



Turners Hill C of E Primary School



SEND Information Report

<p>What types of SEND do we provide for?</p>	<p><i>The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014) definition of SEND:</i></p> <p>A child has special educational needs if he/she has a learning difficulty that calls for special provision to be made. A child has a learning difficulty if they have:</p> <ul style="list-style-type: none">• A significantly greater difficulty learning than the majority of children of the same age.• A disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools. <p>A child with additional needs is NOT considered to have SEND if:</p> <ul style="list-style-type: none">• The language spoken at home is different from the language used in school i.e. English is not their first language.• the child has exceptional abilities i.e. is gifted and talented <p>The Code of Practice outlines the following broad areas of need:</p> <p>Sensory and/or Physical needs which includes visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical difficulties (PD)</p> <p>Cognition and Learning which includes moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).</p> <p>Communication and Interaction, which includes speech, language and communication, needs (SLCN), Social Communication Difficulties (SCD) and Autistic Spectrum Disorder (ASD).</p> <p>Social, Emotional and Mental Health needs, which include attention deficit hyperactivity, disorder (ADHD), attention deficit disorder (ADD), oppositional defiant disorder (ODD), attachment disorders, anxiety and depression.</p>
<p>Arrangements for the admission of pupils with disabilities</p>	<p>The admission of pupils with disabilities is considered in line with the Admissions Policy; further considerations are made in the light of need and accessibility. It is the policy of the governing body to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. The school will take the child's needs into account when putting together a Health Care Plan (HCP) that is appropriate to their needs.</p> <p>In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those with disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.</p>

	<p>Existing facilities provided to assist access to the school by pupils with disabilities include:</p> <ul style="list-style-type: none"> • Wheelchair access to the school. • Carpeted classrooms to aid hearing impaired pupils' learning. • Routes to the main entrance are clearly signed and free from obstructions. • Hygiene room incorporates a changing mat, disabled toilet and push alarm to the main office. • Disabled parking is available at the main entrance.
<p>How do we identify and assess pupils with SEND?</p>	<p>Turners Hill is a mainstream Church of England primary school. Children's needs at school are constantly monitored by staff working with them.</p> <p>If we notice that your child appears to be having any specific difficulties, or is not making the expected progress, we would share our concerns with you. Equally, if there any issues or concerns that you want to raise, we would encourage you to share them with us. Initially, the person to do this with is your child's class teacher, however, if it is appropriate, the SENDCo will also become involved.</p> <p>Our aim is to work closely with you, developing an open relationship based on trust and respect that will provide the best opportunities for us to support your child.</p>
<p>Who is our (SENDCO) and how can he/she be contacted?</p>	<p>The Deputy Headteacher- Inclusion (SENDCo) is Alex Constable supported by Carole Boshier (Inclusion Assistant). They can be contacted by telephone on 01342 715412 or by email send@turnershillschool.org.uk</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>We provide 'Quality First Teaching' in every classroom, meaning that lessons are focused with clear and aspirational objectives. Teachers involve pupils in their learning and make appropriate use of questioning, modelling and explaining. As part of 'Quality First Teaching', teachers should differentiate the curriculum and make reasonable adjustments for any child who is finding learning difficult and not making the expected progress.</p> <p>If it is felt that a child is not making expected progress, a 'Graduated Approach' is adopted and you will be informed. An ISP (Individual Support Plan) or OPP (One Page Profile) may be written to support the child and you will be informed. This will also mean your child is added to our SEN register, this does not necessarily mean they have SEN but that they need additional support from the SEN team. You will be informed of this in writing. This is a four-part cycle of assessing; planning; doing and reviewing. It draws on approaches that are detailed, more frequent reviews and specialist expertise in successive cycles in order to match learning experiences and interventions to the specific need of the child. If, despite these interventions, there is a significant need and the expected progress is still not being made we may begin the process of applying for an Education, Health or Care Plan (EHCP).</p> <p>If it is the case that the child has a gap in learning that can be addressed without SEN support, or that previous support has been successful in removing the pupil's barriers to learning and further support is no longer necessary they may be removed from the Sen register, you will also be informed of this.</p>

<p>How do we adapt the curriculum and learning environment?</p>	<p>Pupils receive a broad and balanced creative curriculum. Children will work in a variety of ways during their learning, which will not always be organised into learning groups at different levels. However, the school will often plan work that is matched to the needs of children through differentiated (different levels) activities and tasks for those times that are appropriate. This means that children will be working at a level that they can access and one which will progress their learning.</p> <p>When appropriate, children will be given equipment and resources to support them within the classroom. This includes visual timetables, writing slopes, tool kits and sensory equipment.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>We will make any reasonable adjustments that we can to ensure all children are involved in all aspects of school life, including our educational visits programme.</p> <p>We have a positive attitude to inclusion and work with the most experienced professionals who actively encourage inclusion. Parents and carers are always consulted on the specific arrangements for their child.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We aim to work closely with parents and provide them with all relevant information about their child.</p> <p>As well as annual reports, termly parent consultations and termly ISP reviews, we offer and encourage communication through e-mail and telephone calls. Parents are welcome to arrange a meeting to discuss their child's needs outside of the school day through the class teacher or the school office.</p> <p>Children on the SEND register receive additional support that is summarised on their ISP or EHCP. Parents have the opportunity to meet with the class teacher at least three times a year to set clear outcomes and review progress towards them.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Those children on the SEND register will have an Individual Support Plan (ISP). The ISP details outcomes and provision for a particular pupil, it is reviewed termly and includes the views of the pupil, parents and school. Children with an (EHCP) will also have annual reviews of their progress with the family and any professionals who are working with them. Pupils are directly involved in both of these processes.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The class teachers are continually monitoring and adapting learning targets. Formally, the progress of pupils is tracked termly through assessments, ISPs, parent consultations and Pupil Progress Review meetings. These reviews inform whether additional support may be necessary. If this is the case, parents are informed so that support can be put in place at home to reinforce learning taking place within the classroom.</p>

<p>How do we support pupils moving between different phases of education?</p>	<p>Good transition arrangements are crucial in preparing children and families for moving from one phase of education to another. The school works closely with a number of other groups as well as internally to make sure these arrangements are extensive and robust. As well as transferring important information, we will arrange a meeting where all parties can discuss concerns and issues and put together a personalised plan for the child concerned.</p> <p>Both of our feeder secondary schools offer an enhanced transition programme for pupils we feel would benefit from additional visits to their new school. In addition to this, each child is discussed with the new heads of year as well as the SENCO of the secondary school, if appropriate.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We are a church school with the Christian ethos at the heart of all we do. We aim to support children through any difficult times and give them the opportunity to grow within a nurturing environment. We have a detailed behaviour policy linked to our core values, which focuses on positive rewards and praise, reinforced by appropriate sanctions if necessary.</p> <p>Our learning mentor, Carole Boshier, provides interventions for social communication skills and emotional support. Across the key stages, other support staff provide intervention groups where appropriate.</p> <p>Good attendance is crucial to good performance; we aim to make school life interesting and stimulating so that children want to come to school. If there is a problem or difficulty that is affecting attendance or behaviour, we will aim to resolve it by working alongside parents so that attendance improves.</p>

<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>The SENCo works with teachers, support staff and others to organise and deliver provision for children with SEND. Our teachers are experienced in making adjustments to meet the needs of individual children. Amongst support staff, there is a wide range of experience and expertise in the different areas of SEND and the types of assessment and interventions that are used.</p> <p>All staff have good awareness and training in supporting children with a variety of special educational needs. Some staff have received enhanced training in supporting children with a variety of special educational needs including: autistic spectrum conditions; speech, language and communication needs and physical disabilities. Where necessary, support staff have received training to support the particular needs of the children they work with.</p> <p>We also have access to a range of specialist support services, including:</p> <ul style="list-style-type: none"> • Learning and Behaviour Advisory Team (LBAT) • Autism and Social Communication Team (AST) • Primary Child & Adolescent Mental Health Services (CAMHS) • Speech and language Therapists (SALT) • Sensory Support Service • Occupational Therapy (OT) • Educational Psychologist (EP) • Family Support Networks • Early Help <p>We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we work with other services and organisations that are involved with a family</p>
<p>How will we secure specialist expertise?</p>	<p>Outside agency support is sometimes needed for children with learning or emotional difficulties. The SENCo may ask for their advice to support specific children, or to provide training for staff.</p> <p>Turners Hill is part The Hurst Educational Trust (HET). We work closely with the other SENCOs across the trust to pool knowledge, develop and facilitate training for staff, share best practice and offer opportunities for children with SEND.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The school uses its own budget to provide the majority of resources and facilities needed to provide for the pupils. Some specific resources are provided by West Sussex County Council, i.e. specialist equipment to support children with significant physical difficulties.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The school is well supported by professionals from Mid Sussex Child Development Centre including Paediatric Occupational Therapists and Paediatric Physiotherapists. We also work closely with professionals such as Speech and Language Therapists from Sussex Community NHS Foundation Trust. Many of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school.</p>

