



Special Educational Needs Information Report

Icklesham Primary School

1. About this report

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

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

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

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

Your first point of contact at school is the child's class teacher.

The Headteacher and Special Educational Needs Coordinator (SENCO) are responsible for managing and co-ordinating the support for children with special educational need, including those who have Education, Health and Care plans (EHCP). They also work closely with parents and other services that provide for children in the school.

Mrs Maskell is the SENCO. To arrange a meeting with Mrs Maskell either phone the school or speak to the office staff who can book an appointment.

3. Which children does the school provide for?

Icklesham Primary school is a maintained primary school and admits pupils from age 4 to 11.

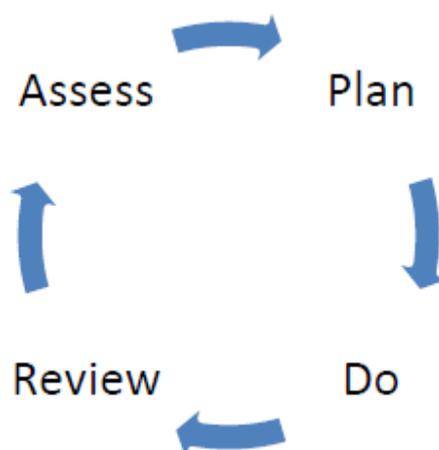
We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with a statement or EHCP, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

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

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

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

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



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

Assess: Our children are assessed and levelled in maths and English every long term to measure progress and look for gaps in learning. Discussions are then held between the class teacher and a member of the senior leadership team (SLT) to ensure that children not making progress receive support to move them forward if necessary.

Assessment for learning occurs in each lesson to inform planning and ensure that the children are receiving the input they need to challenge them at the right level in line with our school vision of high expectations. All adults working within the classroom feed into this process as part of the team working towards our children reaching their full potential. Discussion with parents also supports our knowledge of the children through informal meetings, parent consultations, Additional Needs plan meetings and Annual Reviews.

Plan: Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of development.

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

Review: Planning is reviewed daily by the teacher based on their assessments of children in lessons and feedback from other adults in class. The SLT (Senior Leadership Team), SENCo, English and maths leads, work alongside teachers to closely monitor individual children's development and look at levels of support as appropriate. This enables us to review practice and adapt to individual's needs as they arise.

If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and 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.

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

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

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision 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:

- **Communication and interaction** – including speech and language difficulties and autism have their needs evaluated on an individual basis due to the broad range and types of need these may encompass. Additional pastoral or physical resources may be put in place to support social or learning needs. In some cases additional adult support may be needed to ensure social difficulties are minimised, sensory issues are monitored and addressed and that learning is taking place within the child's ability.
All Reception children are assessed in Term 1, using Speechlink and if required Languagelink to ascertain their needs. Pupils that join the school at other times in the year are assessed when concerns are raised by the class teacher. If the school feels a child requires additional support, the child will be referred either to the school's Speech and Language Therapist, Educational Psychology Service or the National Health Service. Parent support will be sought at this point. This will also include meetings with parents at various times of the year dependent on the need of their individual child. Interventions are delivered often and in small chunks to reflect best practice. Interventions for Speech and Language difficulties take many forms. These include, but are not exclusive to, Talk Partners, Speech and Language therapy, 1:1 and small group work.
- **Cognition and learning** – including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Dyslexia screening tests are completed by trained staff to ascertain gaps in learning and programmes of support on a 1:1 basis are put in place for children who require it. For those pupils who are not 'at risk' but show gaps in their learning we use a range of strategies, resources and teaching styles that support children with Dyslexia, and provide best practice for all children in our setting to allow all to access the curriculum. These are embedded in teaching across the school and support children at all stages of learning to maximise their progress. Alongside this regular Pupil Progress Reviews enable us to put support in quickly where a gap is developing between a child and their peers. During these meetings we look closely at children with learning difficulties. We explore how effective their current support is, whether other areas have been highlighted as a challenge for them and whether any

further resources or interventions are needed to accelerate their progress and allow them to meet their full potential.

- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder or attachment disorder or anxiety. The school has two members of staff trained as THRIVE practitioners to support children across the school with Social, Emotional or Mental Health Difficulties. The Thrive programme highlights all children with challenges in this area rather than just the children whose behaviour communicates clearly that they are struggling to control their emotions. Children who are withdrawn, anxious or who adapt too much to others' needs are identified through this programme allowing us to support all children to feel safe and happy in order to learn effectively, fulfil their potential and take pride in their achievements.

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

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

In Reception and Key Stage One Physical Development is given high priority to ensure early intervention. Therefore these year groups include both fine and gross motor skill development in their whole class teaching, as well as preparing and planning independent activities to support with these.

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

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

As of September 2018, we have 15 children receiving some form of SEN Support.

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

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

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

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

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. If further support is required the school may refer to the school's Educational Psychologist.

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

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

All 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 which is included in our school vision.

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

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

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

As a school, we believe that parents are the experts on their children and by working with them we can support pupils in their education. All parents are encouraged to contribute to their child's

education and any additional support is discussed with parents as needed through regular and informal meetings both with the class teacher and with the SENCo.

If a need is identified the child will be initially supported through a Provision Map which details the support they will receive, this is reviewed every long term.

Where a child is supported by an Additional Needs plan the plan will be reviewed up to three times a year with parents, teachers, teaching assistants, pupils and SENCo. Those pupils with EHC's are reviewed three times a year including their annual review.

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

As part of the additional needs planning reviews and alongside Annual Reviews for EHC's and Statements, pupils have the opportunity to voice their views and be involved in meetings. Pupil voice questionnaires are also used at times before interventions to gain pupils views before writing specific support for them.

Where needs are identified through provision mapping, pupils views are gained through pupil voice questionnaires and pupil conferencing as part of classroom practise.

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

Action/Event	Who's involved	Frequency
Introduction Meetings to explain procedures and expectations at Icklesham	Class Teachers SLT	Class teachers meet with Parents at a welcome meeting in the first term. As requested by parents.
Parents Meetings	Class teachers, SENCO and other SLT available for questions and discussion around needs and provision	Term 2 and 4
Pupil Voice Questionnaires	TA, Class Teacher, pupils	As required
Pupil Conferencing	SLT, class teacher, pupil	As required
School Reports	Class Teacher	Terms 2, 4 and 6
Annual Review Meetings for Statemented (EHCP) Children	SENCO, Class Teachers, 1:1 support and Outside Agencies where appropriate	Once a year
School Based Planning meetings	SENCO, Class Teacher and TA	Twice a year.

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

Each pupil will be looked at individually and offered the support which they require in consultation with teachers, teaching assistants, parents and the pupil themselves. This may include, but is not limited to extra visits to their Secondary school and Social stories. This support is in addition to the transition days offered by Secondary Schools.

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

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. All new T.A.'s have an in-school training programme to develop their understanding of the support we offer at Icklesham Primary School as part of their induction. Training is based on priorities in the School Development Plan.

All Teaching staff have a weekly meeting where on-going training is completed. We are committed to developing the ongoing expertise of our staff.

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

In all classes children are assessed regularly and individuals are moved on when they have reached an appropriate stage for the next level of challenge.

Class Teacher and Teaching Assistant Appraisals are based on the progress of the children they work with. Quality first teaching is assessed regularly, including provision maps and class based interventions targeted for support in Maths, English, Speech and Language, Physical Development or additional Emotional and Social support.

Some children have 1:1 support at times throughout the day. This is flexible depending on the needs of the individual child. Staff are encouraged to support the child to achieve their highest level but step away when the child is achieving independently to support them in experiencing success and feeling pride in their achievements.

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

- Additional learning for targeted pupils in English and maths
- Early identification of need and provision for Speech and Language, maths or literacy difficulties and physical and fine motor skill development
- Provided emotional support for children with a range of needs, including whole class, small group and 1:1 support using Thrive FTC programme. We believe that by supporting children's wellbeing and minimising emotional barriers they are able to more readily access learning and develop to their full potential.

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

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

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

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

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

Through careful planning and reasonable adjustments, 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.

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.

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

Icklesham is a THRIVE school. We follow the THRIVE agenda and offer 1:1 and group support to pupils who require additional support with their emotional, mental and social development. This is offered in a range of ways to the children.

The school's assemblies follow the Social, Emotional Aspects of Learning programme as well as being embedded into the school's Personal, Social and Health Education curriculum.

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.

When incidents of bullying or safeguarding arise then matters are taken seriously, investigated by Senior Leaders in the school and shared with parents and children. Icklesham is a "telling school."

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

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

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

As part of the cycle of SEN support-(assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Agencies include:

- Child Development Clinic at the Conquest Hospital
- Child and Adolescent Mental Health Service
- Torfield Outreach Facility
- Hearing Impairment Service
- Education Support, Behaviour and Attendance Support Service
- Language and Learning Support Service
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Travellers and English as an Additional Language Service
- Flexible Learning Support Service
- School Nursing Service
- COPES

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

Mrs Robinson is the Headteacher and can be contacted at the school by phone or through arranging a meeting in the office. She is also on the gate each day and can be spoken to then.

Mrs Maskell is the SENCO and can be contacted at the school by phone or through arranging a meeting in the office.

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

SEND information, advice and support service is a service which gives impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers. They can be reached on 0345 60 80 192 or by e-mailing informationforfamilies@eastsussex.gov.uk

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

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

Related Statutory policies for schools

- Accessibility Plan
- Child Protection Policy and Procedures
- Equality and Diversity Policy
- Supporting pupils with medical conditions

Relevant but non-statutory policies include

- Special Educational Needs Policy
- Pupil Premium statement
- Teaching and Learning Policies

Legislative Acts taken into account when compiling this report include

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