



Special Educational Needs (SEN) Information Report 2022-2023

Punnetts Town is a rural, County Primary School, admitting up to 105 pupils from 4-11.

Telephone: 01435 830361

Email: office@punnettstown.esussex.sch.uk.

We positively promote equal opportunities for children to develop respect for the rights of the individual to be treated without discrimination, especially on the grounds of sex, race, or age. We have an Inclusion Steering Group with staff, parent and governor representation to take a lead in ensuring we are aiming for exemplary practice in relation to equality, diversity and inclusion

For admissions phone 0345 60 80 192 who will guide you through procedure

This SEN Information Report should:

- Provide information on the SEND policy and practice and contacts should the family have further questions
- Describe our 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
 - How we identify and respond to meet the needs of a child with SEND
- How we provide support to help your child feel included and a valued member of the school community, confident in school and the wider world.

Signed _____ Monica Pell, Chair of Governors

Signed _____ Alison Doig, SEND Link Governor

Signed _____ Bintou Sy, SEND Link Governor

The original 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 Coordinators (SENCOs) and the SEN information report.

1. About this report SEN Code of Practice 6.81

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.punnettstown.e-sussex.sch.uk and on the Local Authority (LA) website www.eastsussex.gov.uk

2. Who can I contact about my child's special educational needs? SEN Code of Practice 6.79 Bullet 5

School office and the class teacher in school hours: 01435 830335
office@punnettstown.esussex.sch.uk.

Headteacher

Claire Kinsella 01435 830361
ckinsella@punnettstown.e-sussex.sch.uk

Inclusion Manager/ Special Educational Needs and Disabilities Coordinator (SENDCo)
Susan Conaway senco@punnettstown.e-sussex.sch.uk

Chair of Governors

Monic Pell

SEND Link Governors

Alison Doig and Bintou Sy

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.Punnetts Town.e-sussex.sch.uk

3. How does Punnetts Town identify special needs? SEND Code of Practice 6.79 Bullet 1 & 5

If a child is not making progress from their starting point we will investigate and based on the evidence we gather take action to identify the need and make provision as soon as possible

If there is gap between a child and most of the peer group adaptation to provision and support will be made. This may include additional assessment from which to plan smaller steps. The support will be modified until the child begins to make improved 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 Inclusion Manager will oversee outside agency involvement, support staff to implement advice and monitor the child's progress.

Our aim with all interventions is to improve progress for a child. 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 with the class teacher, but the Inclusion Manager and the Headteacher are also available to work with you if you have questions or concerns.

We encourage parents/carers to be part of the cycle to help their child progress:

Assess

(where the child is)

Plan

(where the child needs to be, the outcome or target)

Do

(support, provision and actions)

Review

(evaluation and impact)

To provide support based on the child's changing needs we want to work 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 assessment and review process. 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. In addition to scheduled pupil progress and provision meetings, teaching staff work with the SENDCo to devise interventions for children who are not making 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 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
- Observations of behaviour, emotional and social development;
- Information in an existing Education, Health and Care Plan;
- Strength and weakness questionnaires
- Specialist service assessments, such as speech & language:
- Identified additional need from a previous school or Local Authority(LA)

It is from a secure understanding that we plan outcomes for your child. We then plan the most appropriate provision to achieve those outcomes and review progress before further assessment from which to plan further intervention if required. 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 specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **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

A child's needs may be diverse and bridge one or more of these areas.

4. How will staff at Punnetts Town support my child? *SEND Code of Practice 6.79* *Bullet 5 & 7*

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. Each class has access to a trained teaching assistant who is directed by the class teacher

If your child has needs different from peers, teaching staff will be supported by the SENDCo to employ different approaches to assessment and learning. Adaptations to provision are evaluated against your child's outcomes and progress.

Your child will experience teaching and ways of learning that take account of their strengths and their learning needs. Your child will gradually learn more about they learn best.

Expectation for achievement for all

All children will:

- be listened to and involved in how they can improve
- access high quality teaching in the classroom
- get feedback on their progress in a way that is motivational
- learn more about how they learn best
- accept responsibility for their own learning and work independently

Staff will:

- listen to learners
- enable learners to work with level of independence through carefully planned and adapted learning opportunities
- use progress tracking and report on additional needs to begin to address difficulties quickly
- evaluate interventions and their success in increasing progress and raising achievement
- supported pupils to reflect on their learning through for example, peer and self-assessment and encourage all children to understand how they learn best
- use pupil voice and feedback to plan next steps in learning and provision

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

- Evidence from which to plan actions are identified by the class teacher and the SENDCo
- Tracking to identify precisely level and rate of progress
- Individual provision plan with current assessment , with adapted targets and provision
- 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 complex needs and on the advice of specialist agencies, a school can request an Education Health and Care Assessment. The school will work closely with the family to explain the required evidence for a request to be considered by a panel of educational professional and colleagues from health. An EHC Plan if agreed, is a statutory document which includes evidence on strengths and areas of need, targets/outcomes and provision.

Those with responsibility for supporting your child include:

- The class teacher is responsible 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 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
- The 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

5. How will the curriculum match to my child's needs? SEND Code of Practice Bullet 7 & 8

We implement a relevant, creative, curriculum. The leadership team and teachers follow the guidelines laid out in East Sussex SEN Matrix, a framework designed to provide guidance on provision and resources recommended to meet needs and to facilitate educational progression; support development of knowledge and understanding about SEN; contribute to the development of good SEN and inclusive practice ('build capacity'); provide a framework from which the Local Authority and its moderation partners will make consistent decisions about funding levels for children to facilitate their educational progression.

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.

