

Jolesfield Church of England Primary School
SEN Information Report
January 2024

1. What kind of SEN do we make provision for?

Jolesfield C.E. School is a small mainstream voluntary controlled primary school for ages 4-11. Inclusion is one of the fundamental values of the school and all needs are provided for. The school ensures that best endeavours are always made to make sure that a child with SEN gets the support they need.

At Jolesfield C.E. school, our whole school inclusive aims are:

- To provide a rich and varied range of experiences that will encourage all the pupils to become enthusiastic learners, and active participants in all aspects of school life.
- To enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent learners.
- To assist in the acquisition of knowledge, skills and attitudes that will enable all pupils, irrespective of their ability, to achieve their potential and play a full part in subsequent phases of education and adult life.

We recognise that:

- All pupils are entitled to access a broad and balanced curriculum, which should be differentiated to their individual needs.
- Each pupil is unique, and an individual in their own right, and will be given the opportunity to develop at their own rate and in their preferred learning style.
- Pupils will succeed in their learning when they feel confident and their self-esteem is high.
- Additional and/or different support may need to be provided for pupils experiencing difficulties whether academic, emotional, social or physical, through our SEND provision.

2. Identification and assessment of pupils with SEN

At the heart of the work of every class in Jolesfield is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special needs.

The school is committed to early identification of SEN. A range of evidence is collected through the usual assessment and monitoring arrangements e.g. Early Years Foundation Stage Profile, National Curriculum objectives, reading tests. Pupil Progress Meetings, specifically for SEND children, are held termly and are used to identify and track children who are not making expected progress or who are working below the level of their peers.

When a teacher is concerned about a child because they are not making satisfactory progress, despite having a differentiated curriculum, they raise the issue with the SENCo who offers advice. The child will be put on a watch list for a period of time to establish whether there is a requirement beyond high quality classroom teaching. At the end of this the teacher and SENCo will decide whether the child needs to be placed on the SEN register and have an ILP (Individual Learning Plan).

If a child on the SEN register does not make satisfactory progress after receiving appropriate intervention, advice from outside agencies may be sought and further intervention may be put into place. If satisfactory progress is not made at this stage, a request for an Education, Health and Care Plan may be made. The register is reviewed on a termly basis in line with school assessment arrangements. Children come off the register once they have made sufficient progress and discussions have been had with parents or carers.

3. Provision for pupils with SEN

a) How we evaluate the effectiveness of provision

At the beginning of an intervention, targets are set for each child; these targets are then reviewed at the end of the intervention in order to assess how successful it has been. Information about each intervention is kept by the SENCo. Children requiring extra support are monitored through Pupil Progress Meetings and termly data analysis. In addition, provision for children with statements or EHC Plans is reviewed at Annual Review Meetings. Progress towards outcomes is reviewed at termly Parent Consultations.

b) How we assess and review progress towards outcomes

Progress is reviewed through termly Pupil Progress Meetings and termly data analysis and through termly review meetings (Parent Consultations).

c) Our approach to teaching pupils with SEN

We are a fully inclusive school that uses a range of approaches to meet the needs of pupils with SEN. Some of the approaches we use include differentiation of the curriculum, scaffolding e.g. through the use of visual support, small group work, 1:1 support using precision teaching and pre-teaching. Approaches are reviewed on a termly basis and adapted to ensure that each child is receiving the most appropriate support.

d) How we adapt the curriculum and learning environment for pupils with SEN

Teaching and the curriculum is adapted to meet the needs of individual pupils. The school takes all reasonable steps to modify and adapt the learning environment to meet the individual needs of the pupils e.g. through the provision of specific equipment. Children with SEN are enabled to engage in activities available with children in the

school who do not have SEN; this is facilitated through additional adult support, use of appropriate learning equipment, scaffolded questions and by adapting the activity.

e) Additional support available for pupils with SEN

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or on an individual basis by a Class Teacher or Teaching Assistant. Children requiring a higher level of support may have access to an Individual Teaching Assistant who may support the child in class or outside of the classroom on an individual, paired or group basis.

f) Support available to pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; we operate an inclusive curriculum which includes all educational visits. Education visits are planned and risk assessed using the West Sussex EVOLVE system.

Pre-visits are made by staff taking in consideration the needs of the children. Additional adults will be provided as support for children who require it e.g. for mobility reasons. Our school policy requires at least one member of staff on every visit to be a first aider. Specific individuals receive a programme of support prior to school visits. Alternative transport arrangements may be made when required.

g) Support available for improving the emotional and social development of pupils with SEN

The school trains all staff in identifying and supporting children experiencing difficulties with their mental health or wellbeing. Children identified as needing support with their emotional and social development may be given extra support by the class teacher or TA or may be referred to the Learning Mentor. The Learning Mentor will work with the child to support them with developing friendships, managing anger or to improve their confidence. This may take the form of small group work, 1:1 work or a specific intervention process. In some cases, play therapy or counselling may be offered to support children with their emotional wellbeing.

