



Pashley Down Infant School

Learning at Pashley is an amazing adventure

SEN Policy and Information

Reviewed/Adopted: April 2021

Next Review: April 2022

Following the Lockdown that began in March 2020 this policy should be read with the understanding that should the school need to initiate safety procedures to reduce the risk of spreading the virus it will do so as the first priority. Therefore there may be adjustments that need to be made within this policy and every other policy that is held by the school. Please read the school's risk assessment for further details and liaise with the Senior Leadership team if the crisis has affected part or parts of this policy implementation and you have concerns or queries about its impact.

This information and policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Pashley Down Infant School.

Headteacher	Heather Godding
SENCO	Sharon Souto
Inclusion Assistant	Nicki Williams
Chair of Governors	Jennifer Cruse
SEND Governors	Jennifer Cruse and Claire Grout
Designated teacher for Looked After Children	Heather Godding
Designated Safeguarding Leads	Heather Godding, Emma Lewis
Designated Safeguarding Deputies	Clare Butler and Ros Dyer

1. About this report	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.</p> <p>This report contains the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer</p> <p>We will review this report every year and will regularly find out the views of SEN pupils by use of pupil voice. Our SEN governors and parent governors also give their views. If you want to give us your views about the report, please contact the school office.</p> <p>Signed..... Date.....</p> <p style="text-align: right;">Chair of Governors</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	

If you want a place for a child who has an ~~an~~ ~~statement or~~ Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- [school admissions - East Sussex.gov.uk](https://www.east-sussex.gov.uk/school-admissions)
- contact Information for Families for admissions advice 0345 60 80 192

If you wish to discuss any particular aspect of how the school can meet your child's needs then please contact the Acting SENCO on a Thursday on 01323 730719 or email office@pashley.e-sussex.sch.uk . Your email will be forwarded to our Acting SENCO who currently works on Thursdays. -

If your child is already at the school and you wish to discuss their needs, you should in the first instance talk to the child's class teacher. Teachers may be contacted via private messages on the Class Dojo system. Alternatively you may leave a message for them to contact you after teaching hours via our school office phone number 01323 730719.

The class teacher will then put in a referral to the Acting SENCO or Inclusion Assistant for any further advice, support, referrals, assessments or observations as necessary. The Inclusion team is led by Marie Cooney who is currently on maternity leave. In her absence the school's Acting SENCO is Mrs Sharon Souto. She is responsible for leading on and co-School phone number 01323 725839. Each year group also has an Additional Educational Needs teacher who manages Inclusion for their year group, alongside the Heads of Year. Your child's teacher may also involve these teachers in discussing your child's needs with you.

~~The Special Educational Needs Coordinator (SENCO) 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. She provides professional guidance to school staff including the teachers and Learning Assistants.

Also part of this team are:

Mrs Claire Browning – HLTA, Speech and Language, Nurture and Behaviour specialist

Ms Lisa Marsh – Ready to Learn Specialist – 6 hours per week

Mrs Sue Rogers – Ready to Learn and Nurture Specialist – 4 hours per week

The school also employs additional Learning Assistants to lead in specific areas. These include Speech and Language and EAL.

There is also liaison with

~~-group, the Heads of Year (HoYs), parents and other services that provide for children in the school.~~

3. Which children does the school provide for?

We are an Infant School with children from 4-7 years old. We are three form entry with 30 children per class. We have up to 270 children on roll.

We are an inclusive school. This means we aim to provide for children with all types of special educational needs.

SEND CoP
6.79 bullet 1

4. Summary of how the school meets the needs of children with SEN and disabilities

At Pashley Down we pride ourselves on our commitment to being an inclusive school. Our intention is to help every child who comes to our school to enjoy and engage in 'hands on' learning experiences and learn

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skills in and out of the classroom.

Our environment is unique and our site includes allotments, an established pond, a mini farm with rabbits, guinea pigs, chickens and ducks and an acre of Woodland leading on to the foot of the South Downs.

Our staff are committed and dedicated to ensure that every child is given the opportunity to grow to love learning in all environments.

