



SEN Information Report

(2022-23)

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SEN Governor: Nicola De Havilland

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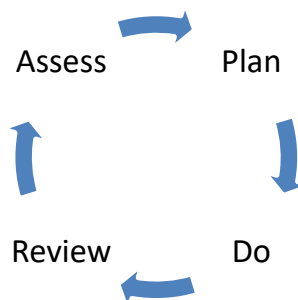
Dedicated SEN time: Wednesdays

Local Offer Contribution: <https://localoffer.eastsussex.gov.uk/> or <https://hurstgreen.e-sussex.sch.uk/>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

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



All teachers are responsible for every child in their care; including those with special educational needs. (**Reference:** Presentation, marking and feedback policy and individual subject policies)

Assess: Teachers assess through tests and marking of class work making a judgement using criteria through Puma for maths, Pira for reading. Also we use Target tracker to assess across the curriculum. Interventions have specific and measurable targets that the teacher tracks to ensure progress and intervention impact is effective.

Plan: Teachers plan the curriculum ensuring differentiation is in place for all children so they can access the learning and make progress. They also plan extra intervention for those highlighted through assessment of requiring additional support. SENCO support and advises.

Do: The teacher and TA work closely to deliver the support and they communicate to ensure progress is made and that the teacher has full knowledge and understanding of outcomes. The format for provision is working well and has had comments from county stating its easy and effective to read and see progression of support.

Review: The teacher reviews with the TA the impact and plan next steps. The review is also discussed in pupil progress meetings with the Head teacher and SENCO to ensure impact has occurred and discussion for next steps. The plan is then shared and reviewed with parents 3x a year.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

We use a programme called speech link and language link to assess on entry to school to ensure that the children are at age expected and if there are areas of need highlighted interventions are set up to support these children using these programmes. We have trained TA's to ensure that interventions are run correctly and use the assessment tools accurately. This has ensured we have effective interventions this year. We also use junior language link to support any dyslexia needs or processing of language needs.

We have worked with the Children's Integrated Therapy Services (CITES) speech and language team with 1 child identified as needing extra support. Blocks of work have taken place and support programme given to the school to continue.

CLASS have been in to support development of Early years communicative environments and communication needs.

1 EALS (English as another language) pupil has gained greater depth in reading and writing.

2. Cognition and learning

We use the phonics programme, Twinkl Phonics. We have seen that this programme has a positive impact on the progress made.

Staff have worked on and been trained in using Big Write to build on children stamina for writing. They have also been trained in write stuff to develop and improve writing outcomes in vocabulary use and sentences structure. Next year 2022-24 staff will be trained in Talk for writing.

Clicker, a computer programme has been used with 3 individuals children to support their recording of ideas and writing.

Subject leaders have taken on the role of looking at how all children but also the Sen children progress through their subject and how they can support staff in making sure that all can access the curriculums and the resourcing they may require in order to do this.

The educational psychologist has supported 2 children this year with observations and strategies for the classroom.

CLASS have supported the environment and transition for children into the year 1 and 2 class ensuring it's learning is accessible for all.

All teachers have completed Peter Warwick training for problem solving in maths looking at the use of manipulatives to support the learning.

All teachers have completed metacognition training (quality first teaching strategies)

All teachers have completed Charter College training on sequencing and progress in the curriculum ensuring creativity and access for all is in place.

Ta has completed a maths course to support KS1 children

All staff in reception year 1 and 2 have completed Master of number training.

The early years team have completed Kelly Butler training on adapting to the needs of your cohorts. The Greg Bottrill drawing club training to extend imagination and use of language. Poetry basket using actions to support communication and meaning.

The nursery staff have completed Early Excellence course to support development in their setting.

100% of the SEN children have made good steps of progress across all 4 areas.

3. Social, emotional and mental health

Nurture groups have run in various forms to support children and their need to talk.

Classes have allocated time for outdoor learning encouraging that continued connection to the outside world and natural environment. All staff being mindful of mind set and emotional states of individuals and using this space and time to calm the mind and spirit.

Gardening club and wilderness club have both run this year to enhance the connection with our surroundings.

Transition work has happened for all children through transition days. For the year 6 there has been additional transition days for anyone concerned or in need of having, to support anxiety. New to reception have had transition times, parent meetings and nursery visits.

CLASS have been involved in supporting the school in the classroom environments to ensure class transitions move smoothly and the correct provisions are in place from the start.

ESBAS have been involved in supporting children with emotional behaviour difficulties giving school strategies to work with.

SENCO has been working with the educational psychologist team to build a programme around Zones of regulation, self awareness and regulation to support children across the school from September.

44% (8 Children) of the SEN register have attended after school clubs where they have developed skills in creative ways, built relationships and learnt communication skills.

4. Sensory and/or physical needs

Outdoor learning environments have been developed to allow other ways for children to learn and fulfil sensory seeking needs.

Early Years have been trained and continue to use a curriculum that encourages gross motor skills and connection of mind to parts of the body. This is squiggle whilst you wiggle and dough disco.

ALL staff had training on the SEN matrix, the system used to highlight needs and strategies to support children in the above 4 areas. Staff room has a developed SEN resource area and the graduated steps process for them to follow when they are concerned about a child.

(Reference: SEN Policy July 2021)

As at (21/6/23), we have 18 number of children receiving some form of SEN Support.

With 1 successful application for an Educational Health Care Plan (EHCP)

We have an internal processes for monitoring quality of provision and assessment of need. These include pupil progress meetings three times a year, puma and pira tests 3 times a year, Target tracker for maths, reading and writing, book scrutiny, lesson observations, learning walks and provision impact termly reviews. There are specific assessments administered by the SEN team if a particular area is identified

The SENCo attends local SEN hub meetings to ensure she is up to date with policies and procedures. The Head is to attend the SEN inclusion Day: Wellbeing to support SENCO moving this through the school.

DCAT academy and the SEN Governor meet with the SENCO to ensure all procedures are managed and adhered to. Through a day of assessment, observation and support.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent evening	Parents, teacher	X2
Review meetings	Parents, teacher, (sometimes SENCO)	X3
Pupil voice	Senco and child	X2
SEN review with all stake holders	Parents, children, Governors, SENCO, teachers, TA	X1
Agency meeting cafes information sessions	parents	

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
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CP,	SEN – coaching and support to develop effective practice.	
CP	SEN Law training	
EC MP	Language link	
CP	Neurodiversity	
CP, LH	Autism	Level 1
CP	SEN policy and information reporting	
CP	Ofsted and sen	
All Staff	Neurodiversity and how we approach with Educational psychologist	
ALL ta's	Wellbeing - challenging negative thoughts.	
CP ST	Dyslexia	

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Our support staff have been very much based in the classroom to support learning and ensure we have inclusive sessions. They have taught small groups of children delivering sessions on pre-teaching of subjects, repetition and consolidation of the learning. They have also run specific programmes of intervention such as nurture, reading, maths calculations, fine motor, jump ahead, phonics and language link. All Ta's have taken turns on rotas for lunch duties supporting play and emotional needs at these unstructured times.

Finance

Our notional SEN Budget this year has been spent on the following:

- *Support staff (additional to quality first provision)*
- *Commissioned external services*
- *Additional teaching resources*
- *Training*

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending out school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children and their families in the following ways:

- Staff enhancing understanding and gaining further repertoire in helping children in their care.
- Parents have had interactions with outside agencies to listen and discuss their concerns with giving them reassurance and support

- SENCO able to place referrals to agencies to get the support for the children and parents that they require.
- Created smooth transitions from different placements into the school.

School Partnerships and Transitions

Our academic assessment for children/young people with special educational needs is moderated through our cluster of schools/neighbouring partners.

This year, we worked with our feeder partners to welcome **3** number of children with special educational /disability needs and we supported **3** number of children with SEN and transition to the next phase in education.

Our approach involved: agency support with SEN register children. We used the moving on up documents suggested by ESBAS and CLASS agencies with the whole class. Secondary schools invited in for transition meeting with school, child and parents to ensure a plan was written and in place to support the SEN children move on. If this was not possible we have completed forms for secondary's to see the provision needed and had meetings via phone. We carried out small groups of work with TA or Teacher to go through strategies needed for transition such as planners, maps, and timetables. The SEN children were offered extra transition days in the schools.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is to resolve any concerns or complaints at the earliest possible stage. They can be made in person, by letter or email, or by telephone. Complaints about staff (except the headteacher) should be made to Allison Flack, headteacher, via the school office and mark them as private or confidential. Complaints that involve the head teacher need to be addressed to Elaine Lambert the chair of governors via the school office marked as private and confidential.

This year we have 0 number of complaints in relation to SEN

Challenges this year

Challenges for our school have included the need for improvement of writing across the school. We have implemented staff training throughout the year to support this and will continue this journey next academic year.

Engaging parents in developing SEN and its procedures. Ensuring they access relevant information for their needs and their child. We hope to address this by hosting another SEN review day, parent information sessions/café's, developing the sen page of the website.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include; Making sure all parents have information about SEN, procedures, sen matrix and the SENCO by developing the school website, hosting SEN review days and continuing to engage agencies to lead cafes/workshops. We would also like to develop everyone's awareness of neurodiversity through assemblies and RSHE sessions. To develop self awareness, regulation and resilience throughout the school through small interventions and training of staff for whole class input.

In preparing this report we have included staff, parents and children through pupil voice and sen review meetings.

Relevant school policies underpinning this SEN Information Report include:

SEN

Subject

Presentation, marking and feedback

Assessment

Equality

Accessibility

Positive Behaviour and Attitudes

Mental Health and Emotional Wellbeing

Attendance

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: