University of Brighton Academies Trust

WEST ST LEONARDS PRIMARY ACADEMY

POLICY

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Inspiring our children and staff to flourish and achieve their best

Special Educational Needs Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the academy provide for?

We are a primary academy, and we admit pupils aged 4 to 11 years.

We are an inclusive school. This means we provide for children with all types of special educational needs and disabilities (SEND). The areas of need that are described in the SEND Code of Practice are:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Children and young people with any of these needs can be included within our academy community, as long as the attendance of the child would be compatible with the efficient education of others and use of resources. Whilst these four categories broadly identify the primary areas of need for children and young people, our academy will consider the needs of the whole child or young person and not just their special educational needs.

Resourced Provision for Both Physical Disability and Moderate Learning Difficulties

We have a dedicated Resourced Provision for children with a combination of both a physical disability and moderate learning difficulty. All children accessing this classroom have an education health and care plan (EHCP) and have the placement named within this. The EHCP must specifically name the 'specialist facility at West St Leonards' and not just 'West St Leonards Primary Academy'.

This Provision has an experienced SEN teacher and support staff. We offer a flexible and well-resourced learning environment. Children will experience personalised learning and higher staff to pupil ratio than in the mainstream classes. Afternoon sessions are spent within the mainstream environment where the children access a differentiated curriculum along with their peers of the same age, allowing them to broaden their social and learning skills, not only with children in the Resourced Provision but also with children who are the same age as them in the mainstream class. Pupils with physical disabilities and a moderate learning difficulty must be able to access mainstream classes for at least 50% of the time in order to be offered a place. Where appropriate, children may attend additional mainstream lessons if this is considered beneficial to their progress.

We work closely with external agencies to provide programmes of support for individuals. Where appropriate, we aim to incorporate advice from therapists into the children's everyday timetables.
Before expressing a parental preference on an EHCP, please visit the school first to ensure the provision is correct for your child's needs.

Please address your concerns to Ms S. Oberheim to the office email (office@wslprimaryacademy.org.uk)

2. Which staff will support my child, and what training have they had?

Sally Braime – Reading recovery teacher and lead teacher of daily supported reading

Barry Hart – HLTA, lead forest schools practitioner, sensory circuits and Lego therapy trained.

Anne-Marie Tassoni – Advanced Speech and language therapist 3 days a week.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Serena Oberheim

She has 5 years' experience in this role and is also the lead of the facility and an Assistant Principal in the school.

She achieved the National Award in Special Educational Needs Co-ordination in 2023.

She has trained in a range of SEND courses and is the lead teacher for looked after children and a designated safeguarding lead. She is allocated 4 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Our staff had been trained by CLASS, Educational Psychologists and SALT. In addition, they have a range of external specific training in Phonics, daily supported reading, and Maths Mastery.

Teaching assistants (TAs)

We have a team of 19 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to support with quality first teaching.

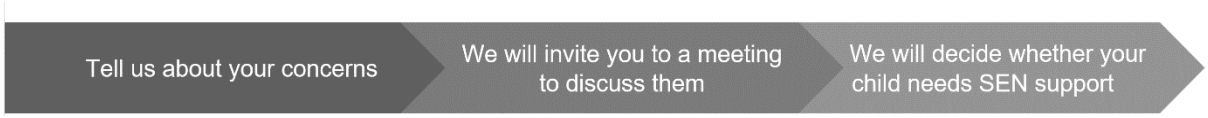
Teaching assistants are trained to deliver time limited and high quality interventions such as Sensory Circuits, Maths Mastery tutoring, RWI phonics tutoring and daily supported reading. Training in these interventions is completed by all support staff on a regular basis.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- Mental health and wellbeing services
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done in person or through an email to the office.

They will pass the message on to our SENCO, Serena Oberheim, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by ringing the school on 01424 422080 or emailing the office.

office@wslprimaryacademy.org.uk

We will talk with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

We may refer your child to outside agencies for support or assessments.