Our aim is to be able to welcome all children to Pashley Down Infant School, regardless of their specific additional need or disability. We will make reasonable adjustments and adaptations. We would welcome a discussion with you if you have concerns about your child coping with sensory issues as our three form entry year groups work collaboratively together on projects. In EYFS children aged 4-5 often mix freely across their setting within excess of 95 children and adults.

The school will aim to identify any additional needs as soon as possible by-

- Liaising closely with iSEND Early Years
- Liaising closely with parents of pre school age including listening to and investigating concerns from parents/carers
- Liaising as soon as we can with playgroups and nurseries with children who will be starting at Pashley.
- Close tracking of children's progress and attainment
- Close liaison between SENCO, Phase Leaders, additional adults, class teachers and learning assistants including specialists.

For the majority of children, their needs will be met in the class by the class teacher using a range of interventions. Should these interventions not result in progress the class teacher will report this to the pupil progress meetings. These meetings are held at least three times a year and are held with leaders in school with the class teacher and where possible the phase leader.

For some pupils a more in depth individual assessment may be undertaken by the school. This may include a language screening test or speech link assessment, a standardised reading test, for example. The results of these assessments will be used to inform decisions about any interventions or support that may be necessary.

Parents will be consulted if their child continues to need on-going additional and different support in order to make progress and would benefit from being added to the Special Educational Needs register.

Our school uses a cycle of assess, plan, do, and review for all pupils. Any pupil on the SEND register also has an Individual Provision Map with individual targets and outcomes detailed. Pupils who are on the SEND register and continue to not make progress or access the curriculum will be put on an additional needs -school based plan (ANSBP). This is a

document that identifies outcomes wanted by parents as well as the school and fits into the cycle of assess, plan, do, and review. Outside agencies are usually involved at this stage.

If, after all the previous levels of intervention and support, the child is still failing to make sufficient progress the school will make an application to the Local Authority for an Education, Health and Care Plan. This will only be applied for if the child falls within the appropriate level of need consistent with the East Sussex SEND Matrix.

https://czone.eastsussex.gov.uk/media/4100/escc_sen_matrix_full-sep18.pdf

An Education, Health and Care Plan is a document produced by the Local Authority in liaison with parents, schools, and other involved professionals. The document officially recognises the needs of an individual child and is based around outcomes and how they will be achieved.

If the child is looked after by the local authority they will have a Care Plan including an Additional Needs Plan ~~Personal Education Plan (PEP)~~ (referred to as a personal education plan by the local authority) and a Health plan. For looked after pupils who are also on the SEND register, we will co-ordinate these plans with the SEN Individual Provision Map and will involve parents and carers as well as foster carers or social workers in discussions three times a year.

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

We aim to identify children’s special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes. ~~We hold meetings with our feeder schools to ensure we gather as much information as possible. We also offer home visits to the parents of pupils particularly vulnerable at transition times.~~

A pupil has SEN where their learning difficulty or disability calls for ongoing additional and different special educational provision to that offered to their peers of the same age. Most children will receive some sort of catch up provision for a range of reasons at some point in their schooling but it is when there is an ongoing need that we consider whether. ~~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 of the following broad areas of special educational need:

- **Communication and interaction** – including speech and

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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.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SENCO will liaise with class teachers and parents in order to identify whether further in school assessments are required or referrals to outside agencies. If a child has needs that are best assessed by medical professionals then the school will support parents with the process of getting a referral to health services.

Parents should alert the school if there is dyslexia in their family. For younger children in EYFS and Year 1 assessing if a child is on the dyslexia spectrum can not always be possible due to the age and processing of tests. With older children in Year Two and some children in Year One it is possible to screen and assess if a need is identifiable. Parents should be reassured that we are a dyslexia friendly school and all pupils displaying difficulties with reading and writing will be offered interventions that are recognised as supporting pupils with dyslexia.

Pupils who have social, emotional, mental health and communication difficulties exhibit challenging behaviour are monitored by the class teacher. Those that are not responding to our usual behaviour system are discussed through weekly senior leader meetings. The class teachers also keep a close record of all pupils' behaviour over time and raise any concerns to the Senior Leadership Team through the use of Myconcern. This on line systems tracks behaviour incidences and concerns are then raised as part of weekly Senior Leadership meetings including contacting parents and employing new strategies. The school uses the Pashley Values to encourage and reward good behaviour and this includes implementing Value related behaviour charts. We expect class teachers to devise early intervention plans for any pupils exhibiting social, emotional and mental health difficulties including with managing their own emotions and behaviour. These are shared with parents.

