



Special Educational Needs (SEN) Information Report

The aims of this SEN Information Report

To be accessible by families in the form of questions a parent may wish to ask

To provide information on the school's SEND policy and contacts within the school for situations where the family have questions or concerns

To explain the school's commitment to East Sussex's Local Offer for children and young people with additional needs

To provide details of where East Sussex's Local Offer is published

To explain how we identify and respond to a child with an additional need and support him/her to feel safe and happy to learn

To 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

To have aspirations and to reach his/her desired destination

Annual Review Cycle

October 2018 – October 2019

1. About this report

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 and the SEND code of practice 0 to 25 years (June 2014/updates May 2016) from Department of Education and Department of Health.

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

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

School office: 01435 830361 or email office@punnettstown.esussex.sch.uk.

Class Teacher in school hours: 01435 830361

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

Susan Conaway on school number Wednesday afternoon and Thursday or via email senco@broadoak.e-sussex.sch.uk

Head of School: Catherine Winter via email cwinter@punnettstown.e-sussex.sch.uk

Woodlands Federation Executive Head: Inez Morse – 01435 862951/830335/830361 or via email imorse@punnettstown.e-sussex.sch.uk

Federation Chair of Governors: Andrew Ratcliffe

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

3. How does Punnetts Town identify special needs?

What should I do if I think my child may have special educational needs?

If a child is not making expected progress from their starting point we will investigate further and based on the evidence we gather we will take action to identify the specific need and intervene with support as soon as possible

If there is gap between a child and most of the peer group despite differentiated quality first teaching, the SENDCo will advise teaching staff on adjustments to provision and support. This may include additional assessment. The support will be modified until the child begins to make expected or better 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. The SENDCo will seek the views of the child and take the individuals ideas on the support that would help most and make the greatest difference.

Our aim with all interventions is to escalate progress for a child and close monitoring will continue to track the difference support is making to the progress and wellbeing of the child.

If you think your child may have special educational needs, please speak to the class teacher who will advise you. The SENDCo and head of school are also available to work with you if you have questions or concerns.

We have an *open door* policy and communication is key to our school ethos

The way we talk to, listen to and hear children, their views about school and how they learn best

The way we support individuals 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

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)

It is our responsibility to provide support based on the changing needs of the child and to do this 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.

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.

In addition to scheduled pupil progress and provision 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:

- o Early Learning Goals
- o National curriculum descriptors year group expected standards
- o Learning milestones – steps towards Year group standards
- o Progress measured against the P-level descriptors
- o 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
- o Observations of behaviour, emotional and social development;
- o Information in an existing Education, Health and Care Plan;
- o Specialist service assessments, such as speech & language:
- o 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:

- o **Communication and Interaction** - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD)
- o **Cognition and learning** - this includes children with learning difficulties, including children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- o **Social, emotional and mental health difficulties**- this includes children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- o **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability

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

The class teacher will take responsibility for the progress and development of all children in their class as part of high quality teaching, including differentiated work, the first step in responding to a child's needs.

The class may have a teaching assistant who will be directed by the teacher.

If your child has needs that are different from peers, staff will be supported by the SENDCo to shape provision, including learning broken down into smaller steps from the child's starting point.

Provision is evaluated to ensure it is meeting your child's needs and making a difference to your child's progress.

We 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. Fostering qualities and teaching skills to enable children to develop *determination, creativity, and curiosity, to work together and learn more about how to learn.*

Expectation for achievement for all

1. All children access high quality teaching in the classroom
Your child will experience teaching strategies and ways of learning that take account of strengths and learning needs
2. All children get feedback on progress and will be involved in how they can improve
Your child will receive supportive feedback from staff and be involved in how they can improve
3. Effective tracking and reporting additional needs to begin to address difficulties quickly
4. Evaluation of interventions and their success in increasing progress and raising achievement
5. Children are supported to reflect on their learning through for example; peer and self-assessment to encourage them to understand how they learn best
6. Pupil feedback is taken in to account when staff plan next steps in learning and provision to support progress

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

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

Provision plans are working documents and reviewed with parents at least 3 times a year

For a child with highly complex needs and on the advice of specialist agencies, a school can request assessment for an Education Health and Care plan (EHC Plan). This is a statutory document through the local authority.

Those with responsibility for supporting your child include:

- o The class teacher
- o The Inclusion Manger/SENDCo is responsible for keeping you and everyone in the team supporting your child, up to date with planning, progress and key information
- o The Head of School, senior leaders and the Federation's Executive Headteacher meet regularly and discuss any child who needs additional support in order to make progress
- o The Governors are responsible for ensuring that SEND funding is used appropriately and making a difference to progress and achievement and pupil wellbeing

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

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 Punnetts Town 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.

- o Teachers respond to how a child is learning
- o Lessons are planned and adjusted as they unfold to enable all children to make progress
- o 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
- o Assessment and tracking enable staff to consider progress for each child and identify specific gaps
- o P u p i l self-assessment is taught and children are supported to evaluate their own learning
- o Pupil views are taken into account to inform a curriculum well matched to individual need
- o 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
- o Targeted interventions like precision teaching will address gaps in learning
- o Targeted intervention for example, nurture and social skills will help with emotional learning
- o 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?

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

We publish outcomes for groups including children with additional needs (Page 12 of this document)

We welcome communication with each parent/carer to learn more about their child

We offer:

- o Parents consultation meetings and written reports which can be discussed
- o Opportunities for parents/carers who have questions or concerns to meet 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 will there be at Punnetts Town for my child's overall wellbeing?

We want children to be themselves and to take personal responsibility in order to develop self- confidence and independence

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 PSHE curriculum and nurture interventions. We support children to have growing self- awareness, 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:

- o Respect for the rights of the child
- o A curriculum rich in personal, social and health education (PSHE)
- o A behaviour and anti-bullying policy based on high expectations of positive behaviour, rewards and sanctions
- o Celebration of achievements, both academic and social
- o Cascading information to those who need to know in order to best support your child
- o East Sussex guidance on safeguarding procedures, attending regular training and updating safeguarding policies
- o A robust medicines policy and well qualified first aiders
- o Encouraging responsibility and developing self-esteem through the school council and system of school buddies/play leaders supporting younger children
- o A ‘Watch File’ on CPOMs to share information quickly amongst staff about specific children e.g. medical needs or friendship issues
- o Support through nurture groups, social skills, self-esteem building and friendship groups
- o Adopting a whole school approach to emotional wellbeing through specifically building the resilience and wellbeing of our more vulnerable learners
- o Support from the school nurse service including specialist training and outside services as required such as counselling, COPEs, the Education Support Behaviour Attendance Service (ESBAS) or the Child and Adolescent Mental Health Service (CAMHS), Single Point of Assessment (SPOA)

Supporting children with medical conditions is a statutory duty and we follow a policy detailing responsibilities and expectations.

- o We take all reasonable steps to prevent undue anxiety and minimise stress for children with medical conditions
- o We have staff trained to administer medicines
- o The school nurse provides advice to staff on any specific medical conditions
- o The Inclusion Manger/SENDCo will oversee and coordinate provision and training required
- o Staff will work with specialist agencies and health professionals to support children with chronic medical conditions

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

	Who is involved?	How often?
<i>Self -assessment</i>	Child, class teacher, TA, INA	Daily
<i>Circle time</i>	Child, class teacher, TA, INA	Weekly
<i>School Council</i>	Child and Head of School	Every term
<i>Pupil Voice</i>	Child, class teacher, TA, INA, also SENDCo and subject leaders and SEND governor	At least once a year
<i>SEND support review meetings</i>	Child, class teacher, TA, INA,	3 x annually

9. What specialist services and expertise are available at Punnetts Town?

There are a range of services we can currently access within our federation including:

- o Inclusion Special Educational Needs & Disability (ISEND)
- o Education Psychology Service (EP Service)
- o Sensory Needs Service
- o School Nurse Service
- o Child and Adolescent Mental Health Service (CAMHS)

- o Single Point Of Advice (SPOA)
- o Early Years Teaching and Support Service (EYTSS)
- o Children's Integrated Services (CITS), including, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy
- o Communication, Learning and Autism Support Service (CLASS)
- o Children's Outreach and Parents Extended Support (COPEs)
- o Education Support, Behaviour & Attendance (ESBAS)
- o English as an Additional Language Service (EALS)
- o Virtual School - support for Looked After Children
- o East Sussex Young Carers

10. What training has the staff supporting children with SEND had, or is having?

Through staff appraisal, we review the 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 at Punnetts Town 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 as appropriate

Currently we have teachers and teaching assistants with knowledge in:

- o Speech and language
- o Dyslexia
- o Autistic Spectrum Condition
- o Emotional needs
- o Mindfulness
- o Social skills
- o Sensory needs
- o Motor skills
- o Communicate in Print – visuals to improve access to information
- o Social stories – personalised information to support need
- o Precision teaching
- o Attachment

11. How will my child be included in learning experiences beyond the classroom?

Every effort is made to include all children in all activities outside the class room and we comply with all legislation in respect to accessibility making reasonable adjustment so every child can join in

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

12. How accessible is the environment at Punnetts Town?

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

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

Individual accessibility plans are written when needed and 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 hut for our school library and the reception children is accessible by permanent ramp built to appropriate standards and are regularly main.

We have disabled toilets with 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. 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.

13. How will you support my child to join Punnetts Town or transfer to a new school?

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

Pre-school children

- o We liaise with our feeder pre-school throughout the year, running up to transition
- o We visit all pre-schools to see children in a familiar environment and liaise with staff
- o We offer taster sessions/visits for a Teddy Bear's Picnic and lunch and play
- o We offer home/school meetings with the class teacher
- o We share a transition book all about "our school" with the children
- o 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
- o 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

Secondary transition

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

Children joining/leaving the school with additional needs

- o The SENDCo will liaise with the school in order to support a child transferring
- o We ensure we gather all the information we need from your child's previous school and pass on all the information the new school will need when your child is leaving us
- o Staff from the new school are invited to attend any reviews we hold before your child transfers and. If possible, our staff will attend the final review for a child with identified needs transferring to Punnetts Town from another school.
- o If your child has an Education Health Care Plan, the Inclusion Manger/SENDCo from the secondary school will be invited to the annual review prior to your child leaving Punnetts Town
- o 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 and matched to children's special educational needs?

Whilst taking account of research and evidence of positive impact and what is likely to work, resources at Punnetts Town are allocated based on the needs of all children, the additional needs of specific groups and the needs of individual children

When matching resources for children with special 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.

We follow the county matrix which describes the need and provision to support the level of need.

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.

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 executive headteacher, the senior leadership team and is overseen by the SEND Governor. The governing body is kept informed of funding decisions.

15. How are pupils with SEND doing at Punnetts Town?

To ensure we have sufficiently high expectations of all pupils we compare the attainment and achievement of pupils with additional needs with all other pupils and differences are described as *gaps*

Attainment is based on an age related expectation. Achievement describes the progress made from a starting point or baseline. All pupils are expected to make at least good progress.

2018 end of key stage 2 attainment data at expected standard (ExS)

Punnetts Town Non SEND %	National Non SEND %	Punnetts Town SEND Support %	National SEND Support %
Reading 92.3	Reading 83.2	Reading 50	Reading 42.6
Writing 92.3	Writing 87.9	Writing 50	Writing 37.3
Maths 76.9	Maths 83.8	Maths 50	Maths 41.4
Combined 69.2	Combined 73.5	Combined 50	Combined 23.6

SEND data based on 2 pupils

2018 end of key stage 1 attainment data at expected standard (ExS)

Punnetts Town Non SEND %	National Non SEND %	Punnetts Town Education Health Care Plan %	National Education Health Care Plan %
Reading 83.3	Reading 83.7	Reading 100	Reading 12.8
Writing 91.7	Writing 78.6	Writing 0	Writing 9.1
Maths 58.3	Maths 84	Maths 0	Maths 13.3

SEND data based on 1 pupil

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

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

We 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. 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.

The Virtual School supports us with any child who is in the care of the local authority and we follow the statutory requirements for planning and reviewing progress and support.

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.

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

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.

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
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 & Relationships Education
Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website
www.gov.uk/government/organisations/department-for-education

Local Authority: eastsussex.gov.uk

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