



Punnetts Town Community Primary School



Special Educational Needs (SEN) Information Report

1. About this report

This SEN information report explains how at Punnetts Town we meet our duties towards children with special educational needs and disabilities (SEND). The Children and Families Act 2014, section 69 and Children and Families Act Schedule 1, lay out what to publish in this SEN information report.

This SEN information report includes our local offer and our SEN policy.

This SEN information report is on our school website and on the LA website www.eastsussex.gov.uk

We will review this report every year. To help us evaluate the effectiveness of this report we will seek the views of the children and families, through for example, structured conversations, review meetings and pupil voice activities. This policy will be evaluated as part of our monitoring schedule.

2. Who can I contact for further information about my child's special educational needs?

Punnetts Town school office: 01435 862951 via office@punnettstown.e-sussex.sch.uk.

Class Teacher: 01435 862951

SENDCo: Susan Conaway on school number or via email – senco@punnettstown.e-sussex.sch.uk

Head of School: Inez Morse – via email imorse@punnettstown.e-sussex.sch.uk

Woodlands Federation Head: Shirley Frankis – 01435 862951/830335/830361

Federation joint Chairs of Governors: Simone Foy and Sam Gleadow

ISEND, planning and assessment team at East Sussex County Council: 01273 335098

Information for Families - parents can access independently <http://www.parentlinksussex.org.uk/>.

3. How does Punnetts Town identify special needs and what should I do if I think my child may have special educational needs?

We value the contribution parents can make to our understanding of their children and we aim to build strong partnerships with parents through providing accessible information generally and specifically on how we meet the needs of children who have special educational needs.

We have an *open door* policy and communication is key to our school ethos. Communication with parents, between relevant staff and children. The way we talk to, listen to and hear children, their views about school and how they learn best, supporting them to reflect on their progress, strengths, areas for development. The way we talk to, listen to and hear parents and take account of their experiences and the aspirations they have for their child. It is our responsibility to provide personalised support based on the needs of the family to gain as much understanding as we can of the needs of the child. At all stages of the special needs process we keep parents fully informed and involved and sign post support as required.

We plan for the learning needs of all our children, tracking progress and attainment as part of our **assess, plan, do, review** cycle. Our aim is to identify and respond to additional needs as early as possible. Systems for observing, assessing and recording the progress of all children are used to identify children who are not progressing and who may have additional or special needs. We have experienced staff, knowledgeable about how to recognise the different indicators of additional needs and barriers to learning and progress. Additional assessments may be used to clarify need.

The class teacher, teaching assistants and individual needs assistants and the Special Educational Needs and Disabilities Coordinator (SENDCo) regularly meeting to discuss the progress of individual children in addition to provision meetings in the autumn, spring and summer terms. We use a range of assessments to inform our knowledge of a child's abilities and to help us identify precisely, gaps or potential barriers, including day to day observation and assessment and assessments which summarise ability including:

- information about your child from Early Learning Goals and professional judgements from the early years setting;
- national curriculum descriptors for the end of each year and key stage;
- progress measured against the P-level descriptors;
- 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), Speech Link, Salford Reading Test, and NFER spelling (administered to older children in Key Stage 2);
- observations of behavioural, emotional and social development and information gained from a Thrive assessment;
- an existing Statement of Educational Need or Education, Health and Care Plan;
- specialist service assessments, such as educational psychology, speech & language;
- evidence from a prior school or Local Authority(LA) which has identified additional needs;

Whilst we need to summarise the needs of a child, time and targeted intervention may change things, but we find four areas of need helpful to follow: *Communication and Interaction, Cognition and learning, Social, emotional and mental health, Sensory and/or physical needs* and children with any of these needs can be included in our school community.

The areas of special educational needs and/or disabilities (SEND) we can provide for are as described in the SEN Code of Practice and the East Sussex County Council SEN Matrix:

Communication and Interaction - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning - this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties- this included children with social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as 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 (PD).

4. How will staff at Punnetts Town support my child?

The **class teacher** will take responsibility for learning and daily provision as part of **Quality First Teaching (QFT)**. If a child has needs that are additional to and different from peers, staff working in the classroom will be supported by the SENDCo to shape more personalised provision. Additional and different support is regularly evaluated to ensure that any intervention is making a positive impact on your child's learning and progress.

1. All children receive high quality teaching in the classroom through planning which takes account of the needs of each child. Your child will experience teaching strategies and ways of learning which takes account of his/her needs.
2. All children will get feedback on progress. We know effective feedback is powerful in escalating progress.
3. Teacher expectations for all children are high for achievement and behaviour.
4. As a small school, all children are known to the staff, but we have mechanisms of tracking and reporting to highlight and address additional needs. Children who demonstrate specific difficulties or who are vulnerable to underachievement are noticed and staff plan the best way forward to their address needs.
5. All children experience an approach to learning at Punnetts Town informed by knowledge of the need and of the individual. We also take a whole school approach, following the suggestions of the educationalist Shirley Clarke to boost learning powers and make learning relevant and progressive for each child.
6. Staff regularly evaluate additional learning support and interventions against agreed outcomes and expectations of good or better progress.
7. Children are supported to reflect on their learning experiences through for example; peer and self-assessment, and outcomes are valued and inform future planning and provision.

If a child needs support, in addition to and different from what we offer children as part of QFT, we will provide more personalized support, through for example:

- **observation and assessment** from which to plan, identified as appropriate by the class teacher, parents or the SENDCo;
- additional **tracking** to identify specific barriers, gaps, and monitor rate of progress;
- **individual provision map** in consultation with parents and the child, describing desired outcomes and additional support to help move towards them; reviewed at least three times a year with the SENDCo and teaching team working closely with parents;
- **SEN school based plan**, which may require involvement from a specialist service following parental consent, such as educational psychology. Plans are working documents, but reviewed with parents at least three times a year.
- **Education Health and Care plan** (EHC Plan) through the local authority, to further clarify the child's needs and provision needed to achieve desired outcomes in the short term and for

the future. This is reviewed annually as a minimum.

Those with responsibility for supporting your child:

- The **class teacher** and **teaching assistant** will support your child on a day to day basis.
- The **SENDCo** is responsible for keeping you and everyone in the team around the child, including outside agencies, up to date with key information and events.
- The **Head of School**, **senior leaders** and the Federation's **Executive Headteacher** meet regularly and discuss any child or group of children who would benefit from additional support. Clear and robust evaluations are carefully considered and shared with staff so we can plan the best way forward.
- The **Governors** are responsible for ensuring that SEND funding is used well and appropriately and that all children at Punnetts Town have the support they need to make good progress. The SENDCo will meet with the SEN Governor regularly and give an account of how we monitor and assess the impact of provision on pupil wellbeing and progress and attainment.

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

Professional development at all levels continues throughout the school year, year on year as part of our strategic school improvement plan. The leadership team, SENDCo, subject leaders and teachers keep informed of advances and provision that are likely to work for children who face additional challenges with their learning.

- Lessons are planned and adjusted as they unfold to enable all children to learn and to make progress.
- Teachers take account of the needs of individual children and provide different teaching strategies, different learning tasks and resources appropriately. This is known as differentiation – learning made different to meet the needs of children as part of QFT.
- Tracking and assessment and progress towards expected or agreed outcomes mean the class teacher and SENDCo can analyse specific areas of progress for each child and discuss any barriers and extra provision and support needed.
- Children's self-assessment of their learning and their opinions of what might help them to progress are also key in developing a curriculum well matched to individual need.
- Children may have support in a variety of ways and in a range of groupings to improve access to the curriculum and enable progress. This may include working with a learning partner, mixed ability groups, similar ability groups, small supported groups, one to one with the teacher or teaching assistant; targeted intervention groups run by the teaching assistant or other adult with specialist knowledge.
- Further specialist information may be provided through a Statement of Educational Need or an Education, Health and Care Plan (EHCP), indicating the support and strategies required enabling the child to access learning and the curriculum and to make progress.

6. How will I know how my child is doing and how will you help me to support my child's learning?

We have an open school policy for all parents/carers and easy access to speak with the class teacher, SENDCo or Head of School. For example we:

- offer regular parents consultations throughout the school year;
- write annual reports and offer you an opportunity to discuss their content;
- offer additional opportunities for parents/carers to meet with staff to discuss their child's development and progress;
- review individual SEN provision maps each term, 6 times annually;
- review SEN school based plans 3 times annually;
- review Statements and Education, Health and Care Plans annually;
- offer additional methods of communication e.g. email

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

- taking opportunities to communicate with school staff and letting us know about significant changes for your child;
- joining us for curriculum sessions and information meetings;
- supporting your child with homework; reading and filling out the reading record; showing an interest in life at school; supporting your child to be organised and independent and to become involved in school life;
- feeding back to school on information available to you on the impact an intervention is having on your child's wellbeing;
- being part of review processes and meetings and having your say;
- meeting with staff, the SENDCo, outside specialists as appropriate, to support us in creating and reviewing SEN plans, all focused on positive outcomes for your child.

7. What support will there be at Punnetts Town for my child's overall wellbeing?

We are a fully inclusive school and celebrate diversity. Your child's general wellbeing and sense of self-esteem is crucial to their interaction, learning and progress. Our ethos is one of care and respect, allowing the children to be themselves and take responsibility within our school community. We aim to respond to learners in ways which take account of the life experiences and their individual needs. Children's **social and emotional wellbeing** is at the heart of everything we do at Punnetts Town and is supported through:

- respect for the rights of the child;
- a curriculum rich in personal, social and health education (PHSE);
- a clear behaviour and anti-bullying policy based on high expectations of positive behaviour, rewards and sanctions;
- celebration of achievements, both academic and social;
- cascading information to those who need to know in order to best support your child;
- staff following East Sussex guidance on safeguarding procedures, attending regular training and updating policies regarding e-safety;
- a robust medicines policy and well qualified first aiders;
- encouraging responsibility and developing self-esteem through the school council and system of school buddies/play leaders supporting younger children;
- a 'Watch File' to share information quickly amongst staff about specific children 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 the Thrive programme and specifically building the resilience and wellbeing of our more vulnerable learners through individualised Thrive assessment and a programme of creativity and play;
- access to, and support from the school nurse service including specialist training; and access to, and support from, outside services as required such as Fegans Counselling, the Education Support Behaviour Attendance Service (ESBAS) or the Child and Adolescent Mental Health Service (CAMHS).

Supporting children with **medical conditions** is a statutory duty and we have a policy detailing responsibilities and expectations:

- we take all reasonable steps to prevent undue anxiety and minimise stress for children with medical conditions;
- we have staff trained to administer medicines;
- the school nurse provides advice to staff on any specific medical conditions;
- the SENDCo will oversee and coordinate provision for children's medical conditions.
- Staff will work with specialist agencies and health on the provision for children with chronic medical conditions

8. What specialist services and expertise are available at Punnetts Town or can accessed?

There are a range of services we can access within our federation. They currently include: Education Psychology Service; Sensory Needs Service; School Nurse Service; Early Years Teaching and Support Service; Speech and Language Therapy Service; Communication, Learning and Autism Support Service, Family support through COPES; counselling services; ESBAS; Virtual School.

9. What training have the staff supporting children with SEND had, or are having?

Through staff appraisal, we audit the particular skills staff have and areas in which further professional development or training may be relevant.

- Teachers and teaching assistants benefit from observing and learning from other professionals in their school and across the federation. This allows us to draw upon the wide experience of SEND across the schools.
- Where there is particular need for a child, staff training can be accessed from the many services available to us.

Currently we have teachers and teaching assistants with knowledge in:

- Speech and language generally and using the Language Link and Speech Link programmes
- Dyslexia and personalised reading
- ASD
- Behaviour/ emotional needs
- Thrive
- Social skills
- Lego club – social communication and interaction
- Sensory needs
- Motor skills and the Jump Ahead programme
- Communicate in Print – visuals to improve access to information
- Social stories – personalised information to support specific need

10. How will my child be included in activities outside the classroom, including school trips?

School trips

- Every effort is made to include all children in activities outside the class room and we comply with all legislation in respect to accessibility; we make reasonable adjustment where necessary so that every child can join in.
- The needs of all children will be taken into account when planning the destination of trips and transport.
- 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 made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this is in the best interest of the child.

After school clubs

- After school clubs are available to all children.
- Vulnerable children are given priority and adjustments will be made to support their participation.

11. How accessible is the environment at Punnetts Town?

We are vigilant and ensure disabled children are treated fairly and the correct facilities are provided.

- Punnetts Town has an accessibility plan which is regularly updated. Individual accessibility

plans are written when needed. The school can make reasonable adjustments to the school environment to ensure that it is accessible for all.

- The school site is fully wheelchair accessible with wide corridors and doorways. The prefabricated huts which house our Key Stage 2 children are all accessible by permanent ramps built to appropriate standards and are regularly maintained.
- We have disabled toilets that are large enough to accommodate changing and a shower suitable for wheelchair users.
- Visual timetables are used in all classrooms.
- We use dyslexia friendly strategies in all the classrooms and make every effort to ensure that the learning environment is fully accessible and inclusive for all learners.
- We can assist and support families for whom English is an additional language. For example, we can support when attending meetings and with completing forms. We can also access the TEALS service to support children and families.
- We can subscribe to a translation service so that letters to be sent home are in other languages if necessary.

12. How will you prepare and support my child to join Punnetts Town, transfer to a new school or college or the next stage of education and life?

At Punnetts Town, we pride ourselves on our transition work and our good relationships with the feeder pre-schools and the main secondary school in the area, Heathfield Community College (HCC). We also endeavour to make positive links to ensure a smooth transition for children joining us or moving from us to another school.

All 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 where reception children have an opportunity to visit 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 Punnetts Town.
- We operate staggered entry to the Foundation Stage. We find it helps us to get to know the children individually and to help them gradually adjust and not feel too overwhelmed by the change.

Secondary transition

- All Year 6 children are invited to attend taster days at Heathfield Community College (HCC), the school most children transfer to from Punnetts Town. Staff will support visits to any school a family chooses for their child.
- Staff from HCC visits the Year 6 children at Punnetts Town. We will liaise with staff from any school a family chooses for their child.
- The SENDCo from Punnetts Town liaises with the SENDCo from the secondary schools children transfer to.
- Head of year meetings with class teachers to discuss the needs of all children joining.
- Ongoing organised contact with Year 6 teacher during Year 7 to support transition.

Children joining/leaving the school with additional needs

- The SENDCo will work closely with staff in the other school or setting to ensure as smooth a transition as possible. This may involve attending or holding multi-agency meetings to support the transition, or in visiting the school/ pre-school to see how best the school can support the child to transfer.
- We ensure we gather all the information we need from your child's previous school and

pass on all the information to the new school will need when your child is leaving us.

- Staff from the new school are invited to attend any reviews we hold before your child transfers. If possible, the SENDCo or class teacher will attend the final review for a child with identified needs transferring to Punnetts Town from another school.
- There are often opportunities to meet with the SENDCo at HCC. The SENDCo at Punnetts Town will advise parents and individual appointments can be made during the year the child is leaving Punnetts Town. If your child has an Education Health Care Plan, the SENDCo from the secondary school will be invited to the annual review prior to your child leaving Punnetts Town
- We run extra transition sessions for vulnerable children either entering or leaving the school and design a transition programme to meet the needs of the individual child.

13. How are resources at Punnetts Town allocated and matched to children's special educational needs?

Our school budget is received from East Sussex County Council and includes money for supporting children with SEN. There is an expectation that from this budget the needs of children with additional needs will be addressed. This budget is managed by the executive headteacher, the senior leadership team and is overseen by the SEN Governor. The governing body is kept informed of funding decisions. There are regular meetings to monitor the impact of interventions and SEN provision to ensure this part of budget is being allocated effectively

Resources at Punnetts Town are prioritised based on the needs of all children, the additional needs of specific groups and individual children and the governing body is kept informed of funding decisions.

There is "top up" funding for children with the higher level of need following an assessment process, through an Education Health and Care Plan or Statement of Educational Need.

14. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice and LA guidance with personalised or group learning provision based on evidence of need. The department you should contact if you have any questions is the *assessment and planning team*.
- Additional assessments for children with the highest level of need, from specialist services, such as an educational psychologist, Language and Learning Support, Speech and Language etc will inform the types of support and provision needed.
- The Virtual School support us with any child who is looked after and in the care of the local authority and we follow the statutory requirements for planning and reviewing support.
- Regular review meetings with appropriate staff are held to discuss your child's progress and any additional needs that require support.

15. How are parents involved at Punnetts Town? How can I be involved?

At Punnetts Town, we encourage the involvement of parents as they are an essential and welcome part of our school community. Parents can help us in many ways. On trips, by providing transport and taking part in leading a small group; in class, helping with reading, crafts and the special weeks we organise. Parents are invaluable in helping with swimming lessons, where extra adults are always needed to be on poolside or, in the case of the younger children, helping with changing. Our school thrives on the involvement of parents in many different ways. All volunteers at Punnetts Town follow the local authority's rigorous safeguarding procedures.

16. Polices

This report takes account of polices which describe our regulatory responsibilities including: Accessibility Plan, 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, Sex Education, Supporting Children with Medical Conditions.

Government guidance about SEN can be found on the DfE Website

Local Authority: eastsussex.gov.uk

To comment on the content of this document please email: office@punnettstown.e-sussex.sch.uk

This SEN information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. It will be approved by the full governing body.

Published: May 2016

Review: May 2017

Signed *S. Gleadow* Sam Gleadow, joint Chair of Governors

Date: 25.11.16

Signed *S.Foy* Simone Foy, joint Chair of Governors

Date: 25.11.16