



Special Educational Needs and Disabilities Information Report

St John's Meads CE Primary School 2018/19

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. 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. This report is in addition to our SEND policy which is also available on the school website www.meads.e-sussex.sch.uk

This report is also the information we provide to the **East Sussex local offer** which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer

We will review this report every year and will involve pupils and parents through informal workshops and consultations. If you would like to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact the school office on 01323 730255 or by e mail to office@meads.e-sussex.sch.uk

If your child is already at the school, you should talk to the child's class teacher. An appointment can be made through the school office.

The Special Educational Needs Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care Plans (EHCP). The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Our SENDCo is Sally McGinty who is available in school on a Monday and Wednesday.

Contact her direct through the school office by phone or to make an appointment.

3. Which children does the school provide for?

We are a Primary School. We admit pupils from age 4 to 11. We are a Voluntary Aided school.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- <http://www.meads.e-sussex.sch.uk/admissions.php>
- <https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>
- contact Information for Families for admissions advice is
- 0345 60 80 192

4. Summary of how the school meets the needs of children with SEND

At St John's Meads we are committed to offering a varied and stimulating curriculum that meets the needs of all pupils and provides the best possible progress by ensuring that they have a sense of self worth and are supported to develop confidence in their strengths and abilities, and the resilience to cope with difficulties.

We believe that all children should be given access to a broad, balanced and well structured curriculum, suitable to their needs, and that all children are entitled to experience success. As a team we endeavour to make the adjustments necessary to ensure that no child is disadvantaged by their specific needs.

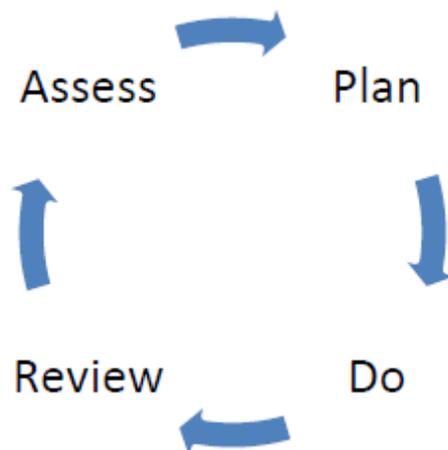
All schools have duties under the Equality Act 2010 towards individual children with disabilities, to prevent them being put at a substantial disadvantage. The Children and Families Act 2014 also places a duty on schools to support children with medical conditions.

St John's Meads has a clear approach to identifying and responding to SEND. Identifying need at the earliest point and making effective provision improves long term outcomes for the child with SEND.

The school follows a process of rigorous assessment, planning to support any identified difficulties, implementing this support and reviewing this provision regularly. This is identified in the 2014 SEND code of practice as the 'assess, plan, do, review' cycle. Staff, parents, children and outside agencies, where relevant, are involved and consulted during this process.

More information about this process may be found on the East Sussex website and underpins good practice in all schools.

The revised East Sussex SEND matrix, published in July 18, provides guidance for schools for provision to meet specific needs.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP). We will co- ordinate these plans with the SEND 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 SEND?

We aim to identify children's special educational needs (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 have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Class teachers, supported by the leadership team, make regular, termly, assessments of the children's progress in their classes. These identify children making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment, for instance where a child needs to make additional progress with social or physical needs.

Progress in attainment is shared with parents at consultation evenings, in addition specific needs or concerns will be discussed with parents/carers at the earliest opportunity and may involve the class teacher and SENDCo.

Children will be involved in this process of identifying areas of difficulty and ways forward in age appropriate ways.

If a child has behavioural difficulties, we will use the expectations and guidance of the school behaviour policy whilst also investigating any social, emotional issues as well as possible SEND.

If a child with English as an additional language is making less than expected progress we may involve the EALS service to help identify any underlying needs.

We assess each pupil's skills and level of attainment when they start at the school and we continually assess each child's progress in a variety of ways throughout their school careers. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.

The school is developing effective ways of tracking progress following assessment without levels, setting up a new system last academic year.

This is used alongside observations, work scrutinies and consultation with parents and the child, to identify special educational need. The SENDCo will also consult outside agencies for advice if necessary.

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

Teachers provide quality lessons to meet the needs of all children in their class. Additional support for individual children or groups of children may be planned and reviewed by the class teacher or teaching assistant. All classes currently have teaching assistants in the morning to provide flexibility and consistent support in each year group. Opportunities may be made for children to work in different groupings (mixed ability, adult supported, and pairs) and to record their ideas in different ways (mind maps, presentations, recorded).

Where necessary, the class teacher will talk to the SENDCo, and complete a referral form detailing concerns and support provided. A more personalised programme of support may be introduced which may include support from an outside agency. Parents and children will be informed and consulted during this process.

We will track your child's progress carefully, adjusting support as needed and meeting with parents regularly to share information.

Each child on the SEND register has an individual APDR (assess, plan, do, review form) which sets tightly focused targets based on their specific needs. These are shared with parents and completed mainly on a 6-8 week cycle when they are reviewed with the SENDCo.

Good teaching is ensured through the school's performance management process, regular observations and through an ongoing programme of training for all staff.

7. How will the curriculum and learning environment be matched to the child'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.

We adjust the curriculum for each child with SEND 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 use our Assessment policy to do this, available on www.meads.e-sussex.sch.uk. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review)

The leadership team regularly carries out environmental audits of the school, and part of this includes looking at resources, displays and how 'learning friendly' and inclusive the classrooms are. A considerable amount of money has been invested in specific resources and programmes to support the learning of children who may be experiencing difficulties.

Information for parents about the curriculum is available on the school website and a termly bulletin is sent to each parent by the class teachers.

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

As a school we are committed to working with parents and carers in partnership, this is especially important for children with SEND.

There is regular communication between home and school, both through parent consultation evenings and less formal meetings which may be arranged by parents or teachers to share successes or concerns.

Parents are involved in the decision to place their child on the SEND register, which will usually take place after a process of support, monitoring and assessment. On occasions, a specific event may cause significant social, emotional issues for a child which may mean their needs justify assignment to the register, although this may be short term.

Termly review meetings are available for children on the SEND register and involve parents, SENDCo and the class teacher wherever possible. At these meetings progress is discussed and actions agreed which are then reviewed at the next meeting. Meeting notes are copied to all relevant parties.

Specific interventions, which may have been agreed at the meetings, take place on a one to one basis or in small groups. Progress is reported through the APDRs and forms part of the regular review process with parents. Specific individual or small group support provided by the SEND team is recorded through intervention notes.

It is the class teacher's responsibility to provide and update an overview of support for children in class and through provision maps which will form part of the discussion at pupil progress meetings.

APDRs, meeting notes, intervention notes, pupil voice materials and advice from outside agencies also form part of our SEND support plans.

On occasion, a child with significant ongoing needs may have an Additional Needs Plan. This document draws together the views of parents and carers, children, school and outside agencies to form a complete picture of the child's needs. This is reviewed three times a year and may form the starting point towards an Education, Health and Care Plan request.

Children with statements or Education, Health and Care plans also have an annual review and this may be in addition to the three reviews outlined above for children with SEND support plans,

For children with ANPs (Additional Needs Plans) or EHCPs (Education, Health and Care Plans) the focus is on the agreed outcomes and how support is planned in order to help children and young people reach these outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

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

Children are encouraged and supported to make suggestions about their learning, this begins in the classroom where next steps are discussed daily, and during the interventions where a dialogue takes place between the adult and child. During interventions children are encouraged to say what they have found helpful and what they think their next steps should be.

We are committed to ensuring that all children are active participants in their learning.

Opportunities for talking to children about their learning include:

	<i>Who is involved?</i>	<i>How often?</i>
<i>Self assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>Class/ peer assessment</i>	<i>Pupil, class teacher</i>	<i>Weekly/ regularly</i>
<i>School Council</i>	<i>Class, reps and designated lead teacher.</i>	<i>At least Termly</i>
<i>Pupil Voice</i>	<i>Pupil, SENDCo, trusted adult.</i>	<i>Annually if Necessary</i>
<i>SEND support review meetings</i>	<i>Pupil, parents, class teacher/SENDCo</i>	<i>At least three times year</i>
<i>Parent consultation evenings</i>	<i>Pupils are welcome to attend these but it is parental choice.</i>	<i>Twice yearly, optional third occasion in term 6.</i>

*Annual reviews
(statements and EHC
plans only)*

*Pupil, parents, SENDCo,
class teacher, support
services, local authority.*

Once a year

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

We recognise that moving on and dealing with changes can be difficult for all children, but particularly for those with additional needs. As a school we have different plans in place to ensure that any transition is as smooth as possible.

Effective transition between early years settings and school:

- Home visits for children joining the Reception class.
- Parents and children invited to look around the school and speak to staff.
- Additional visits for children prior to joining according to need
- Phased entry towards full time over three weeks.
- Meeting with parents, SENDCo and class teacher if appropriate.
- Contact any professionals if involved.

Effective transition between year groups in school:

- Information, including specific targets, will be discussed with the class teacher before transition.
- For children with more complex needs there will be a planning meeting, or more focussed training for the new year group team.
- There is a transfer session in term 6 for the children to spend time in their new classrooms.
- Transition groups may be set up for specific children who are anxious about change and additional opportunities to become familiar with the new classroom and adults will be available.

Effective transition into secondary school:

- Records regarding SEND and attainment are shared with the new school.
- Additional visits for vulnerable children may be arranged.
- Staff from the new school often visit your child's class.
- Continuation of outside agency involvement will usually be planned to continue through the transition period.
- In school we support transition for some children through a small group, working on their understanding of the changes ahead.

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.

The school development plan identifies priorities for the school and includes training needs for all staff to improve the teaching and learning for children in the school.

There is ongoing training for staff to increase or refresh knowledge and learn strategies to ensure consistency in the school's approach to SEND, all staff are involved in supporting children with SEND.

Our aim is to provide a flexible and informed response to children's individual needs. Training may be done internally, using our staff, or through external services.

Our SENDCo obtained the National Award in Special Educational Needs Co-ordination in 2015 and has also undertaken specialist Dyslexia and Nurture training.

A member of the SEND support team has completed an accredited course in Speech and Language expertise, another is developing expertise in supporting children with Dyslexia and another focuses on nurture and social skills.

For 18-19 we have a training programme planned which will ensure that all staff have a shared understanding of specific needs and how to support them. This will begin with Supporting Children with SEND through Quality First Teaching, provided for all staff by our Educational Psychologist in term 1, then sessions on Dyslexia, Autism and Speech and Language difficulties provided by CLASS.

We would also like to develop our nurture support through training a Thrive practitioner.

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

We regularly and carefully review the quality of teaching for all pupils. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision. These actions are informed by the School Development Plan which is also revised annually.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the School Development Plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.
<https://parentview.ofsted.gov.uk/>

Appendix 1 - shows feedback from parents.

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

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school:

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx>

For pupils with a disability we expand and make reasonable adjustments to ensure they are as equally prepared for life as able bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment which may assist these pupils in accessing the curriculum.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Equalities Policy Link below

<http://www.meads.e-sussex.sch.uk/policies.php>

Medical Condition Policy – link below

<http://www.meads.e-sussex.sch.uk/policies.php>

14. How are children included in activities with other children, including school trips?

We are committed to making school trips, activities and clubs available to all children at our school. Risk assessments are carried out to ensure that procedures are in place so that all children can participate safely. There is a designated teacher responsible for checking that all risk assessments for trips address the specific needs of the children on the trip.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND 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 SEND engage fully in the life of the school and in any wider community activity.

<http://www.meads.e-sussex.sch.uk/documents/policies/Accessibility%20Plan%202014-2017.pdf?ver=8>

15. What support is there for children's overall well-being and their emotional, mental and social development?

The class teacher will assume responsibility for monitoring and ensuring your child's well being. We recognise that resilience and a positive self image is key to a child's emotional well being and academic progress.

We support children's well being through a PSHE (personal, social, health and economic education) curriculum based on the SEAL materials (social and emotional aspects of learning). We have also used outside agencies to provide support to the year 6 class around issues of identity and self worth.

The school is a supportive environment with relationships of trust between adults and children. The staff know the children well and will quickly notice a change in behaviour which may suggest an emotional need. Staff will provide opportunities to talk, and communication between parents and teachers is key to share any concerns.

When difficulties are identified we may provide nurture groups, one to one support including anger and anxiety management and cross year

group peer support in school. Our SENDCo is trained in Drawing and Talking which is a therapeutic tool provided as a one to one intervention. In some cases, after consultation with parents and children, we may seek outside support for counselling.

East Sussex is launching a county wide approach to mental health and well being in schools and the school will be accessing further training this year.

For more information consult our policies on the school web site including;

Accessibility Plan

Child Protection & Safeguarding

Rights & Responsibilities Behaviour

Anti-Bullying

Equality and Objectives

Supporting Pupils with Medical Conditions.

<http://www.meads.e-sussex.sch.uk/policies.php>

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

As part of the cycle of SEND 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.

We currently use
CLASS (Communication, Learning and Autism Support Service),
ESBAS (Behaviour and Attendance)
CITS (Children's Integrated Therapy Service) covering speech and language and occupational therapy, and may involve an Educational Psychologist for specialist cognitive assessments.

We provide support for parents when requesting a paediatric assessment referral from their GPs and have made referrals to CAMHS (children and adolescent mental health services)

In addition all children benefit from input from a Children and Families Leader from St John's Church. The school has also employed a Family Key Worker who has successfully worked with families in a variety of challenging circumstances.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

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

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

This has a section for advice and family support and is being updated to make it more accessible and useful.

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

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

School Complaints Policy and Procedure –

is available on the school website

<http://www.meads.e-sussex.sch.uk/policies.php>

If you have any concerns regarding the SEND provision for your child, please contact the SENDCo in the first instance.

If the matter is unresolved and you wish to take the matter further, please follow the School Complaints Policy and Procedure shown above.

Appendix 1

Comments from parents last academic year 2017-18

It has been really useful to have Sally's direct e mail for quick queries and support.

Once we had a place, we were able to meet with the SENDCo and class teacher and plan a phased entry into school.

Communication is so important; I don't want to wait until a parent's evening to find out there might be a problem. I want to be called in straight away so I can help.

The APDRs have been really helpful so we know what is the focus at the time. They could be more child friendly .

Sometimes the EHCP's can be quite hard to understand, there is jargon and specialist information in them. The meetings are important to make sure that everyone is clear what we're aiming for.

My son has a transition book with photos of his new class and class teacher so we can look at it over the Summer.

I went for some extra visits to my new school. I'm still a bit nervous but I know where things are.

It is a real shame that outside agency support has to be paid for by the school. The speech and language team are really stretched and there is a huge waiting list for everything.