<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Regular and accurate assessment of progress is key to ensuring that pupils develop to their fullest ability. Pupil's progress is assessed through a wide range of formal and informal methods throughout their time in school. We monitor and report progress on a daily, weekly, termly or annual basis including:</p> <ul style="list-style-type: none"> • Open door policy – parents are very welcome to meet with their child's class teacher to discuss progress • The Marking and Feedback process (see Marking and Feedback Policy) • Annual report to parents in the summer term showing child's progress that academic year □ End of Key Stage 1 and Key Stage 2 SATs tests □ Year 1 Phonics screening • Standardised reading age and spelling age tests • Weekly reading records and homework checks • Termly Pupil performance review meetings
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly as possible and at as low a level as possible. Our SEND complaints procedure follows the school's complaints procedure and is as follows:</p> <p>Initially, the class teacher will deal with the complaint. If the matter remains unresolved, please refer the complaint to the SENCo. If there is no resolution, the Head teacher will become actively involved.</p> <p>If the matter is still not resolved, you should put your complaint in writing to the Chair of Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, you can then take the complaint to the Local Authority or request independent disagreement resolution. We will make further information available about this process on request.</p> <p>Where there are specific complaints about the EHCP/Statement procedures or about the content of an EHCP/Statement these should be referred to the Local Authority. This is in accordance with the SEND Code of Practice (2015).</p>
<p>What support services are available to parents?</p>	<p>NASEN http://www.nasen.org.uk/ West Sussex Local Offer: www.westsussex.local-offer.org West Sussex Parent Carer Forum: www.wspcf.org.uk Amaze (for families of children and young people with SEND) www.amazebrighton.org.uk</p>

Graduated response to support for pupils with additional needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A board and balanced curriculum within an inclusive classroom • Attention paid to different learning styles • Carefully planned adaptations including practical, visual, concrete resources • Modelling by adults within the classroom • Ongoing assessment of children to support teaching and progress • A calm, consistent and communication friendly classroom <p>See OAIP</p>	<ul style="list-style-type: none"> • Adapted planning and outcomes • Review at Pupil progress meetings • Ongoing assessment used to identify gaps in learning and planning tailored accordingly 	Class teacher
2	Early intervention support (Not on SEND register)	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Adaptation to the curriculum to meet individual learning needs • Manipulatives used to support children's access to learning <p>See OAIP</p>	<ul style="list-style-type: none"> • Adapted planning and outcomes • Review at Pupil progress meetings • Ongoing assessment used to identify gaps in learning and planning tailored accordingly 	Class teacher
3	Targeted additional support (Not on SEND register)	<p>In addition to stages 1-2:</p> <ul style="list-style-type: none"> • Early intervention and personalised provision • Targeted support within class through small groups and working individually with an adult • Investigation of strengths and needs • Pre teaching and consolidation used in rotation afternoons to address misconceptions and support progress • Targeted 1:1 support to correct errors or misconception in lessons (on the spot marking can help with this) • Child should be on action plan and receiving additional support/input as part of this 	<ul style="list-style-type: none"> • Adapted planning and outcomes • Review at Pupil progress meetings • Ongoing assessment used to identify gaps in learning and planning tailored accordingly • Child added to action plan groups which are reviewed termly to support progress 	Class teacher SLT Inclusion team
4	Targeted, intensive	<p>In addition to stages 1-3:</p> <ul style="list-style-type: none"> • Multi professional planning coordinated support may be in place e.g. E.P service, ASCT, LBAT, CAMHs etc. 	<ul style="list-style-type: none"> • ISP reviewed termly with opportunity for parents to comment • Class team responsible for provision of child 	Class teacher SLT Inclusion team

	additional support (SEND register and ISP)	<ul style="list-style-type: none"> • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station or personalised timetable if appropriate • Parents informed the child is put on the SEND register • ISP reviewed termly and shared with parents • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Inclusion team monitoring provision 	
	Request for EHCNA	In addition to above: <ul style="list-style-type: none"> • Individual provision map 	<ul style="list-style-type: none"> • Individual provision map 	Class teacher SLT Inclusion team
5	EHCP	In addition to stages 1-4: <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (annual review) • Individual provision map 	<ul style="list-style-type: none"> • Statutory provision outlined on the EHCP • Annual review meeting • Annual review report • ISP reviewed termly • Class team responsible for provision of child • Inclusion team monitoring provision • Individual provision map 	Class teacher SLT Inclusion team