to do this. We will talk with the child and parents as part of the SEN support cycle - assess, plan, do, review. (Code of practice 6.12)</p> <p>You can also find information about each year groups curriculum on the school website www.hurstgreen.e-sussex.sch.uk or by asking the class teacher.</p> <p>The support they receive may be provided through working within smaller groups of intervention groups. These may be run in or outside of the classroom, by a teacher or trained teaching assistant, by an outside agency or specialist such as speech and language therapist.</p> <p>The school has an allocated SEN budget for managing extra resources or support. We also have an annual allocation of pupil premium funding, which is specifically used to improve attainment for children who receive free school meals (Code of Practice 6.12). The allocation of pupil premium funding can be seen on our school website. www.hurstgreen.e-sussex.sch.uk</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>

8. How are parents and carers involved in reviewing children's progress and planning support?			
<p>We operate an open door policy and meetings can be arranged anytime between parents and staff to discuss progress, concerns or ways to support a child at home. These meetings can be arranged through the school office. Other communication tools include: the school website www.hurstgreen.e-sussex.sch.uk , weekly newsletters informing parents of dates, events and items of school news and a school text message and email service.</p> <p>Children with SEN needs are invited to SEN review meetings three times a year. These will be carried out by the class teacher with support from the SENCo. Where their provision map of interventions and progress can be discussed, assessed and reviewed.</p> <p>If a child is on an Education, Health Care Plan (EHCP) they have an annual review and this is one of the review meetings stated above.</p> <p>We also run curriculum twilight sessions for parents. These could be on a range of subjects, including how we teach math calculations or how ICT can be used to support home –school learning. A parent café is also available for parents. To gather the latest information and support in relation to SEN and invitation is sent home to parents of children with SEN.</p>			<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
9. How are children involved in reviewing their progress and planning support?			
<p>At Hurst Green CE Primary school we believe the pupil deserves a voice in how they are taught and supported therefore they are also involved in the whole process of reviewing and planning their support.</p>			<p>SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education</p> <p>and 6.79 bullet 5</p>
	Who's involved?	How often?	
Self assessment	Pupil, class teacher	Daily	
Class Circle times	Pupil, class teacher	weekly	
Worry Box/Suggestions box	Pupil, class teacher	Daily	
School Council	Class, class teacher	Termly	
Pupil Voice	Pupil, SENCo, class teacher	At least three times a year	
SEN support review	Pupil, parents, class	Shared three times a	

meetings	teacher, supported by SENCo	year	
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, 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?			
<p>All children are supported to make the transition to our reception class by the early year's teachers, who visit the child's pre-school nursery.</p> <p>Children who attend Little Acorns Nursery visit the reception class regularly throughout Term 6. All children are also invited to taster sessions in Term 6 and the teacher holds parent consultations to discuss the initial start and any other relevant information. Home visits are also arranged at convenient times if requested by the parent.</p> <p>There is a clear structure regarding transition from Year 6 to Year 7. This includes children attending taster days at their respective secondary schools, as well as a transition manager visiting our school to talk to the children and discuss any worries and concerns that they may have. Where there is a particular need, members of our own staff accompany children to their secondary school to ease any additional worries. We ensure a smooth transition by passing on all relevant information and test results to the children's secondary school.</p> <p>We will ensure that all records including any EHC plans, resources and support reports are passed on as soon as possible to relevant schools. We will also contact the school SENCo to ensure they are fully aware of the arrangements and needs required for and by your child.</p>			SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
11. What training do school staff have?			
<p>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 . https://czone.eastsussex.gov.uk/training/Pages/main.aspx</p> <p>We have a wide range of training available to us: East Sussex County Council training for schools- czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk</p>			SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. 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 complete a termly self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home a parent questionnaire every year then summarises the results and feedback to parents. This information helps to inform the school improvement plan.</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>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>We ensure the curriculum is accessible to all physically and academically. We make adaptations when needed to the curriculum and the surrounding environment so it is accessible to all. Any other equipment needed by a child for specific needs is bought in so that they are not hindered in their everyday access to school life. Specialists are called upon when the school requires extra guidance on how to support a child's needs.</p> <p>For medical needs and how we provide for this see Medical Administration policy www.hurstgreen.e-sussex.sch.uk</p>	<p>Section 69 Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>To ensure all children can access our activities the school plans carefully and accommodation is made for those with special needs. A risk assessment is undertaken before the trip to assess all aspects and possible outcomes. If the child has severe complex needs we plan the trip with the parents (or encourage them to accompany their child) so that all feel confident and the best possible outcome is achieved.</p> <p>Through careful planning and reasonable adjustments, pupils 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 and in any wider community activity.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people</p>

<p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <ul style="list-style-type: none"> • Link to school’s accessibility/disability equality plan www.hurstgreen.e-sussex.sch.uk 	<p>in the school who do not have SEN</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>Relationships between staff and pupils are very strong; this has created a safe and secure environment in which children feel confident to approach any member of staff if they are experiencing difficulties. All staff deal sensitively with issues, and there are clear policies and procedures in place for reporting concerns. These policies include Administration of Medicines, Behaviour and Discipline, Anti-Bullying, Safeguarding and e-safety.</p> <p>We run a daily breakfast club, open to all children, serving a wide range of healthy foods. We also have an after school club that runs every day as well as various sport clubs such as netball, football, dance.</p> <p>The school supports children with emotional and mental health difficulties through the teaching of PSHE (personal, social, health education) this is using the National Curriculum objectives and Social and Emotional Aspects of Learning (SEAL) materials and Go-Getters.</p> <p>If assessments show a child needs further support we work closely with a counselling agency Children’s Outreach and Parents’ Extended Support Service (COPES), we put in place nurture groups and we use Educational Support, Behaviour and Attendance Service (ESBAS) services.</p> <p>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.</p> <p>When a child demonstrates behavioural needs we undergo assessments and observations to discover the child’s triggers. Once these are identified we engage strategies to defuse the situation before they escalate. The school may work with other services to support children, i.e. ESBAS, Child and Adolescent Mental Health Services (CAHMS), Early Help services.</p> <p><u>Link to policies on School website</u> Behaviour and anti-bullying Safeguarding Supporting pupils with medical conditions.</p>	<p>SEND CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>

<p>16. What specialist services does the school use to support children and their families?</p>	
<p>We work closely with other services to provide the best care suitable for each individual. The services we are involved with are as follows;</p> <ul style="list-style-type: none"> • Education Support, Behaviour & Attendance Service (ESBAS), • Child and Adolescent Mental Health Services (CAHMS), • Communication Learning and Autism Support Service(CLASS), • Assessment and Planning (A&P), • ISEND Early Years' Service(EYS), • Educational Psychology Service (EPS), • Children's Integral Therapy Service(CITS), • Sensory Needs Service (SNS) • ISEND • School Nurse • English as Another Language (EALS) <p>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.</p> <p>Below are links to the local offer pages for the above services.</p> <p>https://czone.eastsussex.gov.uk/inclusion-and-send/</p>	<p>SENd CoP 6.79 bullet 13</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	
<p>The 'local offer' on the internet www.eastsussex.gov.uk/localoffer</p> <p>Parent information Contact at school Parent Information Contact: Catherine Palmer Contact hurstgreenoffice@quercusfederation.co.uk 01580 860838 www.hurstgreen.e-sussex.sch.uk</p> <p>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.</p> <p>https://www.eastsussex.gov.uk/childrenandfamilies/information-for-families/</p> <p>www.eastsussex.gov.uk/sendadvice</p> <p>Amaze SENDIASS helpline 01273 772289</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>

<p>http://amazingbrighton.org.uk/services-and-support/advice-sussex/sendias-east-sussex/</p> <p>CLASS+ https://www.escis.org.uk/family-information/isend-class-for-families-with-children-with-autism-age-5-to-16/ They also have a facebook page</p> <p>Open for Parents https://www.openforparents.org.uk/</p>	
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<ul style="list-style-type: none"> • School complaints procedure see website www.hurstgreen.e-sussex.sch.uk 	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>