



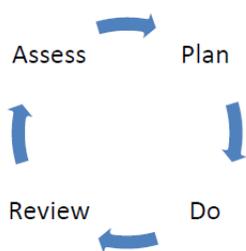
Special Educational Needs Information Report

Peacehaven Heights Primary School and Nursery

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer</p> <p>We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the school office</p> <p>If your child is already at the school, you should talk to the child's class teacher</p> <p>School phone number: 01273 575989</p> <p>The Special Educational Needs and Disabilities 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 (EHC) plans. The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>SENDCo-Amanda Holmes</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>3. Which children does the school provide for?</p>	
<p>We are a Primary School and Nursery. We admit pupils from age 4 to 11 (3-4 years in the nursery). We are a maintained school.</p> <p>We are an inclusive school, providing for all children including those with all types of special educational needs and disabilities. If you want a place for a child with a statement or Education, Health and Care plan, this can be considered during the Annual Review process. If you want a place for any other child with special educational needs or disabilities, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> • Peacehaven Heights Primary School and Nursery admissions policy • school admissions - East Sussex.gov.uk • contact Information for Families for admissions advice 0345 60 80 192 	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>At Peacehaven Heights Primary we are committed to providing a high quality education for all pupils, including those identified as having SEND needs. All pupils are entitled to a broad and balanced academic and social curriculum which is accessible to them and should be fully included in all aspects of school life. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination and to develop an environment where all children can reach their full potential.</p> <p>The staff and Governing Body fulfils its statutory duty towards pupils with SEN or disabilities in accordance with the guidance set out in the <i>Children and Families Act 2014</i> and the SEND Code of Practice. In particular, the governing body committee are responsible for ensuring that:</p> <ul style="list-style-type: none"> • arrangements are in place in school to support pupils with medical conditions • an SEND information report is published annually • there is a qualified teacher designated as a SENDCo for the school sites. <p>In addition, our governing body works with the SENDCos and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the progress made by pupils and the resources available in the school.</p> <p>The governing body also ensures that the school meets its responsibilities under the <i>Equality Act 2010</i> with regard to admissions, reasonable adjustments and access arrangements and publishes information about this annually.</p>	<p>SEND CoP 6.79 bullet 5</p>

SEND support takes the form of a four part cycle: assess, plan, do and review. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with agreed dates. Pupil progress meeting are used to evaluate the effectiveness of any SEND support provided.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. 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.

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looked after
children

5. How does the school identify children's special educational needs

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 as outlined nationally in the SEND Code of Practice and locally in the SEND Matrix:

- **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.

Each pupil's current skills and level of attainment are assessed on entry to the school. In Reception the Language Link screening is used with every child. From then on, assessments of progress for all pupils is measured at strategic points in the year. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

SEND CoP
6.79 bullet 5
Arrangements
for assessing
and reviewing
children and
young people's
progress
towards
outcomes. This
should include
the
opportunities
available to
work with
parents and
young people as
part of this
assessment and
review

<p>Progress may:</p> <ul style="list-style-type: none"> • be significantly slower than that of their peers starting from the same baseline. • fail to match or better the child's previous rate of progress • widen the attainment gap between the child and their peers <p>High quality teaching needs to target the pupil's area of weakness. In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.</p> <p>We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by pupils themselves and will use Pupil Voice as a tool to ascertain this. Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and parents are consulted about the desired long term and short term outcomes.</p> <p>Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND but they may need additional provision within school and advice sought from outside agencies.</p>	
<p>6. How does the school teach and support children with SEN?</p>	
<p>We endeavour to set high expectations for all pupils whatever their prior attainment, using assessment to set targets. We endeavour to deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. This may include additional teacher or TA support, provision of appropriate resources or short term tailored interventions. This type of support is regularly evaluated for impact.</p> <p>The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>

<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils have access to a broad and balanced curriculum, adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through careful differentiation. We take appropriate steps to enable pupils to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special provision for a child with SEND. We have high expectations for all and will look at the child's level of achievement and see what support they need to make good progress and reach their potential.</p> <p>Information about the school's curriculum is on the school website and curriculum letters are sent home at the start of each term.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We are committed to working in partnership with parents and carers and endeavour to:</p> <ul style="list-style-type: none"> • Have regard to the views, wishes and feelings of parents. • Provide parents with the information and support necessary to enable full participation in decision making. • Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. • Provide an opportunity to meet with the parents of pupils at least twice a year. • Pupil voice used in review process • Parents involved in annual review process and any reviews of Additional Needs Plans with a focus on progress towards agreed outcomes • Provide an annual report for parents on their child's progress. 	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to</p>

	work with parents and young people as part of this assessment and review
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9. How are children involved in reviewing their progress and planning support?

We are committed to involving pupils with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of pupils, including pupil voice
- Provide pupils with the information and support necessary to enable full participation in decision making.
- Support pupils to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

	<i>Who's involved?</i>	<i>How often?</i>
Self assessment	Pupil, class teacher/form tutor	Daily
Class Circle times	Pupil, class teacher/form tutor	
Worry Box/Suggestions box	Pupil, class teacher/form tutor	
Pupil Governors	Class, class teacher/form tutor	
Pupil Voice	Pupil, SENDCo, class teacher/ form tutor	As appropriate
SEN support review meetings	Pupil, parents, class teacher/form tutor supported by SENDCo	Parents evening tw yearly
Annual reviews (EHC plans only)	Pupil, parents, SENDC, class teacher/ form tutor, 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?

The great majority of pupils with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and

SEND CoP 6.79 bullet 6 Arrangements for supporting

<p>preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Liaison with SENCOs in transition meetings • Enhanced transition visits • Opportunities to meet parents • Home visits • Consideration of flexible provision 	<p>children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<p>11. What training do school staff have?</p>	
<p>The school has a targeted CPD programme which regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular areas of need in the school, reviewing, and improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.</p> <p>Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. 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 delivered from 'in house' or outside agencies.</p> <p>All our class teachers are qualified teachers. Our SENDCo Amanda Holmes has undertaken a range of CPD initiatives. Our teaching assistants have a range of qualifications including the HLTA NVQ Levels 2 and 3 and Dyslexia Award. Our Family Support Worker is a trained Thrive practitioner.</p>	<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>

<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils in an effort to ensure that all pupils realise their true learning potential. We look at whether our teaching and programmes of support have made a difference, regular pupil progress meetings help to demonstrate this through the use of information systems. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.</p> <p>Link to Action Plan.</p> <p>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/</p> <p>EYFS: well below on entry. Language Link Attainment below but many made good and some rapid progress Y1 phonics – Any child who does not the meet the expected standard is assessed for the Bullseye intervention. Targeted interventions are provided for children who need support with phonics. Y2 phonics - Any child who does not the meet the expected standard is assessed for the Bullseye intervention. Phonics interventions are provided for children who need to be retested in Year 2. KS1: SEN achievement below national. KS2: The percentage of SEN Support pupils reaching the expected standard in Reading, Writing and Maths combined was above that of East Sussex SEN support pupils and, also, above the national figure.</p> <p>‘Pupils who have special educational needs or disability make good progress because carefully planned work meets their individual needs.’ Ofsted 2016</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p><u>Equality</u></p> <p>We are committed to eliminating discrimination and promoting equality of opportunity. 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. The school works in partnership with the local offer to ensure that</p>	<p>Section 69 Children and Families Act 2014</p>

<p>pupils with SEND are not treated less favourably.</p> <p>Equal Opportunities policy Accessibility plan 2016</p>	
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>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.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>We support the emotional, mental and social development of pupils with SEND and disabilities by providing extra pastoral support such as Thrive, Dialogue counselling, nurture classes and pupil voice. Measures are in place to prevent bullying and deal with difficulties surrounding relationships. We make provision for pupils’ spiritual, moral, social and cultural development through the curriculum and the assembly programme. The teaching of PSHE is an integral part of this development and the school uses the Zones of Regulation to support children in the understanding and effective expressing of their emotions providing a shared language.</p> <p>SENDCOs attend pupil progress meetings termly to ensure progress towards outcomes. We will do this as part of the SEND support planning cycle of assess, plan, do review.</p> <p>The school works with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services, YMCA dialogue service, EPs, CLASS, SALT, School Nursing Service</p> <p>Behaviour and anti-bullying Safeguarding Supporting pupils with medical conditions.</p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>

<p>16. What specialist services does the school use to support children and their families?</p>	
<p>The school employs a Parent Support Worker to work with families up to Level 2 on the continuum 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.</p> <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p>	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	
<p>The 'local offer' on the internet www.eastsussex.gov.uk/localoffer</p> <p>Parent information Contact at school https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/</p> <p>Parent Information Contact: Jenifer Alalawi Contact Infant/Junior site 01273 575989</p> <p>SEND information, advice and support service</p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>0345 60 80 192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>

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

If there are any disagreements with parents about SEND support for their child we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

SEND CoP
6.79 bullet 14
Arrangements
for handling
complaints from
parents of
children with
SEN about the
provision made
at the school