



*...be an example to the believers with your words, your actions, your love ,
your faith and our pure life. (1 Timothy 12:4)*

Special Educational Needs (SEN) Information Report 2021-2022

Dallington is a maintained Church of England Primary School, admitting pupils from 4-11.

We positively promote equal opportunities to ensure that children develop respect for the right of the individual to be treated without discrimination, especially on the grounds of sex, race, or age.

A whole-school approach to behaviour and inclusion which supports a safe, calm and happy environment in which all pupils can learn at their best

For admissions and information for families' phone 0345 60 80 192 who will guide you through procedure

This SEN Information Report should:

Provide information on the school's SEND policy and contacts where the family have questions or concerns

Explain the school's commitment to East Sussex's Local Offer for children and young people with additional needs and provide detail of where ESCC Local Offer is published

Explain how we identify and respond to meet the needs of a child with SEND

Explain how we provide support to help your child to feel included and a valued member of the school community - confident in school and the wider world

This policy will be reviewed in response to Government guidance (Guidance for full school opening: updated 28 August 2020) and Local Authority advice (Refer to ISEND Covid-19 core offers and consult with appropriate services in ISEND) in respect of COVID-19 and should be read in conjunction with revised safeguarding procedures in response to COVID 19.

Signed _____ Monica Pell, Chair of Governors

The *SEND Educational Needs (SEN) Information Report* and *SEND policy* are 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*, schools' responsibilities for pupils with SEN and disabilities; *Special Educational Needs and Disability Regulations 2014*, schools' responsibilities for education, health and care (EHC) plans, SEN Co-coordinators (SENCOs) and the SEN information report.

The Secretary of State (SoS), may at any time use temporary powers to issue notices to disapply section 43 of the Children and Families Act (CFA) and section 44 of the CFA. These measures do not apply automatically and until such time, all statutory duties in respect of SEND and EHC plans remain. Amendments will not result in a pause to the statutory SEND duties, but will advise that local authorities should make '*reasonable endeavours*' to facilitate their statutory duties with minimal delay.

School re-opening and SEND provision from September 2020

We have used government guidance to re-open school in September and how education will be delivered in the Autumn 2020 term. In relation to SEND provision we have made changes to ensure the education environment is as safe as possible from the risk of coronavirus, but our statutory duties for children with SEND remain the same. This means using best endeavours to secure the special educational provision called for by the pupil's special educational needs is made and have regard to SEN and Disability Code of Practice 2015.

Government guidance confirms that: '*School and college attendance will again be mandatory from the beginning of the new academic year. For parents and carers of children of compulsory school age, this means that the legal duty on you as a parent to send your child to school regularly will apply.*' Parents' duties under Education Act 1996 apply and this means that if your child is on the roll, regular attendance is expected.

We will put in the right support to address potential concerns of pupils, parents and households who may be reluctant or anxious about returning to school. We will work to contextualise feelings of anxiety, stress or low mood in response to COVID-19, as normal in abnormal situation.

We will be undertaking reviews of pupils at the beginning of the autumn term to try to identify gaps in learning and barriers to learning arising from their prolonged periods of absence. There will be *catch up* programmes and provision for pupils who are at risk of disengagement.

If you have questions about your child's return to school please speak to the acting Acting Headteacher, Paul Cox.

Government guidance on shielding August 2020

"The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list". Therefore, discussions with the specialists supporting you/your child are necessary and consideration about whether or not the child or young person can return to school will be best guided by them.

Local Lockdown

If there is a local lockdown (check ESCC and government websites) then clinically extremely vulnerable people are advised to shield. In these circumstances, if a child or young person is on the shielded list they should receive education at home through the school or college's programme. It is not clear what should happen in a local lockdown where the child or young person is not themselves on the shielded list but a member of their family is. Until further guidance is received, we advise that parents and carers speak with their doctors to discuss whether or not it is clinically advisable for the child to attend. If the clinical opinion is that they should not, then we would expect to authorise the absence and provide home-learning in line with our policies until attendance can begin again.

During any school lockdown we use the teaching platform, 'Google Classrooms' for teaching and learning, keeping in touch and a tool for home learning.

This SEN information report explains how we meet our duties towards children with special educational needs and disabilities (SEND) and support them to feel safe and valued

The governing body must publish information on the school's website about the implementation of this policy for pupils with SEND. The information should be updated annually and any changes during the year should be included as soon as possible.

We follow statutory guidance which details the legal requirements we must follow without exception and statutory guidance that we must follow by law unless there's a good reason not to:
- *Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014*
- *SEND code of practice 0 to 25 years (June 2014/updates May 2016)* Department of Education and Department of Health.

This SEN information report is on our school website www.dallington.e-sussex.sch.uk and on the Local Authority (LA) website www.eastsussex.gov.uk

School office and class teacher in school hours

01435 830335

admin@dallington.esussex.sch.uk

Acting Headteacher

Paul Cox 01435 830335

pcox@dallington.e-sussex.sch.uk

Inclusion Manager/ Special Educational Needs and Disabilities Coordinator (SENDCo)

Susan Conaway senco@dallington.e-sussex.sch.uk

Chair of Governors

Monic Pell

SEND Link Governors

Alison Doig

Bintou Sy Romano

East Sussex County Council ISEND, planning and assessment team

01273 335098

The Local Offer with information about education, health and care services is published by East Sussex County Council as part of the SEND reforms under the Children and Families Bill. Contact localoffer@eastsussex.gov.uk or look on ESCC web pages: eastsussex.gov.uk/localoffer czone.eastsussex.gov.uk/localoffer

The East Sussex SEN and Disability Advice Service provided by Amaze SENDIASS: Special educational needs and disability, information, advice and support service for parents and carers of children and young people aged 0-25, and young people themselves eastsussex@amazebrighton.org.uk

SEND Code of Practice 6.79 bullet 14 - arrangements for handling complaints from parents of children with SEND about provision made at the school.

School complaints policy and procedure see school website www.dallington.e-sussex.sch.uk

If a child is not making expected progress from their starting point, we will take action to identify the need and make provision as soon as possible

- Continuous professional development and training is based on the needs of the children
- We aim to identify and respond to the additional needs for a child as early as possible
- We have experienced staff, knowledgeable about how to recognise barriers to learning and progress

If there is gap between a child and the progress of most of the peer group, or a parent/carer has concerns about their child, evidence will be collected to identify the child's need more precisely and provision adjusted or personalised to meet the need:

- SENDCo involvement
- Observations of child in different learning contexts;
- Analysis of assessment data and progress over time;
- Child's view of themselves as a learner – strengths and what they find difficult;
- Parent/carer view on their child's learning, needs and progress;
- Teacher will set targets with input from the child and parent/carer in order to prioritise areas for improvement;
- Teacher will discuss provision to support progress towards agreed targets with the child, parent and staff;
- Assessments and observations will provide evidence of the child's need and progress towards targets;
- Review meetings with child, parent/carer, teacher and SENDCo to evaluate impact of provision on progress towards targets and a cycle of assessment, planning, provision, review will continue to identify and meet a child's additional needs.

Our aim with provision and all interventions is to improve progress for a child: assessment and monitoring will track the difference support is making to the progress and wellbeing of the child; adjustment to provision will be made based on the child's progress.

Following consultation with the parent/carer it may be necessary to seek the advice of a specialist agency in order to meet the child's needs. A referral will be made for specialist input. The Inclusion Manager will oversee outside agency involvement and monitor the child's progress.

If you think your child may have special educational needs, please speak to the class teacher. The Inclusion Manager/SENDCo and the acting Acting Headteacher are also available to work with you if you have questions or concerns.

Parents/carers are encouraged to be part of our cycle to help their child progress

Assess

(where the child is)

Plan

(outcome/target)

Do

(provision and actions)

Review

(evaluation and impact)

To provide support based on the child's changing needs we need to work in partnership with the family

