



## SEN information report for West Blatchington Primary 2018-19

‘Ours is a school that develops children’s skills and values for lifelong learning and fulfillment’

### **Introduction.**

**Welcome to our SEN information report which is part of the Brighton and Hove Local offer for learners with Special Educational Need (SEN).**

West Blatchington Primary is a two form entry school from Reception to Year 6 with a nursery attached. We also have an ASC facility which serves children across the city with an EHCP. At West Blatchington we are proud to be an inclusive school with a rich and diverse cultural base. We believe ensuring pupils feel safe and positive about themselves is key to good learning. West Blatchington is ambitious for every child and aims to broaden its children's life experiences, showing them the world of opportunities available to them. This is done through a creative and vibrant curriculum that balances developing a love for learning and core skills development.

### **Who can I contact for further information?**

For more detailed information on the provision the school can offer for SEND please contact the schools SENCo-Mrs. Rachel Tuck. If you would like to arrange a visit to have a look around the school, please contact the school office -01273 770777

## How does West Blatchington know if my child needs extra help?



If your child already has an identified Special Educational Need then transition information is shared between schools and also professionals, this may include specialist teachers from Brighton and Hove Inclusion support service or Speech and Language Service (SALT). This will be for children starting at Nursery/ Reception or moving schools.

Teachers are continually monitoring and assessing children's learning and development:

- Teacher assessments take place each half term. These assessments give information about children's academic progress, social and developmental needs
- Pupil progress meetings take place where individual children may be discussed based on teacher assessments. Children will be discussed if there is a lack of academic progress or rapid slowing of progression compared to their peers
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress
- Children of concern, identified through pupil progress meetings or otherwise may be allocated additional support through booster groups, or other SEN interventions
- Other factors such as behaviour or social/emotional concerns may also be raised through our internal tracking systems and intervention put in place by the Inclusion team as deemed appropriate
- The progress of children on the Special Needs register are discussed with the SENCo at termly action plan meetings

- Teachers and parents may raise a concern about a child at any stage and can discuss their concerns with the SENCo
- An in school referral system is in place for referral into the SENCo or the Inclusion team

The above information is not exclusive and there could be other factors that trigger an SEN discussion/review. We are always willing to discuss the progress of any child if there are concerns and encourage parents to come in straight away to discuss ways forward

### **What should I do as a parent if I think my child may have special educational needs?**

***Talk to us-*** If you are worried that your child may have a special educational need, you should get in contact with the class teacher in the first instance or the special needs coordinator directly, by contacting the school and making an appointment.

**How will school support my child?**



At West Blatchington Primary school we have a Special Needs Coordinator (SENCo), Mrs. Rachel Tuck, who coordinates provision for all children with identified special needs across the whole school. She works in close consultation with class teachers to devise and monitor support for children. Mrs. Tuck also coordinates the Inclusion team. Within the Inclusion team we have a Senior Learning Mentor who takes a lead on behavior for learning, and who supports children's social and emotional needs to enable children are in the right place to learn. We also have a Family Liaison officer, a trained social worker, who works closely to support children and families.

- Your child's class teacher will provide high quality teaching and will have the highest possible expectations for your child and all the pupils in the class. The work will be adapted and tailored to meet the needs of the children in the class and that teaching is built on what your child already knows, can do and can understand
- Learning Support Assistants may work with your child in class individually or part of a group as directed by the class teacher
- If a class teacher is concerned about your child, they will initially discuss it with you, they then may make a referral to the Inclusion team or the SENCo
- If your child has been placed on the SEN register, then your child is likely to also be receiving extra intervention/group/individual work
- Specialist teachers and trained support staff run a variety of interventions which are over and above the teaching within the class sessions, the progress of the children on these interventions are monitored regularly
- The SENCo leads provision planning with the class teachers and you will be kept informed of the extra support your child is receiving.
- Most children on the SEN register will have worked with their class teacher to write a pupil profile, this provides a voice for the children related to the support they feel they need to successfully access learning.