- 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 gaps
- Pupil 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 Educational Psychology Service or speech & language will inform 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 support my child's learning? SEND Code of Practice 6.79 Bullet 3 & 5 Arrangements for consulting parents/carers

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

Planned opportunities for parents/carers to work with us, include:

- Review meetings with family 3 x annually
- Curriculum sessions for parents to learn more about how children learn
- Parents consultation meetings and written reports which can be discussed
- Reviews of additional needs plans minimum of 3 times annually with parent/carer
- Support meetings for families who need to meet with outside agencies

Parents/carers can support your child's learning and progress through:

- Communicating and letting staff know about any significant changes for your child
- Joining us for curriculum sessions and information meetings
- Supporting your child with homework and 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 the impact of support on your child's wellbeing and progress
- Being part of review processes and meetings and having your say
- Working with staff to create and review plans focused on positive outcomes for your child

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/RSE 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.

Our ethos is one of care and respect, allowing the children to be themselves and supporting them to take responsibility within our school community. We are a fully inclusive school and celebrate diversity.

The school children's social and emotional wellbeing is supported through:

- Respect for the rights of the child
- Curriculum rich in personal, social and health education, sex and relationships education
- Behaviour and anti-bullying policy based on high expectations of positive behaviour, rewards & sanctions
- 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/play leaders supporting younger children
- 'Watch File' on CPOMs 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 specifically building the resilience and wellbeing of our more vulnerable learners (The school subscribe to the evidence based Empowerment Approach)
- Support from the school nurse service including specialist training and outside services as required

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

- Reasonable steps to prevent undue anxiety and stress for children with medical conditions
- We have staff trained to administer medicines
- The Inclusion Manger/SENDCo will oversee and coordinate provision and training required
- Staff work with health professionals to support children with chronic medical conditions

8. How are children involved in reviewing their progress and planning support they need?
SEND Code of Practice 6.7 Bullet 4 & 5

We are a listening school.

Staff working with your child will:

- listen to your child's views and aspirations
- facilitate your child's communication about their learning and development
- support self-assessment - how child perceives their progress and what they need to improve

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

Following extended absence from school there will be a personalised transition package, including pupil voice activities and assessments to inform appropriate planning and provision to meet needs.

9. What outside expertise is available to Punnetts Town?

SEND Code of Practice 6.79 Bullet 9 & 13

We have a responsibility to provide 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
- Child and Adolescent Mental Health Service (CAMHS) referral through SPOA
- Single Point Of Advice (SPOA)
- 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

We also sign post services that may be of help to families.

Amaze SENDIASS Special Educational Needs and Disability Information, Advice and Support Service for families in East Sussex Brighton & Hove

sendiass@amazesussex.org.uk

10. Skills and training staff supporting children with SEND? *SEND Code of Practice Bullet 9*

Through staff appraisal, we review skills staff and relevant professional development or training

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:

- Speech and language (Speech Language Communication Needs/SLCN)
- Dyslexia (Specific Learning Difficulty/SPLD)
- Social Communication Needs
- Autistic Spectrum Condition (ASC/ASD)
- Emotional needs (Social Emotional Mental Health/SEMH)
- Mindfulness
- Social skills
- Sensory needs
- Motor skills
- Communicate in Print – visuals to improve access to information
- Social stories – personalised information to support need
- Precision teaching
- Attachment

11. How will my child be included in learning experiences beyond the classroom? *SEND Code of Practice 6.79 Bullet 11*

Through careful planning and reasonable adjustments pupils with SEND engage in the activities of the school together with their peers who do not have SEND and are encouraged to participate fully 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 and wrap around care available to all children.

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

We have an Inclusion Steering Group with staff, parent and governor representatives to take a lead in ensuring we are aiming for exemplary practice in relation to equality, diversity and inclusion.

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 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.

We use dyslexia friendly strategies in all the classrooms and we 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 access the TEALS service to support children and families with English as an additional language and we can subscribe to a translation service so that letters to be sent home are in other languages.

*13. Support for my child's transfer to a new school? SEND Code of Practice 6.79 Bullet 6***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**

- 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 Punnetts Town
- 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

We work closely with any school a child transfers to and the SENDCo from Punnetts Town liaises with the SENDCo from the secondary school/new school

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

Children joining/leaving the school with additional needs

- The SENDCo will liaise with the school in order to support a child transferring
- 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
- 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.
- 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
- We run extra transition sessions for vulnerable children either entering or leaving the school and formulate a transition package to meet the needs of the individual child

14. How are resources allocated to meet pupils' SEND? | SEND Code of Practice Bullet 1

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 East Sussex SEN Matrix which describes the need and expectation of 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 Headteacher, the senior leadership team and is overseen by the SEND Governors. The governing body is kept informed of funding decisions.

Attainment is based on age related standards

Achievement describes the progress made from a pupil's starting point

We regularly review the quality of provision and evaluations are based on pupil attainment, progress and 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 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.

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 children.

Attainment and progress is summarized a minimum of 3 x annually on milestones and outcomes 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? | SEN Code of Practice

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 information and what we know about the 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.

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

East Sussex SEN Matrix, a framework designed to provide guidance on provision and resources recommended to meet needs and to facilitate educational progression; support development of knowledge and understanding about SEN; contribute to the development of good SEN and inclusive practice ('build capacity'); provide a framework from which the Local Authority and its moderation partners will make consistent decisions about funding levels for children to facilitate their educational progression.

17. How are parents involved at Punnetts Town? | SEN Code of Practice

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:

- Keeping us informed of your views and your skills that could benefit the children
- Providing transport for off-site learning and taking part in leading a small group
- In class helping with reading, crafts, and supervising swimming
- 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 Health and Sex Education
SEND Policy
Supporting Children with Medical Conditions
Pupil Premium Strategy
Complaints Policy & Procedure

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

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

To comment on the content of this document please email: admin@Punnetts Town.e-sussex.sch.uk