There may be a decision to begin the graduated approach of assess, plan, do, review APDR and in some cases seek further advice from other professionals

Following the outcomes of the above your child may be put on the SEND register as requiring SEND Support and you will be notified of this.

4. How will the academy know if my child needs SEN support?

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupil of the same age to allow them to access the same high quality curriculum knowledge as their peers.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress

; • fails to close the attainment gap between the child and their peers;

- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher working with the SENCO will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

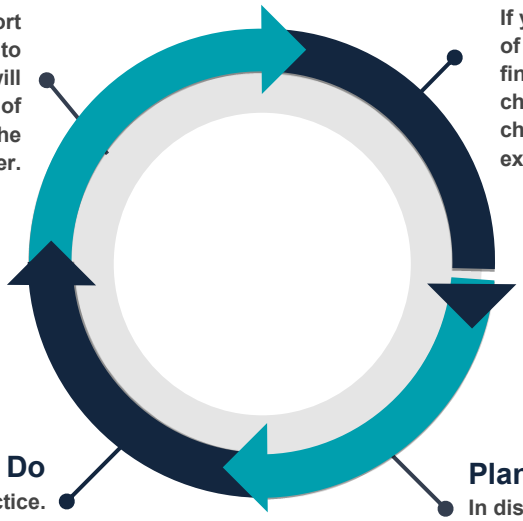
Where it is decided to provide pupil with SEND support, the decision will be recorded in academy records and we will formally notify parents and provide them with an APDR plan. We are required to make data on the level and types of SEND in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEND information report.

We follow the 'assess, plan, do, and review' cycle to ensure that we meet the needs of children with special educational needs. The 'assess, plan, do, and review' cycle helps everyone to work together to continually support the child so that the child makes good progress.

5. How will the academy measure my child's progress?

If your child is identified as needing SEND support then we will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant academy staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

A school-based Additional Needs Plan is used when, despite the appropriate targeted support, a child or young person continues over time to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will be available to meet you at two parent consultations and during one drop in evening a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, allowing you to provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher through the office email address and we will make contact with you, or arrange a discussion.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Use a developmentally appropriate tool to gather pupil voice

8. How will the academy adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement by allowing additional access and scaffold where required. We do what is necessary to enable children to develop, learn, participate and achieve the best

possible outcomes irrespective of whether that is through reasonable adjustments for a child with a disability or special educational provision for a child with SEN.

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). Further information about our academy's curriculum for each year group is available on our website.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions as part of our contribution to East Sussex's local offer:

Sensory circuits, Nessy, speech and language and nurture groups.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals three times a year
- Reviewing the impact of interventions at regular intervals
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

Extra-curricular activities and academy visits are risk assessed for all our pupils in conjunction with providers and parents/carers. We try to ensure that all pupils are able to take part in these activities and we will work together to make reasonable adjustments to allow all pupils to be included.

All pupils are encouraged to go on our academy trips, including our residential trips.

All pupils are encouraged to take part in sports day, academy performances, extra-curricular activities, educational visits and special workshops.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website here

13. How does the academy support pupils with disabilities?

The University of Brighton Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its policy for supporting students and pupils with medical conditions.

Our academy's Accessibility Plan is available on our website.

It covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take on a role of responsibility within the academy such as school council, prefect or peer mediator.
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We respond immediately to bullying in the academy.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

The majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. In common with all academies in the trust, we encourage these ambitions from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

Year to year transition

To help pupils with SEND be prepared for a new academy year we:

- Hold a teacher meeting where the current teacher and the next year's teacher discuss the children and their needs.
- Schedule lessons with the incoming teacher towards the end of the summer term

Secondary school transition.

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Children will be given opportunities to take part in transition days and parents can ask for help with questions to take to secondary schools about support available.

16. What support is in place for looked-after and previously looked-after children with SEN?

Serena Oberheim, is the designated lead for looked after children, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the class teacher or SENCO in the first instance. They will then be referred to the Trust Complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-academy/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

https://localoffer.eastsussex.gov.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen here

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages