

### 1. **Aims:**

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.westsussex.gov.uk](http://www.westsussex.gov.uk)

In the report, we aim to:

- explain how we support and make provision for pupils with special educational needs and disabilities.
- explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This report will be reviewed annually by staff and governors, and the process will also involve pupils and parents. If you would like a copy of the report, please contact the school office.

Most recent update: November 2022

Please refer to our SEND policy for more information about our school mission, values, vision and aims for inclusion at The Laurels.

### 2. **Legislation and Guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. **Definitions**

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **4. Roles and responsibilities**

##### **The SENCO**

The SENCO is Helen Pinney [hpinney@laurelsprimary.co.uk](mailto:hpinney@laurelsprimary.co.uk) 01903 830901

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

##### **The SEN governor**

The SEN governor is Kerry Jones [kjones@laurelsprimary.co.uk](mailto:kjones@laurelsprimary.co.uk)

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

##### **The headteacher**

The headteacher is Charlotte Bull [office@laurelsprimary.co.uk](mailto:office@laurelsprimary.co.uk) 01903 830901

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

##### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. Our School Profile as of September 2022**

### **The kinds of SEN provided for**

The SEND register is fluid, with children being identified, and children being discharged throughout the year.

From September 2022 there are 40 children on the SEND register (22%) and 28 (15%) children on the Vulnerable learners register. Vulnerable learners are those children at risk of having SEND (on the pathway of assessment).

Our school currently provides additional and/or different provision for a range of needs, including:

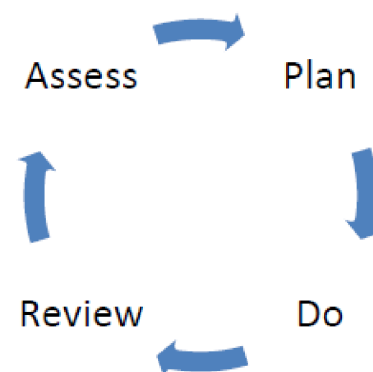
Area	Number of Pupils
Cognition and Learning e.g. dyslexia, dyspraxia, dyscalculia	8
Social, Emotional and Mental Health e.g. attention deficit hyperactivity disorder (ADHD), trauma	9
Sensory and Physical e.g. visual impairments, hearing impairments, processing difficulties	0
Communication and Interaction e.g. autistic spectrum disorder, speech and language difficulties	23

Please note some children have multiple learning difficulties.

## **6. How do we identify pupils with SEND?**

We aim to identify children's special educational needs or disabilities (SEND) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEND 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. Children may also have a diagnosis of a special educational need from an external partner such as a diagnosis of Autism Spectrum Condition from the NHS.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The Reception teacher has in-depth meetings with all the nurseries/pre-schools for children who are joining the school; detailed assessments are exchanged and any needs identified. If a pupil has a disability under the Equality Act 2010 we make reasonable adjustments.



Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

This may include standardised testing, reading tests or targeted assessments carried out with pupils suspected to have additional needs. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Termly pupil progress meetings with the Assistant headteacher for curriculum, class teacher, support staff and SENDCo ensure that everyone has the opportunity to discuss any concerns they have about particular pupils and decide what may be the best provision to put in place.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. From this, individual target setting sheets, provision maps, pupil passports and individual learning plans are put together that highlight individual/group interventions needed. All targets are specific, measurable, achievable, relevant and time-based targets (SMART) so the impact of every intervention can clearly be shown.

Pupils who do not make expected progress through the graduated approach may be further assessed by external agencies such as CAMHS, Speech and Language Services, the CDC.

## **7. How do we meet the needs of children with SEND?**

At The Laurels we have an inclusive curriculum that enables every pupil to succeed and enjoy learning, whatever their abilities or needs. We provide a supportive environment where children feel valued and included.

### **Adaptations to the learning environment**

- We ensure that the classroom environment takes into account cognitive load (the amount of working memory resources that a child is using at any one time). This means that our rooms are uncluttered and purposeful, without unnecessary sensory stimulation or extraneous content.
- Displays are considered to ensure that children can easily retrieve the relevant information and use them as tools for learning e.g. working walls and visual aids
- The positioning of the children is considered to ensure distractions are minimised and children can attend to the teaching.
- Recommended aids to support teaching and learning are available. These might include pen grips, sensory resources, mathematical equipment, use of larger fonts.
- Visual timetables are displayed in all classrooms

### **Teaching and Learning**

Learning is carefully planned and sequenced to ensure that children have opportunities to learn more and remember more. Lessons begin with retrieval practice and children are provided with opportunities

throughout the sequence of teaching to review their learning and self-assess. Live marking and feedback to pupils allows teachers to address misconceptions and provide intervention where necessary. This might mean adjusting the lesson, or providing an intervention outside of the lesson (Precision Teach for example).

We recognise that children with SEND deserve the best possible teaching therefore all children are taught by their teachers. All children learn in the classroom with their peers. Here are some ways teachers might make adaptations for children with SEND:

- Providing visual prompts;
- Pre-teaching vocabulary;
- Providing task planners setting out the steps needed to complete the task;
- Adapting the task to meet their needs for example planning with pictures rather than words;
- Providing more fluency practise;
- Writing frames;
- providing sensory breaks or other sensory adaptations
- Providing reading pens

Sometimes it is appropriate for children to have an intervention to support them and these are delivered by teachers, high level teaching assistants and teaching assistants. Interventions at The Laurels include:

### **Communication and Interaction**

- Nurture Group
- Lego Therapy
- BLANKS level Questioning
- Calm Cafe
- SALT input

### **Sensory and Physical**

- Sensory Circuits

### **Cognition and Learning**

- Keep-up groups for maths and phonics
- Precision teach
- Individual reading
- Tutoring
- Numberstacks

### **Social, Emotional and Mental Health**

- Nurture Group
- Calm Cafe
- Therapeutic services (CGL Play therapy, ThoughtFULL evidence-based interventions)

## **8. Expertise and training of Staff**

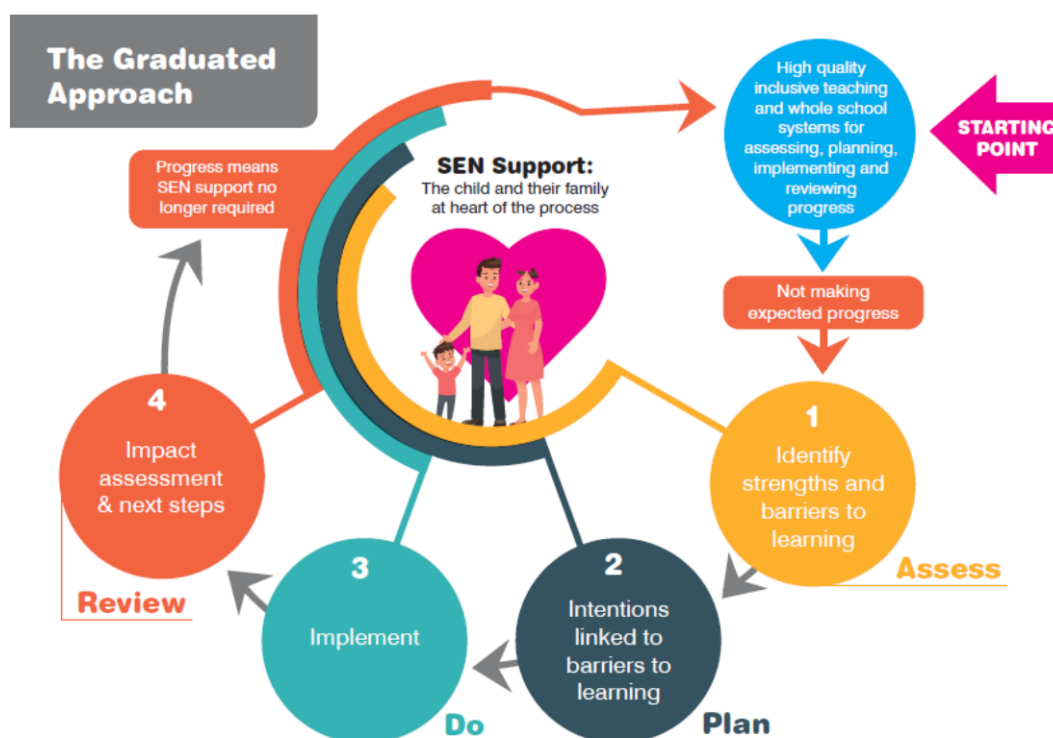
- The statutory national SENCo qualification has been achieved by the SENDCo, Helen Pinney. Our SENCO has five years experience in this role and manages SEN provision alongside leading maths, our mental health action plan and acting as Deputy Designated Safeguarding Lead.
- We have a team of Teaching Assistants and Higher Level Teaching Assistants who are trained to deliver SEN provision.

- Ongoing records of CPD on SEN are kept by the school. All teaching staff receive regular training on the best possible practice for children with SEND. This is provided through INSET days, meetings with external agencies, consultations and staff meetings.
- Our staff have been trained using the EEF best practice guidance for children with Special Educational Needs in Mainstream settings. More information can be found here: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> This ensures that all children receive quality first teaching using the best available research and resources.
- Some staff receive specific training for their area of specialisation such as working with the Maths Hub, English Hub.
- Some staff receive additional training from external agencies such as LBAT or the Speech and Language Service (see local offer for list of agencies)
- Subject leaders have compiled a list of ways children can be supported to access their subject areas;
- Each year team has a copy of the guidance document Ordinarily Available Inclusive Practice (Ordinarily Available Inclusive Practice (OAIP) - Tools for schools) to support them with making adaptations for individual children.
- Our support staff receive regular training (twice a month) to ensure they are well prepared to support teachers in the classroom.
- The SENDCo delivers training to schools in the local area on SEND provision in mainstream schools.

## 9. Assessing and reviewing pupils' progress towards outcomes

### The Graduated Approach

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



### Assess

- Evidence is gathered from the class teacher, SENDCo, pupil and parents to identify specific needs. Pupil passports are created to represent the views of families and children.

### Plan

- Through discussion, the best provision and support is decided. Targets are set out on an Individual Learning Plan. These are reviewed a minimum of three times a year.
- A Provision Map is drawn up to show how the provision will be delivered.

### Do

- The class teacher will implement the provision and provide support to meet the targets through highly quality, differentiated first class teaching and resourcing. Depending on the provision, some pupils will receive interventions, extra resources, small group focused activities or support from outside agencies.

### Review

- Targets and interventions are continuously reviewed for effectiveness and progression, and changes are made in line with the pupil's needs by the class teacher and SENDCo. Class targets and support plans are also reviewed 3 times each year. Children are asked for their views on their progress and areas they feel they need continued support. Outcomes of targets are also shared with parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress

## **10. Transition / supporting pupils moving between phases**

We will share information with the school, nursery or other setting the pupil is moving from/to.

Pupils that join the school with an Educational Health and Care Plan (EHCP) or SEND need will have transition meetings with the SENDCo to put in place suitable provision and relevant interventions/resources before the pupil begins. The discussion will involve the previous setting, parents, teachers, support staff and the pupil where appropriate. When we have notice of pupils moving to new settings we will endeavour to facilitate a smooth transition for them.

Pupils moving to high school may have additional support with transition from any agencies that are engaged with them, and the school may also compile a bespoke programme for their transition. This might include additional visits, social stories and meetings with key members of staff.

When children transition to new year groups within the school we will ensure that key information is shared between teaching staff and resources are sent on. Our pupil passports ensure that a clear understanding of the child's needs can be shared by everyone.

## **11. Consulting and involving pupils and parents**

We recognise that parents know your children best. If you, as a parent, are worried about whether your child has special educational needs, firstly you should contact the class teacher and they will discuss the matter further with you, and then with the SENDCo. Initially, we will look at relevant information and data relating to your child and carry out observations. We may also ask you to complete some paperwork so that we have the full picture of your child's needs, both in school and in other settings



We will have an early discussion with parents when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Through discussions with the parent/carer, we will then think about the best support strategies to put in place for your child, including how they can be helped at home. We may also make referrals for assessment at the Child Development Center or CAMHS, and we may seek the advice of an external agency such as The Social Communication Team or the Learning and Behaviour Team.

### Voice of the Child

The voice of the child is at the centre of all decision making. We use a range of strategies to collect this including comic strip conversations, circles of importance and Mapping the Landscape of Fear.



comic strip conversation



Circles of Importance



Mapping the Landscape of Fear

## 12. External Agencies

External agencies can offer an extra layer of expertise to advise us on how we support children to best achieve in school. At The Laurels we draw on the skills and advice of:

- The Learning Behaviour Team (Local Authority)
- The Social Communication Team (Local Authority)
- The Educational Psychology Service (Local Authority)
- The Virtual Schools Service for Children Looked After (Local Authority)
- Ethnic Minority Traveller Service (Local Authority)
- Community Mental Health Liaison Service (NHS)
- ThoughtFull - Education Mental Health Practitioners (NHS)
- Your Space Therapies
- Autism Sussex
- Reaching Families



- Speech and Language Service
- CAMHS Assessment Team
- CDC
- SENAT Special Educational Needs Assessment Team
- School Nursing Service

### **13. English as an additional language**

Care needs to be taken when assessing and identifying SEND with children who have English as an additional language. The child's performance in all areas of learning and development need monitoring, and difficulties that are identified as solely due to limitations in English as an additional language, will not be categorised as SEND. These children will sometimes have support from Additional Language Services who will work with the school offering support and advice to promote progress.

### **14. Children who are Looked After by the Local Authority**

If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will coordinate these plans with any SEN Individual Needs Plan, and will involve foster carers and social workers in discussions.

### **15. Behaviour**

If the behaviour of a pupil is a concern, the class teacher will gather and record information on that pupil using The Laurel's behavioural system (CPOMS); they would pay particular attention to the type of behaviour, time of day, context and the impact it has on learning. Observations may be carried out in class and in the playground to gather further information. Discussions with parents and the pupil would also take place. From the information gathered, interventions and behavioural strategies would be put into place to support that pupil. This may include modifications to the Behaviour Policy. External agencies may also be involved if behaviour does not improve or specialist advice is required. Disruptive or withdrawn behaviours do not always necessarily mean a child has SEND and conversely, not all children with SEND present with difficult behaviour.

### **16. Extracurricular Activities**

SEN should not be a barrier to children attending extra-curricular activities and we ensure all clubs, trips and activities are available for all pupils.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day, school plays, special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability. It may be necessary to conduct a risk assessment for individual pupils and sometimes pupils require additional adult support to accompany them.

Staff monitor the attendance of different groups engaging with extra-curricular activities and they will sometimes approach individual pupils to explore whether there are barriers to them accessing clubs.

### **17. Social and Emotional Development**

Here are some of the ways we support the social and emotional development of our children:

- Our playground is supervised with a high adult/child ratio. This allows staff to support children with play activities and to intervene should there be any friendship difficulties.
- We have invested in a range of play equipment including a large sandpit, and den building apparatus, for all children to access. These support in the development of motor coordination skills as well as engaging children in fun and collaborative play.
- We have a calm cafe for any children who find the playground overwhelming or who want to use their playtimes for board games or art. The children were consulted about what they wanted in their Calm Cafe and this ensures it best meets their needs.
- We are able to access play therapy support for children who have been impacted by parental substance misuse through Change Grow Live (CGL). We also have an Education Mental Health Practitioner who works with children identified as needing emotional support.
- A Nurture Group runs before school. This supports children with a range of needs such as emotionally based school avoidance, and it also provides an opportunity for developing positive relationships in a small group setting.

### **18. Evaluating the Effectiveness of the Provision**

We evaluate our SEND provision in a variety of ways including

- scrutinising standardised tests data
- tracking the effectiveness of interventions half termly
- tracking progress and attainment data in core subjects on Target Tracker termly
- analysing gaps in non-core subjects termly
- reviewing pupils' progress towards their ILP targets each term
- holding annual reviews for pupils with EHCPs
- carrying out learning walks, work scrutiny and drop-ins
- monitoring by the SENCO
- The SENCO provides the Local Governing Body with termly reports and attends meetings to allow for the evaluation and scrutiny of the school's provision.

### **19. Admissions**

#### **Children who have an Education Health Care Plan**

If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at West Sussex County Council. If you want a place for any other child with special educational needs, you should apply as usual and your application will be considered in the same way as applications from children without special educational needs.

- The Laurels Primary School Admissions Policy
- School Admissions:  
<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/contact> Information for Families for admissions advice 0345 60 80 192

### Children with Special Educational Needs who do not have a statement/ Education Health Care Plan

Children who have identified additional needs (but not a SEN statement or EHCP) should apply through the normal in-year admission process. Additional information on the facilities and SEN provision within the school is available through our Local Offer on the website.

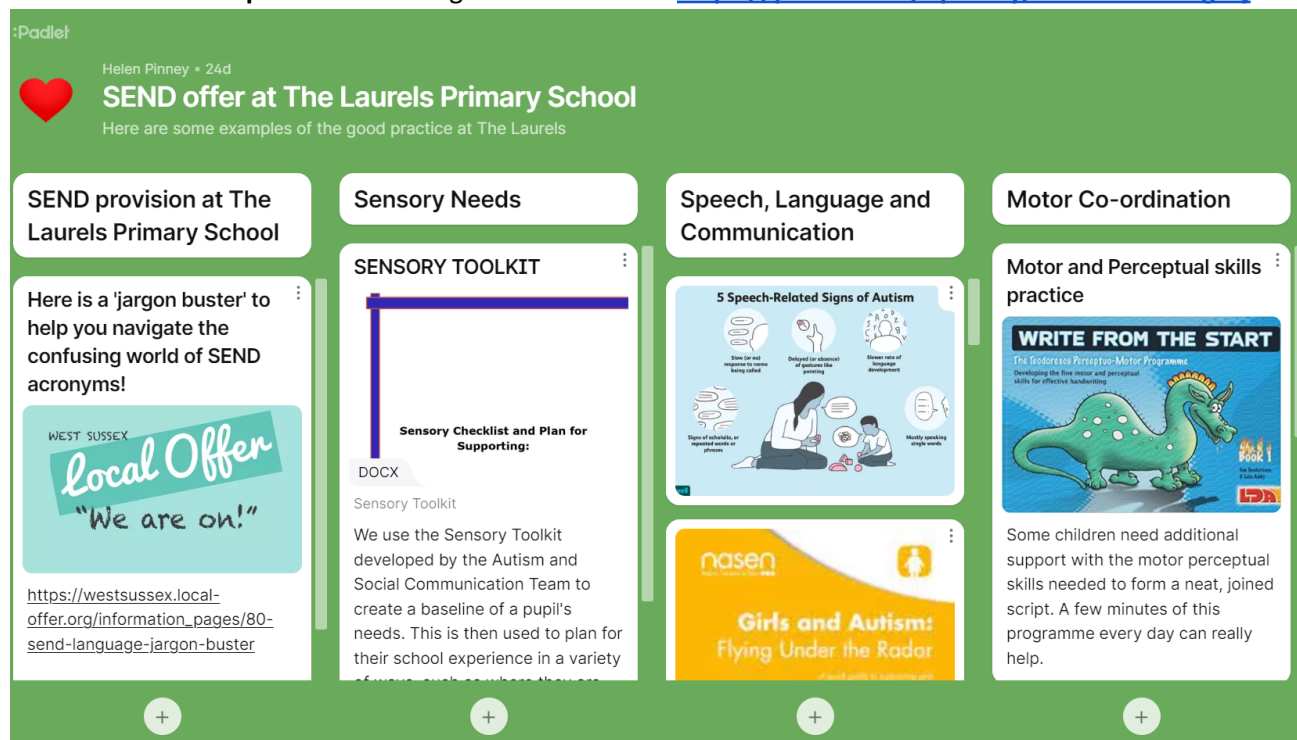
### Admission arrangements for disabled pupils

For more information about how we ensure all children can access our provision, please read our school's accessibility plan which can be found here <https://laurelsprimary.co.uk/policies/> This covers

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

## 20. Contacts of support services for parents and carers

Please visit our **SEN padlet** with a range of services here <https://padlet.com/hpinney/a1re7f85vn01gs1j>



### SENDIAS

West Sussex SENDIAS provide impartial information, advice and support to children and young people who have SEND (special educational needs and/ or disabilities) for those aged 0-25 and their parent carers.

If you would like to contact the West Sussex SENDIAS Service for information or advice then you can:

Call us: 0330 222 8555 (open 9am – 4pm, Mon – Fri).

Email us directly : Parent/Carers: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

Children and Young People: [cyp.sendias@westsussex.gov.uk](mailto:cyp.sendias@westsussex.gov.uk)

### Special Educational Needs Assessment Team (SENAT)

Contact Team SOUTH: Email: SENAT.South@westsussex.gov.uk Tel: 0330 2223120

### The Local Offer

- Our local authority's local offer is published here: <https://westsussex.local-offer.org/>
- Our contribution to the local offer is published here:  
<https://westsussex.local-offer.org/services/514-the-laurels-primary-school>

## **21. Compliments, complaints, feedback and questions**

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEN Information Report.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Headteacher. These positive comments may be published on our school website.

We hope that complaints about our SEN provision will be rare, however, complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Where a satisfactory conclusion cannot be reached with the SENCO, the parent can then make an appointment to see the Headteacher, during which further information can be exchanged and procedures altered as appropriate.

If a satisfactory conclusion still cannot be reached then the Local Governing body must become involved. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **22. Links with other policies or documents**

- Accessibility plan
- Behaviour and anti-bullying policies
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Effective use of Teaching Assistants
- Child Protection Policy
- Early Years Foundation Stage
- Mental Health and Wellbeing
- Pupil Premium
- Teaching and Learning
- Assessment
- SEND Policy

- Managing Medicines

Statutory policies can be found here <https://laurelsprimary.co.uk/policies/>

### **23. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board

### **24. Glossary of SEN terms**

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit and Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional and Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child and Adolescent Mental Health Service</b>
<b>CDC</b>	<b>Child Development Centre</b>
<b>CLA</b>	<b>Children who are Looked After</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>

<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>KS</b>	<b>Key Stage</b>
<b>LA</b>	<b>Local Authority</b>
<b>LBAT</b>	<b>Learning Behaviour Advisory Team</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PD</b>	<b>Physical Disability</b>
<b>PM</b>	<b>Provision Map</b>
<b>SaLT</b>	<b>Speech and Language Therapy</b>

**Miss H Pinney**  
Assistant Head for Inclusion