Parents will be informed by letter or phone call if their child is referred to this group. Any pupil who exhibits ongoing difficulties with Pupils who have ongoing difficulties may be referred via the Single Referral Form to the Inclusion team and a meeting will be held to decide what the most suitable actions are to be. Any pupils who are unable to manage their play or need help with friendships may be referred on to small nurture

groups. If behaviour is around learning behaviour the team may decide that a small Ready to Learn group is more appropriate. The Ready to Learn group emphasises good behaviour and exemplifies these behaviours so children can learn to mirror them in class.

The school funds an Inclusion Assistant and part of this role is as a contact and support point for parents/carers. The Inclusion Assistant is able to provide advice and support to parents who have children who display anxiety or challenging behaviour at home and also able to signpost and refer to other agencies for support if needed, or to the SENCO., ~~Mrs Kate Foster~~. In addition to supporting with concerns raised by parents about their children, the Inclusion Assistant is also able to signpost for support with issues around housing and welfare. Referrals are made via parents meeting with the class teacher, through the school office or through the Senior Leadership Team. Support can be a small piece of work or more involved, lasting for a maximum of two terms. If difficulties are not resolved we will refer onto outside professionals for advice.

6. How does the school teach and support children with SEN?

We use quality first planning, teaching and provision to meet the needs of children with SEN according to SEND Code 6.19. Children make the most progress when they are working with their teacher within the classroom setting and our aim is to make children independent and successful learners, relying less and less on adult support as they progress through the school.

The teacher’s first aim will always be to differentiate lessons so all children can access the learning. This differentiation may take the form of a different task, additional support materials or equipment or an additional focus of adult support.

Where pupils are identified as needing a higher level of support or having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils will be related specifically to their needs. Quality teaching in the classroom setting has proven to be the most effective way of ensuring all pupils make good progress.

The range of provision currently available includes:

- In class focussed support from teacher for timetabled sessions.
- In class support for ~~individuals or~~ small groups from ~~support staff, Teaching Assistants~~ a trained Learning Assistant ~~or Individual Needs Assi~~
- Small group work on specific area of learning for a time bound period of intervention with a Learning Assistant. (This includes using outdoor physical learning as an alternative strategy.) ~~with Class~~

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<ul style="list-style-type: none"> • Targeted Individual support (usually in class) Attendance of additional lessons with a teacher <p>Targeted Individual support for specific programmes <u>such as physiotherapy plans given to the school by health services.</u></p> <ul style="list-style-type: none"> • Provision of alternative learning materials/ special equipment Attendance of nurture/social skills/behaviour group in The Oasis <ul style="list-style-type: none"> • <u>Specific arrangements to support anxieties leading to attendance issues (e.g. early morning time on the farm)</u> • <u>Specialist equipment such as sloping writing desks</u> or wobble cushions on carpet spaces <u>Haven</u> • Access to Specialist Support Services e.g. Parent Support Advisor, Children and Adolescent Mental Health Service (CAMHS), Occupational Therapy Services, Physiotherapy support, Service for Children with Sensory Needs, East Sussex behaviour and attendance service (ESBAS). <p>The aim is for pupils to be independent learners and we actively discourage <u>pupils having a pupil becoming dependent on</u> one to one support <u>apart from specific interventions.</u></p>	
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils. We aim to make every classroom an accessible learning environment for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review) (This is from SEND Code 6.12).</p> <p>The school regularly monitors the progress and attainment of every child through pupil progress meetings. Analysis of this data by class teachers ensures children who are failing to make enough progress or where their attainment is too low are highlighted. Children in this category will be considered for targeted additional support as listed above. The <u>class teachers, Phase Leader and the inclusion team</u> d AEN teacher for each year group keeps a record of all provision and impact of any interventions made. <u>The</u> SENCO, Inclusion Assistant and Behaviour HLTA <u>AEN teachers</u> may work alongside the class teachers to make reasonable</p>	<p>SEND CoP 6.79 bullet 8</p>

<p>adjustments to the learning environment in order to support curriculum access and progress.</p>	
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>All parents are invited in to meet with class teachers. As an alternative to those meetings, we aim to offer the parents of pupils with SEND a chance to have a more private meeting in order to discuss their outcomes and plans. We aim to give parents the chance to plan outcomes and review progress with us three times per year, through an individual provision map <u>or in some more complex cases, an Additional Needs Plan</u>. The pupils of parents on an Education Health Care Plan are also invited in to a more formal Annual Review of the plan once a year, which is one of the three meetings. Other professionals involved with the pupil may also be invited.</p> <p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> • Making parents and carers feel welcome • Giving parents and carers opportunities to play an active and valued role in their child's education • Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision • Encourage communication by ensuring accessible information • Encouraging parents and carers to communicate with school sharing relevant information and including any perceived difficulties. • Focusing on the child's strengths as well as areas of additional need • Allowing parents and carers opportunities to discuss ways in which they and the school can help their child. • <u>Employing an Inclusion Assistant</u> • <u>Offering</u> signposting to <u>parent training and information sessions</u>. • 	<p>SEND CoP 6.79 bullet 3</p>
<p>9. How are children involved in reviewing their progress and planning support?</p>	
<p>The school recognises that all pupils need to be included in, and as appropriate consulted on, decisions about their support in school. This inclusion may take the form of-</p> <ul style="list-style-type: none"> • Involving children in the process of identifying their own learning needs and target setting • Completing Pupil Voice Questionnaires (Questionnaires designed to explore the child's attitudes and views about school) • Taking part in discussions with peers for the school council 	<p>SEND CoP 6.79 bullet 4 and 6.79 bullet 5</p>

<ul style="list-style-type: none"> • For children with an Educational Health Care Plan- Annual reviews through a written submission • Looked After Children also have a written submission to give their views three times a year. 	
<p>10. How does the school prepare and support children to transfer to a new school /college or the next stage of education and life?</p>	
<p>Links are actively maintained with the nurseries and playgroups infant schools and receiving Junior School. The main Junior School where children transition to is Ocklynge Junior. The SENCOs of all establishments liaise regularly and information is passed both ways to ensure successful transition.</p> <p>The Year 3 and Year 6 Additional Needs Teachers, Heads of Year and SENCO work closely together to gather information about pupils, For any transitions, be it preparation for a new class, a new place or a change of school, we plan additional transition <u>group work,</u> visits and meetings as needed. We are flexible in our approach according the needs of individual pupils. <u>We aim to give pupils coming into our school as many additional visits as needed as well as providing transition information such as booklets about the school.</u></p> <p>Pupils going into Year 3 at Ocklynge have several opportunities to visit in small groups, attend whole class swimming visits (<u>when</u> the pool is in operation) and have their staff visit our school at different points in Year 2. Some parents <u>may requestenjoy</u> a home visit from our staff in order to pass on information.</p>	<p>SEND CoP 6.79 bullet 6</p>
<p>11. What training do school staff have?</p>	
<p>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 or Twilight. We have regular opportunities for training linked to our school development plan (SDP) We are <u>have</u> particularly focussed on quality first teaching <u>for maths, developing the use of specialist maths interventions and improving our use of practical equipment this year. We have also had staff training on approaches to supporting pupils with social, emotional and mental health difficulties, building on our thrive training. marking and feedback this year, which has improved the progress of pupils with SEND.</u></p>	<p>SEND CoP 6.79 bullet 9</p>

<p>The school SENCO and Inclusion Assistant will also have specific external training opportunities including online courses.</p> <p>We have regular support and training from the South Downs Special School, from ESBAS and from professionals in Health who set programmes for pupils with individual needs. We respond to the needs of the pupils in particular classes and train staff appropriately, <u>engaging the support and advice of specialists from outside agencies.</u> .</p> <p>We have a wide range of training available to us East Sussex County Council training for schools-czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk</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 to make sure no-one under achieves. We do regular lesson monitoring and work scrutiny in order to look at whether our teaching and programmes of support have made a difference. We use data and information systems to monitor the progress and development of all pupils alongside our pupil progress meetings. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We also invite parents to provide feedback at meetings, through responding to individual provision maps and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/ We also encourage parents to respond to their child's annual report in the Summer Term.</p>	<p>SEND CoP 6.79 bullet 10</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>We are committed to making school accessible. We are subject to the Equalities Act and will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We plan carefully which classrooms to place children in who have accessibility needs. https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx</p> <p>We will work closely with the child and their parents to provide access, support and learning experiences that maximise their potential.</p> <p>To continue to achieve this objective we are continuing to-</p>	<p>Section 69 Children and Families Act 2014</p>

<ol style="list-style-type: none"> 1. Ensure pupils are included in discussions about their access to school and due consideration given to their thoughts. 2. Ensure that all staff, but particularly coordinators consider access arrangements for disabled children within their subjects. 3. For SLT to ensure a positive attitude to disability is evident in all school practice, including recruitment of new staff. 4. For SLT and Governors to continue to improve accessibility to all school areas as appropriate 	
14. How are children included in activities with other children, including school trips?	
<p>Through careful planning and reasonable adjustments, 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.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <p>Individual plans are made according to the needs of each particular child to enable them to engage in a full curriculum and other activities.</p> <p>The SEND team may approach parents of children with SEND to accompany their child and group in order to fully support the needs of their child if necessary. This would be discussed directly with the parents and be bespoke depending on the child's needs.</p>	<p>SEND CoP 6.79 bullet 11</p>
15. What support is there for children's overall well-being and their emotional, mental and social development?	
<p>The school provides support for all pupils through our Life Skills and Values and ethos of the school. We address many issues through our assemblies as well as through the class based lessons. Any pupils who need additional support may be referred for <u>support by the class teacher using our Single Referral Form and provision will be planned as available. sessions in our nurture room, The Oasis.</u> Pupils who <u>are anxious about</u> coming to school, playtimes or <u>lunchtimes or whom</u> struggle with <u>socialising or friendships</u> lunchtimes may have short term support plan in place.</p>	<p>SEND CoP 6.79 bullet 12</p>

<p>The school may work with other services to support children, e.g. Early Years iSEND, Education Support, Behaviour & Attendance Service (ESBAS), Early Help services etc.</p>	
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN 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/</p> <p>The school maintains positive and regular contact with support services in Children and Young People's Services.</p> <p>One or more of the following agencies might be asked to support in the work with a child.</p> <ul style="list-style-type: none"> • Early Years iSEND • Educational Support, Behaviour and Attendance Service(ESBAS) • Communication, Language and Autism support services. (CLASS) • Speech and Language Therapy Service(SALT) • Service for Children with Sensory Needs (SCSN) • Child and Adolescent Mental Health Services(CAMHS) • Children's OT and Physiotherapy Service via the NHS • The school health service • Early Help Keyworker Team <p>The school also has the following special facilities:</p> <ul style="list-style-type: none"> • The Cloud room which has been designed to promote and support calming strategies and used for small group work. • The Happy Hive where groups of children are able to engage and move around in groups • The Pashley Woodland which has different areas that groups of children can explore in small groups or as part of a class • The outside Music area where children can explore sounds and create music with static resources • The Pashley Farm where children learn about caring and kindness for animals and each other • The school has limited wheelchair access inside to Year Two area, offices and the hall. • The school has two outdoor ramps so the rest of the school can be 	<p>SENd CoP 6.79 bullet 13</p>

<p>accessed.</p> <ul style="list-style-type: none"> • Several staff have expertise in running nurture groups and Ready to Learn groups. • The Lunchtime Haven- a supervised room, where children who find unstructured times stressful or problematic, can spend their lunchtimes. • An Inclusion Assistant is employed by the school to work with parents and pupils. Parents can be referred to this service by the child's class teacher. 	
<p>17. Where can I get information, advice and support?</p>	
<p>Speak with the school SENCO, available on Thursdays. Ring the office to arrange the team to get in touch with you. 01323 730719</p> <p>The 'local offer' on the internet www.eastsussex.gov.uk/localoffer</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>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENCO. If the complaint is unresolved at this stage it can be taken to the head teacher. If the complaint is still unresolved parents are advised to follow the procedures outlined in the School's Complaints Procedure.</p>	<p>SEND CoP 6.79 bullet 14</p>