- We encourage enhanced communication with parents and we welcome you to come into school to discuss your child's progress and the progress they are making. Termly you will receive a copy for your child's action plan.
- We have a school governor who is responsible for SEN and is in regular contact with the SENCo

### **Dealing with complaints**

Parents/carers are given opportunities to comment on their child's progress and the support they receive as a response to yearly class reports, feedback for Annual Reviews as well as parents evening and meeting with the SENCO. Our school believes that all complaints should be dealt with quickly and efficiently. If a parent wishes to complain about the provision or the policy they should raise the issue with the SENCO, who will try to resolve the situation. If the issue cannot be resolved, then the school complaints policy may need to be followed.

**How will the curriculum be matched to my child's needs?**



Class teachers differentiate lessons in many ways to take account of children's differing abilities and needs. If a child has an identified SEN need this may take the form of:

- Being aware of a child's style of learning and present tasks in different ways taking into account visual, kinesthetic and auditory learners
- Providing additional adult support in 1:1 or small group work
- Providing learning tasks that present different levels of challenge
- Using peer support
- Pre-teaching, consolidation and overlearning of key concepts regularly and often with a teacher or member of the support staff
- Each class room has a high level of resources to support children in accessing the learning and to help tailor the learning to the child's individual needs. Resources can also be purchased as required for children with a specific need.
- Use of ICT eg iPads, class computers, recordable devices etc

Where appropriate, the school will refer to outside agencies for additional support and advice. This can provide guidance as required to teachers and support staff in how to make learning more accessible for those with complex needs

**How will we know if this has had an impact?**

- By monitoring that your child is making progress academically against national/ age expected assessments, and that the gap is narrowing between them and their peers
- By reviewing your child's targets on their action plan and ensuring that they are being met
- Through verbal feedback from your child through their pupil profile and pupil conferencing , the parent/carer and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this

has taken place.

### How will I as a parent, and school, know how my child is doing?



- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Children who are causing concern will be discussed at pupil progress meetings
- We will liaise with you in the Autumn and Spring term at parents evening and invite you in at the end of the summer term to share your child's work. An end of year report is sent home also during the Summer term.
- Class teachers are usually available at the end of the day for an informal discussion regarding concerns or if you wish to discuss your child's progress
- We aim to offer a high level of communication if your child needs extra help and we strongly encourage you to make an

appointment to meet with your class teacher or SENCo to discuss any issues in more detail.

- In addition, some children in particular interventions will have home school books. You may also be asked to meet with the specialist teacher and/or observe a session in order to help you support your child with home learning
- If your child has an EHCP/statement, then they will have a daily home school liaison book
- The SENCo meets termly with class teachers to review targets and discuss progress. At any time, you can request to see a copy of your child's action plan
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth
- The class teacher and/or Senior Learning Mentor may request a meeting with you to discuss social/emotional needs
- You may be asked to attend a meeting with a specific outside agency to discuss progress and strategies to support your child e.g. the Educational Psychologist or specialist teachers from the Brighton and Hove Inclusion Support service
- If your child has an Education, Health and Care Plan then an Annual Review is held at the school where all agencies involved with your child and yourself will be asked to contribute advice to ensure your child's needs are being met
- If a child is Looked After by the Local Authority, then there is regular communication with the carers, as well as termly PEP meetings to review and set educational targets/discuss any need for further assessment

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



- It is important that you attend parents evening and we would strongly encourage you to stay in contact with the class teacher and/or SENCo throughout the term
- We regularly offer parents workshops, and stay and play sessions in Early Years, to support you in your child's learning journey
- Every child has a home school reading diary and regular homework. These books are checked regularly by school staff
- If appropriate your child may receive differentiated/adapted homework
- We encourage you to work with us and support any extra interventions that your child may undertake. Some interventions require extra reading at home whilst others may have math's games etc.
- If your child has an EHCP then a home school book is sent home daily which informs you of how your child has got on in school that day as well as possible next steps or activities that would be helpful for you to focus on at home
- Where appropriate, the school will refer to outside agencies for additional support, advice and programmes. Parents should receive copies of outside agency reports from the service or from the SENCo. You can always request to see copies of reports. Some agencies will meet with parents to offer advice and support and the reports may provide advice for parents as well as for the school.

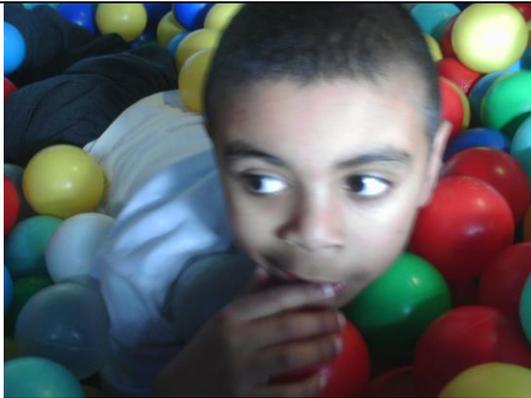
### **What support will there be for my child's overall wellbeing?**



West Blatchington Primary has a strong Inclusion team consisting of the Inclusion Coordinator (SENCo) a Senior Learning Mentor who takes a lead on behaviour for learning and a Family Liaison officer, a qualified social worker, who works closely in supporting children and families wellbeing.

- We believe the development and support of the whole child, including their social and emotional development, is vital to successful learning and progress. The school offers a wide variety of support for pupils who may be encountering behavioural, emotional and social difficulties.
- There is a clear structured Behaviour for Learning policy which is adhered to by the whole school offering an environment where all children can thrive.
- Some children may have their own Pastoral Support plan if their needs require more specific strategies to support engagement in learning, this will always be written in consultation with staff, children and parents/carers
- There is stringent safeguarding procedures and policies for which all staff receive regular training on
- Some children and families are supported by having an Early Help approach where multi- agency support is in place to enhance the well being of the child and their family
- Children may be supported through nurture, friendship or self-esteem groups, pastoral support on a 1:1 basis and/or personalised strategies in place, at class and break times, to ensure children can feel safe and supported at school
- Children can sign up for drop ins with a member of our Inclusion team if they have any concerns/worries and voice boxes are available for children to voice/ write concerns in
- The Family Liaison officer fortnightly tracks attendance and lateness to ensure children's good attendance and punctuality. If you have an issues or concerns around your child's attendance/punctuality, then please contact the SENCo for a meeting.
- Children's views are taken into account in an age appropriate way through school council, questionnaires, pupil conferencing and pupil profiles
- If your child has a medical need then a detailed Health Care Plan and protocol is compiled by the adults in school alongside medical professionals advise, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Medical professional will be asked to meet with staff if required.

**What specialist services and expertise are available at or accessed by West Blatchington?**



### **School provision**

- Teachers responsible for teaching groups to target gaps and differentiate accordingly
- Trained support staff working either with individual children or small groups on specific areas
- ICT support in the form of touch typing, specific math's and literacy programs, individualised IPADS,
- Learning Mentor offers support for children with emotional and social development through our Nurture Groups/1:1 support in or out of the class

**West Blatchington also work closely with external agencies that we feel are relevant to support and advise us on meeting individual children's needs within our school. Local Authority Provision provide support to school through the Brighton and Hove Inclusion Support Service. They provide specialist support for:**

- Language
- Autism
- Early Years
- Educational Psychology Service(EPS)

- Social, Emotional and Mental Health
- Sensory Service for children with visual or hearing needs
- Wellbeing

### **Other**

- As a school we also buy into the Literacy Support Service and EMAS
- We liaise closely with Front Door for Families
- Virtual School for Looked After Children

### **Health Provision providing support to school following referral**

- School Nurse/Health Visitors
- Great Ormond Street
- SALT (Speech and Language Therapy)
- Seaside View Development Centre
- Occupational Therapy
- Physiotherapy
- CAMHs(Tier 3)

We will contact any agency as required to ensure the best support is in place for our children with SEND.

**What training have the staff, supporting children and young people with SEND, had or are having?**



We have a wide range of experienced staff working with our children. We have intervention staff who are trained teachers working on a one to one or small group basis with children. We have fully trained support staff providing one to one or small group intervention to support a range of needs e.g. speech and language, phonics, reading and maths, as well as a number of Individual Needs Assistants trained to support children with very specific needs. Our inclusion team are specifically trained to provide social, emotional and behavioural support.

Through regular training all staff use a wide variety of strategies to support children in class with a range of SEND. Regular meetings with the SENCo focus on appropriate strategies for particular children. In addition, specific training is arranged according to the needs of the school and/or individual children e.g. ADHD and speech and language. We also ensure that staff who are working alongside any children with medical needs have up to date training e.g. epipen, diabetes and epilepsy. As the school has an ASC unit all staff have a good knowledge and understanding of appropriate strategies. We have strong links with outside agencies and outreach services that can also provide training as required.

**How will I as a parent and my child be included in activities outside the classroom including school trips?**



We always endeavor to include every pupil in all the activities that the school provides in school and out. Accessibility and suitability are always checked by class teachers in advance of any school trips. Reasonable adjustments will be made so that children with Special Educational Needs and Disabilities can take part. This can be made through

- Extra adult support
- Adapting the activity
- Providing alternative or specialized equipment in liaison with outside agencies

We work closely with parents to plan and guide us in order to make the trips as enjoyable as possible for all of our children. Risk assessments are carried out and procedures are put in place to enable all children to participate. In the unlikely event that the risk assessment shows that it is unsafe for a child to take part in an activity, even with control measures put in place, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Our after school club providers are fully aware of the school's commitment to Inclusion. It is up to them, with the schools input if appropriate, to discuss the appropriate provision that is required to accommodate the differing needs that your child may have

**How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**



### Starting school in the Early Years

When your child joins us in Nursery or Reception the Class Teacher and Teaching Assistant will undertake a home visit and if your child is in another Nursery will visit them there. This helps gather as much information as possible to help us prepare for your child starting school. They will also send home Welcome booklets which contain photographs of relevant staff and your child's new school environment. If necessary, we will liaise with the BHISS Preschool SEN service or your child's Nursery. It is important that you inform us of any agencies that are working with you already.

### Transition

Each year when a child is preparing to move to the next year group they have some visits with their new class teacher in the Summer term. Additional transition work may be arranged with the Inclusion team.

When a child moves to a new school there is a high level of communication between both schools, making sure the new school is fully aware of the needs of your child and the support they have been receiving.

We have close links with the local secondary schools and transition meetings are held where children with identified special educational needs and disabilities are discussed. Many children have extra visits to their secondary in the Summer term of Year 6 to prepare them for the move.

For all children with a Statement of Educational Need/Education, Health Care Plan a transition review is held in the autumn term of Year 6 to discuss appropriate placement for Year 7.

### **How are the school's resources allocated and matched to children's special educational needs?**



The school budget, received from Brighton and Hove Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, including the Pupil Premium budget, in consultation with the school governors on the basis of needs in the school, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,

- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what intervention, resources/training and support is needed.

This is reviewed regularly and the school frequently spends some additional money on top of this to support our children. Needs are mapped out using meetings and pupils action plans and the funding is matched appropriately to ensure that the needs of the children are met, and the resources are deployed as effectively as possible.

In a case where a child has an EHCP and very significant and/or complex needs we will make a case to the local authority requesting additional funding through the high needs funding block. If funding is agreed such funding will then be used exclusively to provide the help and support your child needs. Where this application is denied the school will do it's best to fulfill the child's additional needs with the resources that we have.

**How is the decision made about what type and the level of support my child/young person will receive?**



The special needs coordinator in consultation with the head teacher and the SEN governor will manage the provision for all children on the SEN register. As all children's needs are different we have to be flexible in the way in which we assess and meet their needs. We have regular meetings with senior leaders, class teachers and parents to review the needs of each child. We will change the support needed for your child according to his or her changing needs. It is very much a three-way process between parent, school and outside agencies and we all work together to make sure your child is being supported in the best way possible. We are always happy to discuss the provision for your child and it is important that your views as a parent/carer are heard. Support is reviewed regularly to ensure your child is making progress and future intervention is appropriate

### **How can I be involved in the school community?**



West Blatchington seeks to work in a close and mutually supportive partnership with parents/carers. There are several ways you can become involved:

- attending school events

- attending workshops and parent/teacher consultations
- as a volunteer helper in the classroom,
- by joining the Friends of West Blatchington
- and/or becoming elected as a Parent Governor.

More information about these can be found out by contacting the school or looking at the school website.

For more detailed information on the provision the school can offer for SEND please contact the schools SENCo-Mrs. Rachel Tuck. If you would like to arrange a visit to have a look around the school, please contact the school office -01273 770777

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