4. Name and contact details of the SEN contact:

The SEN Coordinator is

Mr C Brookes BA (Hons) MSc (Educational Management) NASENC
Jolesfield C.E. primary School

Tel: 01403 710546

Email: office@jolesfieldschool.co.uk

5. Expertise and training of staff

Our training needs are under constant review and are planned to meet the needs of the children we care for as well as ensuring we meet statutory requirements. The SENCo works with the teaching staff to ensure that everyone sees themselves as a teacher of SEN. Teachers are encouraged to use CPD time to research an area of SEN and feedback their findings at staff meetings. Teaching assistants are selected to become leaders in key areas. They will receive specific training and will work with children across the school, sharing their expertise with other staff members.

Recent training for staff has included:

- Robust Vocabulary/Speech sounds/Communication friendly
- The school is committed to achieving the WSCC Dyslexia and Dyscalculia Inclusive Practice Award. Staff have attended locality training and additional training has been included in staff meetings.
- Speech and Language (from local speech and language therapist)
- Adaptive classroom practice
- Social communication training
- Jump Ahead
- Safeguarding
- Team Teach De-escalation Training
- Bespoke medical training in response to individual needs. E.G., use of epi-pens
- Many of our Teaching assistants have NVQ level 3 and Higher-Level Teaching qualifications
- First Aid
- Precision teaching training for resources such as Power of 2 and Toe by Toe
- Learning mentoring training

6. Equipment and facilities to support children with SEN

The school provides appropriate equipment and facilities for children with SEN following advice from outside agencies or discussion with parents. Several SEN children have dedicated Chromebooks and are using specialist software such as Clicker Writer to assist with their progress.

7. Arrangements for consulting parents of children with SEN and involving parents in the education of their child

Parents should contact the class teacher, in the first instance, to discuss any concerns they have about the progress their child is making. Progress of children with SEN is also discussed with parents at termly Parent Consultation Meetings. Individual Learning plans (ILPs) will be co-produced and discussed with parents at this meeting. Parents are encouraged to make an appointment with the SENCo if they have specific concerns about their child's SEN. Parents are invited to contribute to Annual Reviews and Education, Health and Care Plans.

8. Arrangements for consulting young people with SEN and involving them in their education

All children, including those with SEN, are made aware of their next steps. Staff providing additional support to children with SEN share and discuss targets with children. Children are informed about the purpose of interventions and successes are celebrated when children reach their targets. Children are invited to contribute to Annual Reviews.

9. Arrangements for parents of children with SEN who may wish to complain about the provision

Parents who wish to complain are first of all encouraged to request an appointment with the class teacher or SENDCo (who is also the Deputy Head Teacher). If this does not resolve the issue they should request to speak to the Head Teacher regarding their complaint. If the issue cannot be resolved, or if the complaint is about the Head Teacher, the parent would be directed to the school's complaints procedure which is available on the school website or from the office by request.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and supporting the families of such pupils

In order to meet the individual needs of a child the school may seek advice from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, medical professional or Advisory Teacher. Where a child has a Statement or Education, Health and Care Plan, the school liaises with all appropriate agencies including the named case officer in the Local Authority SEN team.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

West Sussex Parent Carer Forum

www.wspcf.org.uk

Tel: 01903 726188

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language providing the school can meet the child's needs having made all reasonable adaptations. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please see the separate Admissions Policy).

The school consults with parents about how best to meet the needs of children transferring between phases. The school liaises with previous schools or settings and with schools that children are moving to. Support for the pupil coming to terms with moving on will be carefully planned and will include familiarisation visits and a transition booklet containing photographs of key staff and key places in their new school/setting.

Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits. Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve all outside agencies as appropriate to ensure information is comprehensive, but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Where children are moving to a secondary school, a member of staff from the new school is invited to Annual Reviews.

13. How accessible is the school?

Where necessary all areas have ramps so that we are wheelchair accessible. Although dogs are not allowed in the school, Guide Dogs and therapy dogs are welcome. We have two disabled toilets available on site. Whenever any area of the school is refurbished or redeveloped we will consider the current and future needs to make all areas as accessible as possible. Accommodating children with special needs is carefully considered each year as children move classes.

As a school, we are happy to discuss individual access requirements. Our Accessibility Plan and Checklist can be found on our school website. Hard copies are available from the school office upon request.

14. Information on where the local authority's local offer is published.

The West Sussex County Council 'Local Offer' website is available at <https://westsussex.localoffer.org> and has a wide variety of services that can be accessed.

Jolesfield C.E. School's page can be found at <https://westsussex.local-offer.org/services/1545>

This policy was approved by the governing body of Jolesfield C.E. Primary School on:

23rd January 2024

Signature of Chair of Governors: *S. Crute*

Signature of Headteacher: **V. Price**