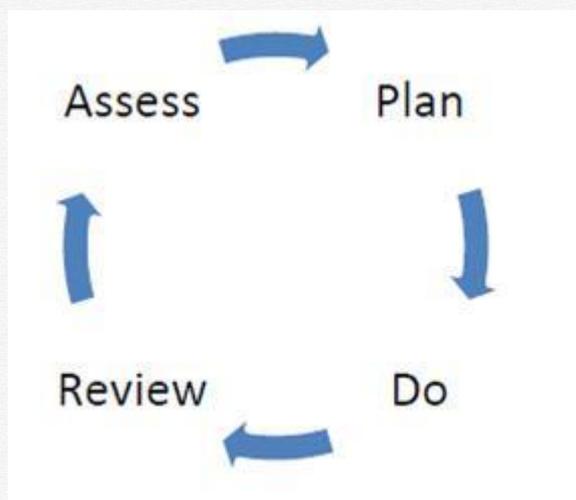
We will keep you informed of your child's learning needs and you will have the opportunity to be involved with planning the best way forward for your child through the Assess, Plan, Do, Review cycle.

In addition to scheduled pupil progress meetings, teaching staff work with the SENDCo to devise interventions for children who are not making expected progress.

We use a range of assessments to inform our understanding of a child's abilities and needs; day to day observation and assessment and periodic assessments which summarise attainment and progress including:

- Early Learning Goals
- National curriculum descriptors year group expected standards
- Learning milestones – steps towards year group standards
- Progress measured against the pre key stage standards
- Standardised screening and assessment tools such as the phonics screening (nationally administered to all children in Year 1), Language Link (administered to all reception aged children and Year 4),
- Speech Link
- Observations of behaviour, emotional and social development, including use of Boxall Profile;
- Information in an existing Education, Health and Care Plan;
- Specialist service assessments, such as speech & language, occupational therapy;
- Identified additional need from a previous school or Local Authority(LA)

It is from a secure understanding of the need through observation and assessment that we plan outcomes for your child. We then plan the most appropriate provision to achieve those outcomes and review progress before further assessment. And so the cycle continues.



The areas of special educational needs and/or disabilities we can provide fall within are:

Communication and Interaction - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC)

Cognition and learning - this includes children with learning difficulties, including children with specific learning difficulties (SpLD) such as dyslexia

Social, emotional and mental health difficulties- this includes children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical needs - this includes children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability

Your child will experience teaching and ways of learning that take account of their strengths and learning needs. All staff at Dallington will support your child to develop independence, confidence, creativity, and curiosity. The class teacher is responsible for learning and progress as part of their teaching (Quality First Teaching), including differentiating learning, the first step in responding to a child's needs. All provision is evidence based and evaluated to ensure it is meeting your child's needs and making a positive difference to your child's progress.

Those with responsibility for supporting your child include:

- The class teacher
- The Inclusion Manager/SENDCo is responsible for keeping you and everyone in the team supporting your child, up to date with planning, progress and key information
- The class will have an additional adult or teaching assistant at points during the school day who may work 1:1 with a child or with a small group of children, directed by the class teacher.
- The Acting Headteacher, senior leaders and teaching staff meet regularly to discuss any child who needs additional support in order to make progress
- The Governors are responsible for ensuring that SEND funding is used appropriately to make a positive difference to progress and achievement and pupil wellbeing

If your child has needs that are different from peers, staff will be supported by the SENDCo with differentiation from the child's starting point, including additional assessment, personalised targets, and adjusting learning tasks, environmental changes, physical resources, additional time and supervision.

All staff at Dallington have been trained in *The Empowerment Approach*

Developed by educators, coaches & psychologists, The Empowerment Approach is built on the latest research and aims to develop a whole-school approach to behaviour and inclusion which supports a safe, calm and happy environment in which all pupils can learn at their best

All children will:

- be supported to access the language of learning
- be supported to access high quality teaching
- learn in different ways and have a degree of autonomy in their learning
- get focused feedback on their achievement and progress
- be supported to reflect on their own progress
- be supported to understand how they learn best and be involved in how they can improve – represent their best interests and feel *empowered*
- be supported to have self-determination in their learning; to feel safe, calm and happy to learn

Staff will:

- model behaviours and techniques to support learning
- plan learning experiences based on a secure knowledge of pupil need
- use pupil voice and pupil feedback to plan the learning and key skills to support progress for every child
- teach every child to understand how they learn best and the best conditions for their learning
- use evidence to report on additional needs to begin to address barriers and difficulties quickly
- support pupils to engage with and to take ownership of their learning
- to reflect on their progress and to feel safe, calm and happy to learn

If your child needs more support we will consult with you about ways forward which could include:

- Evidence from which to plan actions identified as appropriate by the class teacher and the SENDCo
- Tracking to identify precisely attainment level and rate of progress
- Individual provision plan with current assessment, targets and the provision to achieve them

The SENDCo will complete an *Additional Needs Plan* with specialist agency input for a child with complex needs and if a child's needs meet the criteria for support from the local authority, the SENDCo will request an Education Health Care Plan Assessment.

5. How will the curriculum be matched to my child's needs?

SEND Code of Practice Bullet 7 & 8

The leadership team and teachers keep informed of evidence based provision more likely to work for children who face additional challenges with their learning and development and incorporate ideas into practice

All children at Dallington will have access to a broad and balanced curriculum and we will make adaptations to the curriculum and the learning environment based on the needs of individuals and groups of children. To meet the needs of a child with additional needs, we will make reasonable adjustments in consultation with parents.

- Teachers respond to how a child is learning and adaptations are made
- Lessons are planned and adjusted as they unfold to enable all children to make progress
- Known as *differentiation* – learning made different to meet the needs of every child, teachers provide different teaching strategies, learning tasks and resources to meet learning needs
- Assessment and tracking enable staff to consider progress for each child and identify specific gaps
- P u p i l self-assessment is taught and children are supported to evaluate their own learning
- Pupil views are taken into account to inform a curriculum well matched to individual need
- To support access to the curriculum children will learn in different ways e.g. working with a learning partner, small supported groups, one to one with the teacher or teaching assistant
- Targeted interventions like precision teaching will address gaps in learning
- Targeted intervention for example, nurture and social skills will help with emotional learning
- Specialist information from for example, the EP Service (local authority) or speech & language (NHS) will be part of provision in school and monitored and updated as all provision

6. How will I know how my child is doing?

SEND Code of Practice 6.79 Bullet 3 & 5

How will you help me to support my child's learning?

Arrangements for consulting parents/carers

We welcome communication with each parent/carer to learn more about their child – face to face or remotely

End of year attainment outcomes for groups including children with additional needs.
Review meetings with family 3 x annually as minimum. These may be in school or held remotely.

Curriculum sessions for parents to learn more about how children learn. These may be in school or held remotely.

- o Parents consultation meetings and written reports which can be discussed
- o Opportunities for parents/carers who have questions or concerns to discuss with staff
- o Reviews of additional needs plans 3 times annually with parent/carer
- o Support for families who need to meet with outside agencies

You can support your child's learning and progress through:

- o Communicating and letting staff know about any significant changes for your child
- o Joining us for curriculum sessions and information meetings
- o Supporting your child with homework and showing an interest in life at school
- o Supporting your child to be organised and independent and to become involved in school life
- o Feeding back to school the impact of support on your child's wellbeing and progress
- o Being part of review processes and meetings and having your say
- o Working with staff to create and review plans focused on positive outcomes for your child

7. What support is there for my child's overall wellbeing?

SEND Code of Practice 6.79 Bullet 12

We want children to be themselves, to develop self- confidence and independence

Therapeutic Thinking is a philosophy East Sussex promote and we as a school believe in. It focuses on how all children are to be supported, particularly in terms of their emotional wellbeing and mental health. Your child's wellbeing and self-esteem is essential to their interaction, learning and progress. We aim to take account of the life experiences of each child in order to support emotional needs appropriately through the Empowerment Approach, the PSHE/RSE and Health curriculum and nurture interventions. We support children to have growing self- awareness, to take personal responsibility, to be able to regulate emotions and to feel included and a valued member of the school community and the wider community.

Children’s social and emotional wellbeing is supported through:

- Respect for the rights of the child
- Empowerment Approach
- Nurture
- Curriculum rich in personal, social and health education, sex and relationships education
- Behaviour and anti-bullying policy based on high expectations of positive behaviour
- Celebration of achievements, both academic and social
- Cascading information to those who need to know in order to best support your child
- East Sussex guidance on safeguarding procedures, attending regular training and updating safeguarding policies
- Robust medicines policy and well qualified first aiders
- Encouraging responsibility and developing self-esteem through the school council and system of school Buddies and play leaders supporting younger children
- ‘Watch File’ on CPOMs to share information quickly with staff e.g. medical needs or friendship issues
- Support through nurture groups, social skills, self-esteem building and friendship groups
- Adopting a whole school approach to emotional wellbeing through specifically building the resilience and wellbeing of our more vulnerable learners
- Support from the school nurse service including specialist training

Supporting children with medical conditions is a statutory duty and we follow a policy detailing responsibilities and expectations. Reasonable steps will be taken to prevent undue anxiety and minimise stress for children with medical conditions. Staff are trained to administer medicine and trained by health professionals to support children with

8. How are children involved in reviewing their progress and planning support they need?

SEND Code of Practice 6.7 Bullet 4 & 5

Staff working with your child will facilitate your child’s communication and support self-assessment - how child perceives their progress and what they need to improve.

Following extended absence from school there will be additional pupil voice activities and assessments to inform appropriate planning and provision to meet needs and to support progress.

Type	Who is involved?	How often?
Self-assessment	Child, class teacher, TA	Daily
Circle time	Child, class teacher, TA	Weekly
School Council	Child and Acting Headteacher	Every term
Pupil Voice	Child, class teacher, TA, SENDCo, Subject leaders and SEND governors	3 x annually annually
SEND support review meetings	Child, class teacher, SENDCo and parent	3 x annually

9. What outside expertise is available to Dallington?

SEND Code of Practice 6.79 Bullet 9 & 13

We have a responsibility to source support to meet a child’s needs and services we currently access include:

- Inclusion Special Educational Needs & Disability (ISEND)
- Education Psychology Service (EP Service)
- Sensory Needs Service
- School Nurse Service
- Single Point of Advice (SPOA) including referrals to Child Adolescent Mental Health Service (CAMHS) and Sussex Children’s Services
- Early Years Teaching and Support Service (EYTSS)
- Children’s Integrated Services - Speech and Language Therapy Service, Occupational Therapy, Physiotherapy
- Communication, Learning and Autism Support Service (CLASS)
- Children’s Outreach and Parents Extended Support (COPES)
- Education Support, Behaviour & Attendance (ESBAS)
- English as an Additional Language Service (EALS)
- Virtual School - support for Looked After Children
- East Sussex Young Carers

East

Staff professional development is based on the needs of the children. Through staff appraisal, we review skills and facilitate relevant professional development or training.

Teachers and teaching assistants benefit from observing and learning from other professionals at Dallington and across the Federation and where there is particular need for a child, staff training is accessed as promptly as possible, including the involvement from outside agencies.

Currently we have teachers and teaching assistants with skills in:

- Empowerment
- Speech and language
- Dyslexia
- Autistic Spectrum Condition
- Emotional needs (e.g. Worry Buster, Boris Can Beat It!)
- Mindfulness
- Social skills (e.g. Lego Therapy)
- Sensory needs (e.g. Sensory Circuits)
- Motor skills (e.g. Pandora’s Box, Fizzy Fingers)
- W i g i t / Communicate in Print – visuals to improve access to information
- Social stories – personalised information to support need
- 1:1 teaching, precise measurement on accurate responses at high frequency to encourage fluent responding
- Attachment

Through careful planning and reasonable adjustments pupils with SEND engage in the activities of the school and are encouraged to participate fully with their peers in the life of the school and in the wider community.

For learning outside and school trips the needs of all children will be taken into account when planning the destination of trips and transport. You will be consulted on your views about a trip and we will work with outside agencies if necessary, for example health.

Risk assessments are completed by the school, including for residential trips and reasonable adjustments are made as required. This will be discussed with you and all medical advice will be taken into account.

A suitable number of adults are available to accompany the children, with 1:1 support if necessary and parents/carers are invited to accompany their child on a school trip if this is in the best interest of the child, but there is no obligation for a parent/carer to attend.

After school clubs are available to all children.

Vulnerable children are given priority and reasonable adjustments will be made to support access and participation.

We are vigilant and ensure disabled children are treated fairly and that correct facilities are provided and reasonable adjustments are made

Dallington has an accessibility plan which is regularly updated and can be viewed on the school's website.

Individual accessibility plans are written when required and we can make reasonable adjustments to the school environment to ensure that it is accessible for all.

The school site is fully wheelchair accessible.

We have disabled toilets with changing and a shower suitable for wheelchair users.

Visual timetables are used in all classrooms.

Personalised visuals are provided to support communication and understanding.

We use dyslexia friendly strategies in all the classrooms and we make every effort to ensure the learning environment is fully accessible and inclusive for all learners. Dyslexia training and refreshers are regularly planned.

We can assist and support families for whom English is an additional language. We can support at meetings and with completing forms. We can also access the TEALS service to support children and families and we can subscribe to a translation service so that letters to be sent home are in other languages.

We pride ourselves on our transition work and our relationships with pre-schools, other primary schools and the secondary schools our children transfer to. We work with colleagues and forge positive links to ensure a smooth transition for children joining us or moving from us to another school mid-term.

Please see our school prospectus which tells you about our school vision and aims.

Pre-school children

- We liaise with our feeder pre-school throughout the year, running up to transition
- We visit all pre-schools to see children in a familiar environment and liaise with staff
- We offer taster sessions/visits for a Teddy Bear's Picnic and lunch and play
- We offer home/school meetings with the class teacher
- We share a transition book all about "our school" with the children
- We offer support for transition sessions with our Year 6 buddies who continue to support the reception children in their first year at Dallington
- We operate staggered entry to the Foundation Stage to help us to get to know the children individually and to help them gradually adjust and not feel too overwhelmed by the change
- The SENDCo from Dallington liaises with staff from the pre-school as required
- A social story may be personalised for your child

Secondary transition – 2021 remote transition package due to COVID

- Year 6 children are invited to attend taster days at local secondary schools
- Staff liaise with staff from any school a family chooses for their child and support visits
- Staff from Heathfield Community College, the school most of our children transfer to, visit the Year 6 children
- The SENDCo from Dallington liaises with the SENDCo from the secondary school
- Acting Head of year meetings with class teachers to discuss the needs of all children joining and organised contact with Year 6 teacher during Year 7 to support transition
- A social story may be personalised for your child/young person

Children joining/leaving the school with additional needs

- The SENDCo will liaise with the school in order to support a child transferring and prepare for them to join us
- We gather all the information we need from your child's previous school and pass on relevant information to the new school when your child leaves us
- Staff from the new school are invited to attend any reviews we hold before your child transfers and a member of our staff will attend the final review for a child with identified needs transferring to Dallington
- We run extra transition sessions for vulnerable children either entering or leaving the school and formulate a transition programme to meet the needs of the individual child

14. How are resources allocated to meet pupils' SEND?

SEND Code of Practice Bullet 1

Resources at Dallington are allocated based on the needs of all children, the additional needs of specific groups and the needs of individual children. We take account of evidence based research and advice from other providers when considering a resource to support a child.

We follow the county SEND matrix, which describes the identified barrier and/or need and the provision and/or strategies expected to be made according to the age and stage of the learner.

When matching resources for children with additional needs, we start from where the child is, make decisions with the family about where the child needs to be and allocate the resources to get the child there. Resources may include additional technology, programmes e.g. speech & language, Jump Ahead, precision 1:1 teaching, nurture, work station, and for more complex needs, the involvement of outside agencies.

Our school budget is received from East Sussex County Council and includes a notional budget of £6,000 per child based on indicators of attainment and deprivation. This funding is not based on the number of pupils on the SEND register but on a formula.

There is "top up" funding for children with a higher level of need following an assessment process through an Education Health and Care Plan. This funding is rarely allocated.

This budget is managed by the Acting Headteacher, the senior leadership team and is overseen by the SEND Governor. The governing body is kept informed of funding decisions.

15. Attainment and progress of pupils with SEND?

SEND Code of Practice 6.79 Bullet 10

We regularly review the quality of provision, teaching, strategies and interventions. Our evaluations are always based on pupil outcomes and impact on achievement.

To ensure we have sufficiently high expectations of all pupils we compare the attainment and achievement of our pupils with additional needs (SEND) with all other pupils. We compare our end of key stage data for different groups, including SEND, with similar schools and nationally. This information supports our self-evaluation and strategic planning to raise achievement.

Attainment is based on age related expectations; an age related standard
Achievement describes the progress made from a pupil's starting point

We use **learning milestones** (learning statements) to measure progress towards age related standards. These milestones are a tool along with other forms of assessment, to help us evaluate rate of progress and to make judgments on the effectiveness of the provision made for pupils with SEND.

Assessment is regular and ongoing, but attainment and progress is summarized 3 x annually on milestones and will be reported to parents at review meetings.

We celebrate a child's effort and value progress and achievement in all areas of learning, including personal development, behaviours and attitudes.

16. Type and amount of support my child will receive?

SEND Code of Practice

If we agree to offer a place to a child, we are confident we can meet the needs of that child

Each child is assessed individually according to the SEN Code of Practice, with individual or group provision based on need and the type of learning. We aim to access the information about your child to help us to set targets and plan provision.

There will be support for your child's transition. Perhaps additional visits, visuals, a social story to introduce expectations, routines, people

Support for your child can take many forms. For example, children with SEND might need changes to the curriculum, special equipment or teaching materials, additional information technology, small group work, a quiet place to work.

We will discuss with you specific details about the provision your child will receive.

We will discuss your child's progress and evaluate the impact of support with you and if support is not working we will change it. What and how much support a child needs is based on assessment.

Please, always speak to us if you have any questions or a concern about the type and how much support your child is receiving, but you can contact: *assessment and planning team* on 01273 336740.

Your involvement in how we educate and support your child is encouraged and valued and we encourage you to have your say in supporting your child to make progress

You will be invited into school regularly and we aim to respond quickly to questions and requests. You will be invited to reviews at least 3 times annually and if you contact the office, time will be arranged with you to meet with SENDCo.

Our school actively seeks the involvement of parents and you can help us in many ways including:

- o Keeping us informed of your views and your skills that could benefit the children
- o Providing transport for off-site learning and taking part in leading a small group
- o In class helping with reading, crafts, and supervising swimming
- o Supporting our special events throughout the year

All volunteers working with children follow the local authority's rigorous safeguarding procedures.

18. Policies

This report takes account of policies which describe our regulatory responsibilities including:

Accessibility Plan/Statement
Admissions Arrangements
Safeguarding and Child Protection policy and procedures
Complaints procedures
Early Years Foundation Stage
Equality Information
Data Protection
Health & Safety
Home-school agreement document
Behaviour
Relationships and sex education (RSE) and health education
Supporting Children with Medical Conditions
Pupil Premium Strategy
Complaints Policy & Procedure
SEND Policy
Supporting children with Medical Conditions
Intimate Care Policy

All the policies listed above can be found on the school website. School policy will be reviewed in response to Government guidance and Local Authority advice in respect of COVID-19

Government guidance about SEN can be found on the DfE Website

www.gov.uk/government/organisations/department-for-education

[Education for children with health needs who cannot attend school](#) - 17 May 2013 Statutory guidance

[SEND code of practice: 0 to 25 years](#) - 1 May 2015 Statutory guidance

[Supporting pupils with medical conditions at school](#) - 16 August 2017 Statutory guidance

The *Local Offer* is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have *SEND*"

Local Authority: eastsussex.gov.uk

localoffer@eastsussex.gov.uk

Universally Available Provision – Information for settings and Parent/carers

Child Disability Team Childrens disability social care – East Sussex County Council

Speech & Language Therapist Service – East Sussex Healthcare NHS Trust (esht.nhs.uk)

Occupational therapy Service Occupational Therapy – East Sussex Healthcare NHS Trust (esht.nhs.uk)

Physiotherapy Service Physiotherapy – East Sussex Healthcare NHS Trust (esht.nhs.uk)

School Health Service, including School Nursing East Sussex School Health/Kent Community Health NHS Foundation Trust (kentcht.nhs.uk)

Community Paediatricians: Community Paediatrics- East Sussex Healthcare NHS Trust(esht.nhs.uk)

SPOA Single Point of Access – Referral for Child and Adolescent Mental Health Services (CAMHS)

SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service

ESCC SEN Matrix The Matrix- Czone(eastsussex.gov.uk)

East Sussex Healthcare NHS Trust(esht.nhs.uk)

Coronavirus/COVID-19

Department for Education Guidance for full opening: schools Updated 7 September 2020

www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

www.gov.uk/coronavirus-taxon/education-and-childcare